



## **University of Huddersfield Repository**

Jabbar, Abdul

The development of culturally responsive teaching in UK Higher Education Business Schools for students from an ethnically diverse background

### **Original Citation**

Jabbar, Abdul (2015) The development of culturally responsive teaching in UK Higher Education Business Schools for students from an ethnically diverse background. Doctoral thesis, University of Huddersfield.

This version is available at <http://eprints.hud.ac.uk/id/eprint/26943/>

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: [E.mailbox@hud.ac.uk](mailto:E.mailbox@hud.ac.uk).

<http://eprints.hud.ac.uk/>

## 13.0 Bibliography

- Abrahams, R. D., & Troike, R. C. (1972). Language and Cultural Diversity in American Education.
- Ahern, K. J. (1999). Ten tips for reflexive bracketing. *Qualitative Health Research*, 9(3), 407–411.
- Ahmed, S. (2007). The language of diversity. *Ethnic and Racial Studies*, 30(2), 235–256.
- Allen, P. M. (1998). Towards a Black construct of accessibility. *RESEARCH REPORT-POLICY STUDIES INSTITUTE*, 86–95.
- Anstey, M., & Bull, G. (2010). Helping teachers to explore multimodal texts. *Curriculum Leadership Journal*. Retrieved from [http://www.curriculum.edu.au/leader/helping\\_teachers\\_to\\_explore\\_multimodal\\_texts,31522.html?issueID=12141](http://www.curriculum.edu.au/leader/helping_teachers_to_explore_multimodal_texts,31522.html?issueID=12141)
- Audi, R. (2010). Epistemology : A Contemporary Introduction to the Theory of Knowledge. Hoboken: Taylor and Francis. Retrieved from <http://hud.eblib.com/patron/FullRecord.aspx?p=574520>
- Auerbach, C. F., & Silverstein, L. B. (2003). *Qualitative data: An introduction to coding and analysis*. NYU press.
- Avery, D. R., & Thomas, K. M. (2004). Blending content and contact: The roles of diversity curriculum and campus heterogeneity in fostering diversity management competency. *Academy of Management Learning & Education*, 3(4), 380–396.
- Bahra, H. (2007). Looking within: how universities can tackle and prevent institutional racism. Retrieved from <http://www.theguardian.com/education/2007/jan/31/highereducation.uk>
- Bailey, J. (2008). First steps in qualitative data analysis: transcribing. *Family Practice*, 25(2), 127–131.
- Bajunid, I. A. (1996). Preliminary explorations of indigenous perspectives of educational management: The evolving Malaysian experience. *Journal of Educational Administration*, 34(5), 50–73. doi:10.1108/09578239610148278
- Baldwin, S. C., Buchanan, A. M., & Rudisill, M. E. (2007). What Teacher Candidates Learned About Diversity, Social Justice, and Themselves From Service-Learning Experiences. *Journal of Teacher Education*, 58(4), 315–327. doi:10.1177/0022487107305259
- Ball, S. J., Reay, D., & Miriam, D. (2002). “Ethnic Choosing”: Minority Ethnic Students, Social Class and Higher Education Choice. *Race Ethnicity and Education*, 5(4), 333–357.

- Bandura, A. (1994). *Self-efficacy*. Wiley Online Library.
- Banks, J. A. (1993). Multicultural education: Historical development, dimensions, and practice. *Review of Research in Education*, 3–49.
- Banks, J. A. (1995). Multicultural education and curriculum transformation. *The Journal of Negro Education*, 64(4), 390–400.
- Banks, J. A. (2001). Citizenship Education and Diversity: Implications for Teacher Education. *Journal of Teacher Education*, 52(1), 5–16.  
doi:10.1177/0022487101052001002
- Banks, J. A. (2008). *Teaching Strategies for Ethnic Studies* (8, illustr.). The University of Virginia: Pearson/Allyn & Bacon. Retrieved from  
<http://books.google.co.uk/books?id=1jYOnwEACAAJ>
- Banks, J. A., & Banks, C. A. M. (1995). *Handbook of research on multicultural education*. (J. A. Banks & C. A. McGee Banks, Eds.). Macmillan New York.
- Banks, J. A., & Banks, C. A. M. (2009). *Multicultural education: Issues and perspectives*. John Wiley & Sons.
- Baron, R. M., Tom, D. Y. H., & Cooper, H. M. (1985). Social class, race and teacher expectations. *Teacher Expectancies*, 251–269.
- Bartolome, L. I., & Macedo, D. P. (1997). Dancing with bigotry: The poisoning of racial and ethnic identities. *Harvard Educational Review*, 67(2), 222–247.
- Bauman, Z. (1997). Universities: Old, new and different. *The Postmodern University*, 17–26.
- Beaty, L., Gibbs, G., & Morgan, A. (1997). Learning orientations and study contracts. *The Experience of Learning*, 2, 72–88.
- Beddall-Hill, N., Jabbar, A., & Shehri, S. (2011). Social Mobile Devices as Tools for Qualitative Research in Education: iPhones and iPads in Ethnography, Interviewing, and Design-Based Research. *Journal of the Research Center for Educational Technology*, 7(1), 67–89. Retrieved from  
<http://eprints.hud.ac.uk/10507/>
- Beech, I. (1999). Bracketing in phenomenological research. *Nurse Researcher*, 6(3), 17–35.
- Beekes, W. (2006). The “Millionaire” method for encouraging participation. *Active Learning in Higher Education*, 7(1), 25.
- Bellamy, S., Morley, C., & Watty, K. (2003). Why business academics remain in Australian universities despite deteriorating working conditions and reduced job satisfaction: an intellectual puzzle. *Journal of Higher Education Policy and Management*, 25(1), 13–28.

- Bernstein, R. J. (2011). *Beyond objectivism and relativism: Science, hermeneutics, and praxis*. University of Pennsylvania Press.
- Beverly, E. C. (2003). Learning or Unlearning Racism: Transferring Teacher Education Curriculum to Classroom Practices. *Theory into Practice*, 42(3), 203–207.
- Bhatti, G. (2011). Outsiders or Insiders? Identity, educational success and Muslim young men in England. *Ethnography and Education*, 6(1), 81–96.  
doi:10.1080/1745782302011.553081
- Bingham, R., & O'Hara, M. (2007). Widening participation on early years degrees: "I realised I could, and would, do this—and I have!" *Journal of Further and Higher Education*, 31(4), 311–321.
- Black, A. (2010). US ELEMENTARY TEACHERS'PERCEPTIONS AND IMPLEMENTATION OF CULTURALLY RESPONSIVE TEACHING. *The Journal of Multiculturalism in Education*, 6(1), 1–25.
- Blumer, H. (1986). *Symbolic interactionism: Perspective and method*. University of California Press.
- Bolsmann, C., & Miller, H. (2008). International student recruitment to universities in England: discourse, rationales and globalisation. *Globalisation, Societies and Education*, 6(1), 75–88. doi:10.1080/14767720701855634
- Bonner, A., Francis, K., & Mills, J. (2006). Adopting a constructivist approach to grounded theory: implications for research design. *International Journal of Nursing Practice*, 12(1), 6–8.
- Bourdieu, P., & Passeron, J. C. (1990). *Reproduction in education, society and culture* (Vol. 4). Sage.
- Bowl, M. (2003). *Non-traditional entrants to higher education: they talk about people like me*. Stoke-on-Trent: Trentham Books.
- Boyce, C., & Neale, P. (2006). *CONDUCTING IN-DEPTH INTERVIEWS: A Guide for Designing and Conducting In-Depth Interviews for Evaluation Input*. (P. I. T. SERIES, Ed.) (Vol. 2).
- Brooks, J., Mccluskey, S., Turley, E., & King, N. (2015). Qualitative Research in Psychology The Utility of Template Analysis in Qualitative Psychology Research. *Qualitative Research in Psychology*, 12(2), 202–222.  
doi:10.1080/14780887.2014.955224
- Brown, L. (2009). The transformative power of the international sojourn: An ethnographic study of the international student experience. *Annals of Tourism Research*, 36(3), 502–521.
- Bryman, A. (1989). *Research Methods and Organization Studies*. Routledge. Retrieved from

[http://books.google.co.uk/books/about/Research\\_Methods\\_and\\_Organization\\_Studie.html?id=\\_Fbr9OagHvEC&pgis=1](http://books.google.co.uk/books/about/Research_Methods_and_Organization_Studie.html?id=_Fbr9OagHvEC&pgis=1)

Bryman, A. (2003). *Research Methods and Organization Studies*. Routledge. Retrieved from <http://books.google.com/books?hl=en&lr=&id=jMqIAgAAQBAJ&pgis=1>

Bryman, A. (2012). *Social research methods*. Oxford university press.

Burnard, P., Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). Analysing and presenting qualitative data. *British Dental Journal*, 204(8), 429–32.  
doi:10.1038/sj.bdj.2008.292

Buskist, W., Sikorski, J., Buckley, T., & Saville, B. K. (2002). Elements of master teaching. *The Teaching of Psychology: Essays in Honor of Wilbert J. McKeachie and Charles L. Brewer*, 27–39.

Carboneau, N., Vallerand, R. J., Fernet, C., & Guay, F. (2008). The role of passion for teaching in intrapersonal and interpersonal outcomes. *Journal of Educational Psychology*, 100(4), 977.

Carù, A., & Cova, B. (2003). Revisiting consumption experience a more humble but complete view of the concept. *Marketing Theory*, 3(2), 267–286.

Castagno, A. E., & Brayboy, B. M. J. (2008). Culturally Responsive Schooling for Indigenous Youth: A Review of the Literature. *Review of Educational Research*, 78(4), 941–993. doi:10.3102/0034654308323036

Chandler, J., Barry, J., & Clark, H. (2002). Stressing academe: The wear and tear of the new public management. *Human Relations*, 55(9), 1051–1069.

Cheng, Y., & Heath, A. (1993). Ethnic origins and class destinations. *Oxford Review of Education*, 19(2), 151–165.

Clough, P., & Nutbrown, C. (2012). *A Student's Guide to Methodology*. SAGE Publications.

Cochran-Smith, M., & Lytle, S. L. (1999). Relationships of knowledge and practice: Teacher learning in communities. *Review of Research in Education*, 24, 249–305.

Coffey, A., & Atkinson, P. (1996). *Making sense of qualitative data: Complementary research strategies*. Sage Publications, Inc.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. GB: Routledge Ltd. Retrieved from <http://www.dawsonera.com.librouter.hud.ac.uk/depp/reader/protected/external/AbstractView/S9780203029053>

Cohen, L., Manion, L., & Morrison, K. (2013). *Research methods in education* (7th Editio.). Milton Park, Abingdon, Oxon: Routledge Ltd. Retrieved from

<http://www.dawsonera.com.librouter.hud.ac.uk/depp/reader/protected/external/Abs tractView/S9780203029053>

Colvin, C., & Schlosser, L. K. (1997). Developing academic confidence to build literacy: What teachers can do. *Journal of Adolescent & Adult Literacy*, 41(4), 272–281. Retrieved from <http://www.jstor.org/stable/40015586>

Commission, S. M. (2013). Higher Education: The Fair Access Challenge. Retrieved from <https://www.gov.uk/government/publications/higher-education-the-fair-access-challenge>

Connor, H., Tyers, C., Modood, T., & Hillage, J. (2004). *Why the difference? A closer look at higher education minority ethnic students and graduates. Research Report* (Vol. 552). Institute for Employment studies.

Corbin, J., & Strauss, A. (2008). Basics of qualitative research 3e. London: Sage.

Cortés, C. E. (2000). *The Children Are Watching: How the Media Teach about Diversity. Multicultural Education Series*. ERIC.

Coulson, D., & Harvey, M. (2013). Scaffolding student reflection for experience-based learning: a framework. *Teaching in Higher Education*, 18(4), 401–413.

Council, B. (2013). *British Council Data*. Retrieved from <https://hesadata.britishcouncil.org>

Crabtree, B. F., & DiCicco-Bloom, B. (2006). The qualitative research interview. *Medical Education*, 40(4), 314–318.

Crabtree, B. F., & Miller, W. F. (1992). A template approach to text analysis: Developing and using codebooks.

Crabtree, B. F., & Miller, W. L. (1999). *Doing Qualitative Research*. SAGE Publications. Retrieved from <http://books.google.com/books?hl=en&lr=&id=MEd2AwAAQBAJ&pgis=1>

Creswell, J. W. (1998). QUALITATIVE INQUIRY AND RESEARCH DESIGN: CHOOSING AMONG FIVE TRADITIONS.

Creswell, J. W. (2002). Educational research: Planning, conducting, and evaluating quantitative.

Creswell, J. W. (2011). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (Fourth.). Pearson.

Cross, T. L., Benjamin, M. P., & Isaacs, M. R. (1998). *Towards a culturally competent system of care*. CASSP Technical Assistance Center, Georgetown University Child Development Center.

Crotty, M. (1996). *Phenomenology and nursing research*. Churchill Livingstone.

- Crotty, M. (1998). *The foundations of social research. meaning and perspective in the research process*. Thousand Oaks, Calif: Sage Publications. Retrieved from <http://library.hud.ac.uk/catlink/bib/314610>
- Cummins, J. (1992). The empowerment of Indian students. In J. Reyhner (Ed.), *Teaching American Indian students* (pp. 3–12). University of Oklahoma Press.
- Cummins, J. (1996). *Negotiating identities: education for empowerment in a diverse society*. California Association for Bilingual Education. Retrieved from <https://books.google.co.uk/books?id=NlQIAQAAIAAJ>
- Cushner, K., & Brennan, S. (2007). Intercultural Student Teaching: A Bridge to Global Competence. *Rowman & Littlefield Education*.
- D'Souza, D. (1991). *Illiberal education: The politics of race and sex on campus*. Simon and Schuster.
- D'Souza, D. (1995). *The end of racism: Principles for a multiracial society*. New York: Free Press.
- Dantas, M. L. (2007). Building teacher competency to work with diverse learners in the context of international education. *Teacher Education Quarterly*, 75–94.
- David, C., & Kienzler, D. (1999). Towards an emancipatory pedagogy in service courses and user departments. *Technical Communication Quarterly*, 8(3), 269–283.
- Day, C. (2004). *A passion for teaching*. Psychology Press.
- De Vries, H. (2005). *Minimal theologies: Critiques of secular reason in Adorno and Levinas*. JHU Press.
- Dee, T. S. (2005). A teacher like me: Does race, ethnicity, or gender matter? *American Economic Review*, 158–165.
- Dehler, G. E., Welsh, M. A., & Lewis, M. W. (2001). Critical pedagogy in the new paradigm'. *Management Learning*, 32(4), 493–511.
- Dempster, P. G., & Woods, D. K. (2011). The economic crisis through the eyes of Transana. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* (Vol. 12).
- Dimitriadis, G., & McCarthy, C. (1999). Violence in theory and practice: Popular culture, schooling, and the boundaries of pedagogy. *Educational Theory*, 49(1), 125–138.
- Doyle, C., & Hind, P. (1998). Occupational stress, burnout and job status in female academics. *Gender, Work & Organization*, 5(2), 67–82.

- Durden, T. (2008). Do Your Homework! Investigating the Role of Culturally Relevant Pedagogy in Comprehensive School Reform Models Serving Diverse Student Populations. *The Urban Review*, 40(4), 403–419.
- Durden, T., Dooley, C. M., & Truscott, D. (2014). Race still matters: preparing culturally relevant teachers. *Race Ethnicity and Education*, (ahead-of-print), 1–22.
- Durden, T., & Truscott, D. (2013). Critical Reflectivity and the Development of New Culturally Relevant Teachers. *Multicultural Perspectives*, 15(2), 73–80.
- Earwaker, J. (1992). *Helping and Supporting Students. Rethinking the Issues*. ERIC.
- Elliott, B., & Crosswell, L. (2001). Commitment to teaching: Australian perspectives on the interplays of the professional and the personal in teachers' lives. In *International Symposium on Teacher Commitment at the European Conference on Educational Research, Lille, France*.
- Ellis, C., & Bochner, A. P. (1996). *Composing ethnography: Alternative forms of qualitative writing*. Rowman Altamira.
- Erickson, F. (1987). Transformation and School Success: The Politics and Culture of Educational Achievement. *Anthropology & Education Quarterly*, 18(4), 335–356. doi:10.1525/aeq.1987.18.4.04x0023w
- Etherington, K. (2004). *Becoming a Reflexive Researcher: Using Our Selves in Research*. Jessica Kingsley Publishers.
- Evers, J. C. (2011). From the past into the future. How technological developments change our ways of data collection, transcription and analysis. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* (Vol. 12).
- Felder, R. M. (1993). Reaching the second tier. *Journal of College Science Teaching*, 23(5), 286–290.
- Fereday, J., & Muir-Cochrane, E. (2008). Demonstrating rigor using thematic analysis: A hybrid approach of inductive and deductive coding and theme development. *International Journal of Qualitative Methods*, 5(1), 80–92. Retrieved from <http://ejournals.library.ualberta.ca/index.php/IJQM/article/viewArticle/4411>
- Figueroa, P. (1999). Multiculturalism and Anti-racism in a New ERA: a critical review. *Race Ethnicity and Education*, 2(2), 281–302.
- Finch, H., & Lewis, J. (2003). Focus groups. *Qualitative Research Practice: A Guide for Social Science Students and Researchers*, 170–198.
- Finlay, L. (2002). ,ÄuOuting,Äù the researcher: The provenance, process, and practice of reflexivity. *Qualitative Health Research*, 12(4), 531–545.

- Finlay, L., & Gough, B. (2003). *Reflexivity: A Practical Guide for Researchers in Health and Social Sciences*. Blackwell Science. Retrieved from <http://books.google.co.uk/books?id=mODhDRZZ19wC>
- Finn, J. D., & Voelkl, K. E. (1993). School Characteristics Related to Student Engagement. *The Journal of Negro Education*, 62(3), 249–268.  
doi:10.2307/2295464
- Foster, M. (1995). African American Teachers and Culturally Relevant Pedagogy.
- Freire, P. (2000). *Pedagogy of the oppressed*. Bloomsbury Publishing.
- French, J. R. P., Caplan, R. D., & Van Harrison, R. (1982). *The mechanisms of job stress and strain* (Vol. 8). Wiley New York.
- Gaffney, S. (2008). Teaching and Learning in a Multicultural Environment: A Mild Polemic. In M. B. Par Martensson Kristina Nilsson (Ed.), *Teaching and Learning at Business Schools: Transforming Business Education* (pp. 111–127). Burlington: Gower.
- Gallos, J. V, & Ramsey, V. J. (1997). *Teaching Diversity: Listening to the Soul, Speaking from the Heart. The Jossey-Bass Business & Management Series; The Jossey-Bass Higher & Adult Education Series*. ERIC.
- Gatimu, M. W. (2009). Undermining critical consciousness unconsciously: Restoring hope in the multicultural education idea. *Journal of Educational Change*, 10(1), 47.
- Gay, G. (2000). *Culturally Responsive Teaching: Theory, Research, & Practice*. New York: Teachers College Press.
- Gay, G. (2002). Preparing for culturally responsive teaching. *JOURNAL OF TEACHER EDUCATION-WASHINGTON DC-*, 53(2), 106–116.
- Gay, G., & Kirkland, K. (2003). Developing cultural critical consciousness and self-reflection in preservice teacher education. *Theory into Practice*, 42(3), 181–187.
- Geertz, C. (1973). *The interpretation of cultures: Selected essays* (Vol. 5019). Basic books.
- Ghere, D. L., Kampsen, A., Duranczyk, I. M., & Christensen, L. L. (2007). Adopting and integrating multiculturalism: a closing assessment of general college. *CRDEUL*, 25.
- Gibson, M. A. (1987). The school performance of immigrant minorities: A comparative view. *Anthropology & Education Quarterly*, 18(4), 262–275.
- Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). Methods of data collection in qualitative research: interviews and focus groups. *Br Dent J*, 204(6), 291–295.  
Retrieved from <http://dx.doi.org/10.1038/bdj.2008.192>

- Giroux, H. A. (1992). Language, difference and Curriculum Theory: Beyond the politics of Clarity. *Theory into Practice*, 31(3). Retrieved from  
<http://web.ebscohost.com.librouter.hud.ac.uk/ehost/pdf?vid=2&hid=103&sid=5758149c-4af4-473c-bafa-8d72f7c59244@sessionmgr108>
- Giroux, H. A. (2004). Cultural Studies and the Politics of Public Pedagogy: Making the Political More Pedagogical. *Parallax*, 10(2), 73–89.  
doi:10.1080/1353464042000208530
- Giroux, H. A. (2005). Border Crossings: Cultural Workers and the Politics of Education.
- Given, L. M. (2008). *The Sage encyclopedia of qualitative research methods*. Sage Publications.
- Glasserfeld, E. von. (1995). Radical constructivism: A way of knowing and learning. London: The Palmer Press.
- Glesne, C. (2010). *Becoming Qualitative Researchers: An Introduction: International Edition*. Pearson Education, Limited. Retrieved from  
<http://books.google.co.uk/books?id=koM9bwAACAAJ>
- Goldberg, D. (1994). Multiculturalism: A critical reader.
- Gonzalez, C. (2009). Conceptions of, and Approaches to, Teaching Online: A Study of Lecturers Teaching Postgraduate Distance Courses. *Higher Education*, 57(3), 299–314. doi:10.2307/40269124
- Goodlad, J. I. (1994). *Educational renewal: Better teachers, better schools*. ERIC.
- Goodman, R. D., & Cirecie, A. W.-O. (2009). Applying Critical Consciousness: Culturally Competent Disaster Response Outcomes. *Journal of Counseling & Development*, 87. Retrieved from  
<http://web.ebscohost.com/ehost/pdf?vid=2&hid=107&sid=9676df33-1de0-443f-ab7a-0e119356cabb@sessionmgr4>
- Gordon, E. W., & Wilkerson, D. A. (1966). COMPENSATORY EDUCATION FOR THE DISADVANTAGED, PROGRAMS AND PRACTICES--PRESCHOOL THROUGH COLLEGE.
- Gorski, P. (1997). Initial Thoughts on Multicultural Education-Multicultural Pavilion. New York: Macmillan Publishing Company.
- Grant, C. A., & Sleeter, C. E. (1993). Making Choices for Multicultural Education: Five Approaches to Race, Class & Gender. Prentice Hall.
- Groenewald, T. (2004). A phenomenological research design illustrated.

- Gu, Q., & Maley, A. (2008). Changing Places: A Study of Chinese Students in the UK. *Language and Intercultural Communication*, 8(4), 224–245.  
doi:10.1080/14708470802303025
- Guest, G., Bunce, A., & Johnson, L. (2006). How Many Interviews Are Enough?: An Experiment with Data Saturation and Variability. *Field Methods*, 18(1), 59–82.  
doi:10.1177/1525822X05279903
- Guest, G., & MacQueen, K. M. (2007). *Handbook for team-based qualitative research*. Rowman Altamira.
- Guest, G., Namey, E. E., & Mitchell, M. L. (2012). *Collecting qualitative data: A field manual for applied research*. Sage.
- Guppy, A., & Rick, J. (1996). The influences of gender and grade on perceived work stress and job satisfaction in white collar employees. *Work & Stress*, 10(2), 154–164.
- Habu, T. (2000). The irony of globalization: The experience of Japanese women in British higher education. *Higher Education*, 39(1), 43–66.  
doi:10.1023/A:1003807009463
- Halagao, P. E. (2004). Bringing Banks' multicultural typology to life: When curriculum and pedagogy are transformed. *Electronic Magazine of Multicultural Education*, 6(1), 32.
- Hammersley, M. (1992). The generalisability of ethnography. *What's Wrong with Ethnography*, 85–95.
- Hellawell, D. (2006). Inside, Out: analysis of the insider, Outsider concept as a heuristic device to develop reflexivity in students doing qualitative research. *Teaching in Higher Education*, 11(4), 483–494.
- Higbee, J. L., Lundell, D. B., & Duranczyk, I. M. (2007). Diversity and the Postsecondary Experience. *Center for Research on Developmental Education and Urban Literacy, University of Minnesota*.
- Higbee, J. L., Siaka, K., & Bruch, P. L. (2007). Student perceptions of their multicultural learning environment: A closer look. *Diversity and the Postsecondary Experience*, 3–23.
- Hodder, I. (2000). *The interpretation of documents and material culture*. California, USA: Sage Publications. Retrieved from <http://books.google.com/books?hl=en&lr=&id=DwOIAwAAQBAJ&pgis=1>
- Hoebel, E. A. (1972). *Anthropology: The study of man*. McGraw-Hill New York.
- Housee, S. (2011). What Difference Does “Difference” Make? A Discussion with Ethnic Minority Students about Their Learning Experience in Higher Education.

*Learning and Teaching: The International Journal of Higher Education in the Social Sciences*, 4(1), 70–91.

Houser, N. O. (2008). Cultural plunge: a critical approach for multicultural development in teacher education . *Race Ethnicity and Education*, 11(4), 465–482.  
doi:10.1080/13613320802479034

Howard, T. C. (2003). Culturally Relevant Pedagogy: Ingredients for Critical Teacher Reflection. *Theory into Practice*, 42(3), 195–202.  
doi:[http://dx.doi.org/10.1207/s15430421tip4203\\_5](http://dx.doi.org/10.1207/s15430421tip4203_5)

Hultberg, J., Plos, K., Hendry, G. D., & Kjellgren, K. I. (2008). Scaffolding students' transition to higher education: parallel introductory courses for students and teachers. *Journal of Further and Higher Education*, 32(1), 47–57.  
doi:10.1080/03098770701781440

Humfrey, C. (1999). *Managing international students: Recruitment to graduation*. Open University Press.

Hurtado, S., Milem, J., Clayton-Pedersen, A., & Allen, W. (1999). Enacting Diverses Learning Environments: Improving the Climate for Racial/Ethnic Diversity in Higher Education. *ASHE-ERIC Higher Education Report*, 26, 8.

Irvine, J. J. (1990). *Black students and school failure. Policies, practices, and prescriptions*. ERIC.

Jabbar, A. (2013). Characterising features of culturally responsive teaching in UK Higher Education Business Schools. In *10th ALDinHE Conference 2013: Celebrating Learning Development, 25th – 27th March 2013*. Plymouth. Retrieved from <http://eprints.hud.ac.uk/17059/>

Jabbar, A., & Hardaker, G. (2013). The role of culturally responsive teaching for supporting ethnic diversity in British University Business Schools. *Teaching in Higher Education*, 1–13. doi:10.1080/13562517.2012.725221

Jackson, T., & Aycan, Z. (2006). Editorial: From cultural values to cross cultural interfaces. *International Journal of Cross Cultural Management*, 6(1), 5–13.

Jacobs, S., Owen, J., Sergeant, P., & Schostak, J. (2007). Ethnicity and gender in degree attainment: an extensive survey of views and activities in English HEIs. *HEA/ECU Research Report*.

Jacobsen, J. (1998). *Islam in Transition: Religion and identity among British Pakistani youth* (Vol. 1). RoutledgeCurzon. Retrieved from <http://site.ebrary.com/lib/uoh/docDetail.action?docID=10017230>

Jenks, C., Lee, J. O., & Kanpol, B. (2001). Approaches to multicultural education in preservice teacher education: Philosophical frameworks and models for teaching. Springer.

- Johnson, M. K., Crosnoe, R., & Elder Jr, G. H. (2001). Students' attachment and academic engagement: The role of race and ethnicity. *Sociology of Education*, 318–340.
- Johnson, P., & Duberley, J. (2003). Reflexivity in Management Research \*. *Journal of Management Studies*, 40:5(July), 1279–1303. doi:10.1111/1467-6486.00380
- Jones, R., & Thomas, L. (2005). The 2003 UK Government Higher Education White Paper: A critical assessment of its implications for the access and widening participation agenda. *Journal of Education Policy*, 20(5), 615–630.
- Joy, S., & Poonamallee, L. (2013). Cross-cultural teaching in globalized management classrooms: Time to move from functionalist to post-colonial approaches? *Academy of Management Learning & Education*.
- Jussim, L. (1989). Teacher expectations: Self-fulfilling prophecies, perceptual biases, and accuracy. *Journal of Personality and Social Psychology*, 57(3), 469.
- Karlsson, C. (2008). Program Design and Management. In M. B. Par Martensson Kristina Nilsson (Ed.), *Teaching and Learning at Business Schools: Transforming Business Education* (pp. 167–181). Burlington: Gower.
- Kellner, D. (1998). MULTIPLE LITERACIES AND CRITICAL PEDAGOGY IN A MULTICULTURAL SOCIETY. *Educational Theory*, 48(1).
- Kelsall, R. K., Poole, A., & Kuhn, A. (1972). *Graduates: The sociology of an elite*. Methuen London.
- King, N. (2004). Using templates in the thematic analysis of texts. In C. Cassell & G. Symon (Eds.), *Essential guide to qualitative methods in organizational research* (pp. 256–270). London: Sage Publications.
- King, N. (2012). Doing template analysis. *Qualitative Organizational Research: Core Methods and Current Challenges*, 250–426.
- King, N., & Horrocks, C. (2010). *Interviews in qualitative research*. London: SAGE Publications Limited.
- Kinman, G. (2001). Pressure Points: A review of research on stressors and strains in UK academics. *Educational Psychology*, 21(4), 473–492.  
doi:10.1080/01443410120090849
- Kinman, G., & Jones, F. (2003). “Running Up the Down Escalator”: Stressors and strains in UK academics. *Quality in Higher Education*, 9(1), 21–38.  
doi:10.1080/13538320308162
- Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning and Education*, 4(2), 193–212.

- Kukulska-Hulme, A., & Traxler, J. (2005). *Mobile learning: A handbook for educators and trainers*. Psychology Press.
- Kumaravadivelu, B. (2003). Problematizing cultural stereotypes in TESOL. *Tesol Quarterly*, 37(4), 709–719.
- Kumaravadivelu, B. (2008). *Cultural globalization and language education*. Yale University Press.
- Kvale, S., & Brinkmann, S. (2009). *InterViews: learning the craft of qualitative research interviewing*. Thousand Oaks: Sage Publications. Retrieved from <http://library.hud.ac.uk/catlink/bib/590440>
- Ladson-Billings, G. (1995a). But that's just good teaching! The case for culturally relevant pedagogy. Lawrence Erlbaum Associates (Taylor & Francis Group).
- Ladson-Billings, G. (1995b). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465–491.
- Langdridge, D. (2007). *Phenomenological psychology: Theory, research and method*. Pearson Education.
- Lapan, S. D., Quartaroli, M. T., & Riemer, F. J. (2011). *Qualitative research: An introduction to methods and designs* (Vol. 37). John Wiley & Sons.
- Lawrence, J. (2005). Addressing diversity in higher education: Two models for facilitating student engagement and mastery. In *Proceedings of the 28th HERDSA Annual Conference: Higher Education in a Changing World (HERDSA 2005)* (pp. 243–252). Higher Education Research and Development Society of Australasia (HERDSA).
- Leese, M. (2010). Bridging the gap: supporting student transitions into higher education. *Journal of Further and Higher Education*, 34(2), 239–251. doi:10.1080/03098771003695494
- Legard, R., Keegan, J., & Ward, K. (2003). In-depth interviews. In J. Ritchie & J. Lewis (Eds.), *Qualitative research practice: A guide for social science students and researchers* (pp. 138–169).
- Levsen, V. B., Goettel, N., Chong, F., & Farris, R. (2001). Do we practice diversity in business schools? *International Journal of Educational Management*, 15(4), 167–171.
- Lewis, J. (2003). Design issues. In J. Ritchie & J. Lewis (Eds.), *Qualitative research practice: A guide for social science students and researchers* (pp. 47–76).
- Lomas, L. (2007). Are Students Customers? Perceptions of Academic Staff. *Quality in Higher Education*, 13(1), 31–44. doi:10.1080/13538320701272714

- Macpherson, S. W., & Britain, G. (1999). *The Stephen Lawrence Inquiry: report of an inquiry*. TSO.
- Maeroff, G. I. (1988). *The Empowerment of Teachers. Overcoming the Crisis of Confidence*. ERIC.
- Makin, P. J., Cooper, C. L., & Cox, C. P. (1996). Organizations and the psychological contract. British Psychological Society.
- Marginson, S., & Considine, M. (2002). The enterprise university: power, governance and reinvention in Australia. Taylor & Francis.
- Marsh, D., & Stoker, G. (2002). *Theories and methods in political science*. Palgrave.
- Masemann, V. L. (1999). Culture and education. *Comparative Education: The Dialectic of the Global and the Local*, 115–133.
- McAllister, G., & Irvine, J. J. (2002). The Role of Empathy in Teaching Culturally Diverse Students: A Qualitative Study of Teachers' Beliefs. *Journal of Teacher Education*, 53(5), 433–443. doi:10.1177/002248702237397
- McArthur, J. (2010). Achieving social justice within and through higher education: the challenge for critical pedagogy. *Teaching in Higher Education*, 15(5), 493–504. Retrieved from <http://www.informaworld.com/smpp/title~content=t713447786>
- McGee Banks, C. A., & Banks, J. A. (1995). Equity pedagogy: An essential component of multicultural education. *Theory into Practice*, 34(3), 152–158.
- McKown, C., & Weinstein, R. S. (2002). Modeling the role of child ethnicity and gender in children's differential response to teacher expectations1. *Journal of Applied Social Psychology*, 32(1), 159–184.
- McLaren, P. L. (1995). White terror and oppositional agency: Towards a critical multiculturalism. *Multicultural Education, Critical Pedagogy, and the Politics of Difference*, 33–70.
- Meek, V. L. (2000). Diversity and marketisation of higher education: incompatible concepts? *Higher Education Policy*, 13(1), 23–39.
- Melnick, S. L., & Zeichner, K. M. (1998). Teacher educations responsibility to address diversity issues: Enhancing institutional capacity. *Theory into Practice*, 37(2), 88–95.
- Meyer, H.-D. (2002). The new managerialism in education management: corporatization or organizational learning? . *Journal of Educational Administration*, 40(6), 534–551. doi:10.1108/09578230210446027
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Sage.

- Miller, F. A., & Alvarado, K. (2005). Incorporating Documents Into Qualitative Nursing Research. *Journal of Nursing Scholarship*, 37(4), 348–353. doi:10.1111/j.1547-5069.2005.00060.x
- Minkler, M., & Biller, R. P. (1979). Role shock: A tool for conceptualizing stresses accompanying disruptive role transitions. *Human Relations*, 32(2), 125–140.
- Mintzberg, H., & Gosling, J. (2002). Educating managers beyond borders. *Academy of Management Learning & Education*, 1(1), 64–76.
- Mirza, M., Senthilkumaran, A., & Ja'far, Z. (2007). Living apart together. *British Muslims and the Paradox of Multiculturalism*. London: Policy Exchange, 53.
- Modood, T. (2003). Muslims and the politics of difference.
- Modood, T. (2006). Ethnicity, Muslims and higher education entry in Britain. *Teaching in Higher Education*, 11(2), 247–250. doi:10.1080/13562510500527826
- Modood, T., & Shiner, M. (2002). Help or Hindrance? Higher Education and the Route to Ethnic Equality. *British Journal of Sociology of Education*, 23(2), 209–232. doi:10.1080/01425690220137729
- Molesworth, M., Nixon, E., & Scullion, R. (2009). Having, being and higher education: the marketisation of the university and the transformation of the student into consumer. *Teaching in Higher Education*, 14(3), 277–287. doi:10.1080/13562510902898841
- Moll, L. C., & Gonzalez, N. (1997). Teachers as social scientists: Learning about culture from household research. *Race, Ethnicity, and Multiculturalism: Policy and Practice*, 89–114.
- Moodley, K. A. (1995). Multicultural Education in Canada: Historical Development and Current Status.
- Morgan, G., & Burrell, G. (1979). Sociological paradigms and organisational analysis: elements of the sociology of corporate life. *Aufl.*, London.
- Morse, J. M., & Corbin, J. (2003). The unstructured interactive interview: Issues of reciprocity and risks when dealing with sensitive topics. *QUALITATIVE INQUIRY*, 9(3), 332–335.
- Moustakas, C. E. (1994). *Phenomenological research methods*. Thousand Oaks, Calif: Sage. Retrieved from <http://library.hud.ac.uk/catlink/bib/222669>
- Mowday, R. T. (1997). Reaffirming our scholarly values. *Academy of Management Review*, 22(2), 335–345.
- Murrell, Jr, P. C. (1994). In Search of Responsive Teaching for African American Males: An Investigation of Students' Experiences of Middle School Mathematics Curriculum. *Journal of Negro Education*, 63(4), 556–569.

- Nadin, S., & Cassell, C. (2006). The use of a research diary as a tool for reflexive practice: Some reflections from management research. *Qualitative Research in Accounting & Management*, 3, 208–217. doi:10.1108/11766090610705407
- Narayanan, L., Menon, S., & Spector, P. E. (1999). Stress in the workplace: A comparison of gender and occupations. *Journal of Organizational Behavior*.
- Newman, I. (1998). *Qualitative-quantitative research methodology: Exploring the interactive continuum*. SIU Press.
- Ngambi, H. (2008). Diversity Dynamics in Teaching. In M. B. Par Martensson Kristina Nilsson (Ed.), *Teaching and Learning at Business Schools: Transforming Business Education* (pp. 101–110). Burlington: Gower.
- Nichols, S. L., & Good, T. L. (2004). *America's teenagers--myths and realities: Media images, schooling, and the social costs of careless indifference*. Routledge.
- Nicol, D. J. (2013). Movement conservatism and the attack on ethnic studies. *Race Ethnicity and Education*, 16(5), 653–672. doi:10.1080/13613324.2013.792794
- Nieto, S. (1999). *The Light in Their Eyes: Creating Multicultural Learning Communities. Multicultural Education Series*. ERIC.
- Nieto, S. (2000). *Affirming diversity: The sociopolitical context of multicultural education*. Longman, 1185 Avenue of the Americas, New York, NY 10036 (\$63). Tel: 800-666-9433 (Toll Free).
- Nieto, S. (2009). *Language, culture, and teaching: critical perspectives*. Routledge. Retrieved from <http://books.google.co.uk/books?id=sMdkE7YY9KwC>
- Noor, K. B. M. (2008). Case study: a strategic research methodology. *American Journal of Applied Sciences*, 5(11), 1602.
- Oakes, J., & Lipton, M. (2002). Struggling for educational equity in diverse communities: School reform as social movement. *Journal of Educational Change*, 3(3-4), 383–406.
- Oberg, K. (2006). Cultural shock: Adjustment to new cultural environments. *Curare*, 29(2), 3.
- Ogbu, J. U. (1990). Minority education in comparative perspective. *Journal of Negro Education*, 45–57.
- Oikonomidoy, E. (2010). Zooming Into the School Narratives of Refugee Students. *Multicultural Perspectives*, 12(2), 74–80.
- Open Society, I. (2005). *British Muslims and Education*. Open Society Institutue.
- Oppenheim, A. N. (1992). *Questionnaire design, interviewing and attitude measurement*. New york: Continuum. Retrieved from

[http://books.google.co.uk/books?hl=en&lr=&id=6V4GnZS7TO4C&oi=fnd&pg=P1&dq=questionnaire+design,+interviewing+and+attitude+management&ots=szL98n\\_MiG&sig=SQMVFU88puNNPBr7\\_vPys0j-lyc#v=onepage&q&f=false](http://books.google.co.uk/books?hl=en&lr=&id=6V4GnZS7TO4C&oi=fnd&pg=P1&dq=questionnaire+design,+interviewing+and+attitude+management&ots=szL98n_MiG&sig=SQMVFU88puNNPBr7_vPys0j-lyc#v=onepage&q&f=false)

- Orbe, M. P. (2000). Centralizing diverse racial/ethnic voices in scholarly research: the value of phenomenological inquiry. *International Journal of Intercultural Relations*, 24(5), 603.
- Papert, S., & Harel, I. (1991). Situating constructionism. *Constructionism*, 36, 1–11.
- Pellegrini, A. D., & Blatchford, P. (2000). *The child at school: Interactions with peers and teachers*. London: Arnold.
- Piaget, J. (1977). *The development of thought: Equilibration of cognitive structures.(Trans A. Rosin)*. Viking.
- Pittman, J. (2007). Converging instructional technology and critical intercultural pedagogy in teacher education. *Multicultural Education & Technology Journal*, 1(4), 200–221. doi:10.1108/17504970710832817
- Pring, R. (2004). *Philosophy of Educational Research* (2nd ed.). Continuum.
- Reyes, M. R., Brackett, M. A., Rivers, S. E., White, M., & Salovey, P. (2012). Classroom emotional climate, student engagement, and academic achievement. *Journal of Educational Psychology*, 104(3), 700.
- Richardson, J. T. E. (2008). The attainment of ethnic minority students in UK higher education. *STUDIES IN HIGHER EDUCATION*, 33(1), 33–48.
- Rienties, B., Beausaert, S., Grohnert, T., Niemantsverdriet, S., & Kommers, P. (2012). Understanding academic performance of international students: the role of ethnicity, academic and social integration. *Higher Education*, 63(6), 685–700.
- Ritchie, J. (2003). The applications of qualitative methods to social research. In *Qualitative research practice: A guide for social science students and researchers* (pp. 24–46). Sage.
- Ritchie, J., Lewis, J., & Elam, G. (2003). Designing and selecting samples. In J. Ritchie & J. Lewis (Eds.), *Qualitative research practice: A guide for social science students and researchers* (pp. 77–108). London: Sage.
- Rose, D. H., & Meyer, A. (2002). *Teaching every student in the digital age: Universal design for learning*. ERIC.
- Rowley, J. (1996). Motivation and academic staff in higher education. *Quality Assurance in Education*, 4(3), 11–16. doi:10.1108/09684889610125814
- Rubie-Davies, C., Hattie, J., & Hamilton, R. (2006). Expecting the best for students: Teacher expectations and academic outcomes. *British Journal of Educational Psychology*, 76(3), 429–444. doi:10.1348/000709905X53589

- Ruiz, R. (1991). The empowerment of language-minority students. In C. E. Sleeter (Ed.), *Empowerment through multicultural education* (p. 217). United States of America: State University of New York Press, Albany.
- Ryan, G. W., & Bernard, H. R. (2003). Techniques to identify themes. *Field Methods*, 15(1), 85–109.
- Ryan, J. (2000). A guide to teaching international students.
- Rynes, S. L., & Quinn Trank, C. (1999). BEHAVIORAL SCIENCE IN THE BUSINESS SCHOOL CURRICULUM: TEACHING IN A CHANGING INSTITUTIONAL ENVIRONMENT. *Academy of Management Review*, 24(4), 808–824. doi:10.5465/amr.1999.2553255
- Sabry, N. S., & Bruna, K. R. (2007). Learning from the experience of Muslim students in American schools: Towards a proactive model of school-community cooperation. *Multicultural Perspectives*, 9(3), 44–50.
- Saldaña, J. (2012). *The coding manual for qualitative researchers*. Sage.
- Sales, S. M., & House, J. (1971). Job dissatisfaction as a possible risk factor in coronary heart disease. *Journal of Chronic Diseases*, 23(12), 861–873.
- Sanders, J., & Rose-Adams, J. (2014). Black and minority ethnic student attainment. *Widening Participation and Lifelong Learning*, 16(2), 5–27.
- Santoro, N. (2013). “If I’m going to teach about the world, I need to know the world’: developing Australian pre-service teachers’ intercultural competence through international trips. *Race Ethnicity and Education*, 17(3), 429–444. doi:10.1080/13613324.2013.832938
- Schapper, J. M., & Mayson, S. E. (2004). Internationalisation of curricula: an alternative to the Taylorisation of academic work. *Journal of Higher Education Policy and Management*, 26(2), 189–205. doi:10.1080/1360080042000218258
- Schlesinger Jr, A. M. (1991). The Disuniting of America: What We All Stand to Lose If Multicultural Education Takes the Wrong Approach. *American Educator: The Professional Journal of the American Federation of Teachers*, 15(3).
- Schmeichel, M. (2011). Good Teaching? An examination of culturally relevant pedagogy as an equity practice. *Journal of Curriculum Studies*, 44(2), 211–231. doi:10.1080/00220272.2011.591434
- Scott, P. (1995). *The meanings of mass higher education*. McGraw-Hill International.
- Shain, F., & Gleeson, D. (1999). Under new management: changing conceptions of teacher professionalism and policy in the further education sector. *Journal of Education Policy*, 14(4), 445–462.

- Shaw, J. (2009). The diversity paradox: does student diversity enhance or challenge excellence? *Journal of Further and Higher Education*, 33(4), 321–331.  
doi:10.1080/03098770903266018
- Silverman, D. (2005). *Doing Qualitative Research*. Sage Publications.
- Silverman, D. (2009). *Doing qualitative research*. SAGE Publications Limited.  
Retrieved from  
<https://books.google.co.uk/books?id=JlZFVvPPPpsC&printsec=frontcover&dq=research+limitations+++silverman&hl=en&sa=X&ei=Qb1CVcHHLaaO7AaU8YD4Dg&ved=0CDcQ6AEwAw#v=onepage&q=limitations&f=false>
- Silverman, D. (2013). *Doing qualitative research: A practical handbook*. SAGE Publications Limited.
- Singh, D. G. (2011). *Black and minority ethnic (BME) students' participation in higher education: improving retention and success*. EvidenceNet.
- Singh, G. (2011). PHD thesis.
- Skaalvik, E. M., & Skaalvik, S. (2009). Does school context matter? Relations with teacher burnout and job satisfaction. *Teaching and Teacher Education*, 25(3), 518–524.
- Sleeter, C. E. (1995). An analysis of the critiques of multicultural education. *Handbook of Research on Multicultural Education*, 81–94.
- Sleeter, C. E. (2001). Preparing teachers for culturally diverse schools research and the overwhelming presence of whiteness. *Journal of Teacher Education*, 52(2), 94–106.
- Sleeter, C. E., & Grant, C. A. (1991). Mapping terrains of power: Student cultural knowledge versus classroom knowledge. *Empowerment through Multicultural Education*, 49–67.
- Sleeter, C. E., & Grant, C. A. (2006). Making Choices For Multicultural Education: Five Approaches To Race, Class And Gender Author: Christine E. Sleeter, Carl A.
- Smith, R. (2007). An overview of research on student support: helping students to achieve or achieving institutional targets? Nurture or de-nature? *Teaching in Higher Education*, 12(5-6), 683–695.
- Smyth, J. (2006). “When students have power”: student engagement, student voice, and the possibilities for school reform around “dropping out” of school. *International Journal of Leadership in Education*, 9(4), 285–298.  
doi:10.1080/13603120600894232
- Snape, D., & Spencer, L. (2003). The foundations of qualitative research. In J. Ritchie & J. Lewis (Eds.), *Qualitative research practice: A guide for social science students and researchers* (Vol. 11, pp. 1–23).

- Solomon, R. C. (2005). Subjectivity.
- Song, L., Singleton, E. S., Hill, J. R., & Koh, M. H. (2004). Improving online learning: Student perceptions of useful and challenging characteristics. *The Internet and Higher Education*, 7(1), 59–70.
- Spencer, L., Ritchie, J., & O'Connor, W. (2003). Analysis: practices, principles and processes. In J. Ritchie & J. Lewis (Eds.), *Qualitative research practice: A guide for social science students and researchers* (pp. 199–218). London: Sage.
- Spindler, G. (1994). *Pathways to cultural awareness: Cultural therapy with teachers and students*. Thousand Oaks, Calif: Corwin Press.
- Stein, P. (2000). Rethinking resources in the ESL classroom: Rethinking resources: Multimodal pedagogies in the ESL classroom. *Tesol Quarterly*, 34(2), 333–336.
- Stiefel, L., Schwartz, A. E., & Gould Ellen, I. (2007). Disentangling the racial test score gap: Probing the evidence in a large urban school district. *Journal of Policy Analysis and Management*, 26(1), 7–30.
- Suleiman, M. F. (2001). Image Making of Arab Americans: Implications for Teachers in Diverse Settings. *Annual Meeting of the California Association for Bilingual Education*. California.
- Swann, J. (1985). The Swann Report 1985: Education for all (Final Report of the Committee of Inquiry into Education of Children from Ethnic Minority Groups). Retrieved from <http://www.educationengland.org.uk/documents/swann/>
- Swartz, E. (1996). Emancipatory pedagogy: a postcritical response to “standard” school knowledge. *Journal of Curriculum Studies*, 28(4), 397–418.  
doi:10.1080/0022027980280402
- Syed, M., Azmitia, M., & Cooper, C. R. (2011). Identity and Academic Success among Underrepresented Ethnic Minorities: An Interdisciplinary Review and Integration. *Journal of Social Issues*, 67(3), 442–468. doi:10.1111/j.1540-4560.2011.01709.x
- Tancredo, T. (2006). In Mortal Danger. *Cumberland House*.
- Taylor & Whittaker, C. L. (2003). Bridging multiple worlds: Case studies of diverse educational communities. *Boston: Pearson Education.*)
- Taylor, C. (1994). *Multiculturalism: Examining the politics of recognition*. ERIC.
- The Association of Business, S. (n.d.). UK business education - the facts and figures. Retrieved from <http://www.associationofbusinessschools.org/node/2000072>
- Thorsen, E. J. (1996). Stress in academe: what bothers professors? *Higher Education*, 31(4), 471–489.

- Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research. *Review of Educational Research*, 89–125.
- Tinto, V. (1997). Colleges as communities: Taking research on student persistence seriously. *The Review of Higher Education*, 21(2), 167–177.
- Tisdell, E. J. (2009). Spirituality, Cultural Identity, and Epistemology in Culturally Responsive Teaching in Higher Education . *Multicultural Perspectives*, 8(3), 19–25. doi:10.1207/s15327892mcp0803\_4
- Tom, A. R. (1997). *Redesigning teacher education*. SUNY Press.
- Tomalin, E. (2007). Supporting cultural and religious diversity in higher education: pedagogy and beyond. *Teaching in Higher Education*, 12(5-6), 621–634. doi:10.1080/13562510701595283
- Tracy, S. J. (2012). *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact*. Wiley-Blackwell.
- Traxler, J. (2009). Current State of Mobile Learning1. *Mobile Learning*, 9.
- Turner, J. H. (2006). Explaining the social world: Historicism versus positivism. *The Sociological Quarterly*, 47(3), 451–463.
- Turner, Y. (2006). Chinese Students in a UK Business School: Hearing the Student Voice in Reflective Teaching and Learning Practice. *Higher Education Quarterly*, 60(1), 27–51. doi:10.1111/j.1468-2273.2006.00306.x
- Turniansky, B., Tuval, S., Mansur, R., Barak, J., & Gidron, A. (2009). From the inside out: Learning to understand and appreciate multiple voices through telling identities. *New Directions for Teaching and Learning*, 2009(118), 39–47.
- Tytherleigh, M. Y., Webb, C., Cooper, C. L., & Ricketts, C. (2005). Occupational stress in UK higher education institutions: a comparative study of all staff categories. *Higher Education Research & Development*, 24(1), 41–61. doi:10.1080/0729436052000318569
- UKCISA. (n.d.). International Student Numbers by Subject Area. Retrieved from <http://www.ukcisa.org.uk/Info-for-universities-colleges--schools/Policy-research--statistics/Research--statistics/International-students-in-UK-HE/#International-student-numbers-by-subject-area-2011-12>
- Vallerand, R. J., & Houlfort, N. (2003). Passion at work. *Emerging Perspectives on Values in Organizations*, Greenwich, CT: Information Age Publishing, 175–204.
- Van den Bergh, L., Denessen, E., Hornstra, L., Voeten, M., & Holland, R. W. (2010). The Implicit Prejudiced Attitudes of Teachers Relations to Teacher Expectations and the Ethnic Achievement Gap. *American Educational Research Journal*, 47(2), 497–527.

- Vasudevan, L., DeJaynes, T., & Schmier, S. (2010). Multimodal pedagogies: Playing, teaching and learning with adolescents' digital literacies. *Adolescents' Online Literacies: Connecting Classrooms, Digital Media, and Popular Culture*, 5–22.
- Villegas, A. M. (2007). Dispositions in teacher education a look at social justice. *Journal of Teacher Education*, 58(5), 370–380.
- Villegas, A. M., & Lucas, T. (2002). Preparing culturally responsive teachers rethinking the curriculum. *Journal of Teacher Education*, 53(1), 20–32.  
doi:10.1177/0022487102053001003
- Vita, G. De. (2001). Learning styles, culture and inclusive instruction in the multicultural classroom: A business and management perspective. *Innovations in Education and Teaching International*, 38(2), 165–174.
- Vrasidas, C. (2000). Constructivism versus objectivism: Implications for interaction, course design, and evaluation in distance education. *International Journal of Educational Telecommunications*, 6(4), 339–362.
- Waistell, J. (2011). Individualism and collectivism in business school pedagogy: a research agenda for internationalising the home management student. *Higher Education Research & Development*, 30(5), 595–607.  
doi:10.1080/07294360.2011.598450
- Wall, C., Glenn, S., Hutchinson, S., & Poole, H. (2004). Using a reflective diary to develop bracketing skills during a phenomenological investigation. *Nurse Researcher*, 11(4), 20–29.
- Walters, L. M., Garii, B., & Walters, T. (2009). Learning globally, teaching locally: incorporating international exchange and intercultural learning into pre-service teacher training. *Intercultural Education*, 20(sup1), S151–S158.
- Warren, D. (2003). Approaches to the challenge of student cultural diversity: learning from scholarship and practice. In *International Conference on the Scholarship of Teaching and Learning: Proceedings* (pp. 237–253).
- Welch, A. (2002). Going global? Internationalizing Australian universities in a time of global crisis. *Comparative Education Review*, 46(4), 433–471.
- Wertsch, J. V. (1997). Vygotsky and the formation of the mind. *Cambridge, MA*.
- White, C., Woodfield, K., & Ritchie, J. Reporting and presenting qualitative data, Qualitative research practice: A guide for social science students and researchers 287–320 (2003).
- Williams, A. C., Bower, E. J., & Newton, J. T. (2004). Research in primary dental care Part 6: Data analysis. *British Dental Journal*, 197(2), 67–73.  
doi:10.1038/sj.bdj.4811467

- Winter, R. P., & Sarros, J. (2001). *Corporate reforms to Australian universities: Views from the academic heartland*. Department of Management, Monash University.
- Woodall, T., Hiller, A., & Resnick, S. (2014). Making sense of higher education: students as consumers and the value of the university experience. *STUDIES IN HIGHER EDUCATION*, 39(1), 48–67. doi:10.1080/03075079.2011.648373
- Yamazaki, Y. (2005). Learning styles and typologies of cultural differences: A theoretical and empirical comparison. *International Journal of Intercultural Relations*, 29(5), 521–548.
- Yamazaki, Y., & Kayes, D. C. (2004). An experiential approach to cross-cultural learning: A review and integration of competencies for successful expatriate adaptation. *Academy of Management Learning & Education*, 3(4), 362–379.
- Yeganeh, H., & Su, Z. (2006). Conceptual foundations of cultural management research. *International Journal of Cross Cultural Management*, 6(3), 361–376.
- Yin, R. K. (2002). Case Study Research: Design and Methods, (Applied Social Research Methods, Vol. 5).
- Zamudio, M., Bridgeman, J., Russell, C., & Rios, F. (2009). Developing a critical consciousness: positionality, pedagogy, and problems. *Race Ethnicity and Education*, 12(4), 455.

**The development of culturally responsive  
teaching in UK Higher Education Business  
Schools for students from an ethnically  
diverse background**

**Abdul Jabbar**

**Appendix**

**July 2015**

# **Appendix A**

## **Reflexive Diary**

## **Reflexive Diary – Interview 1 (Appendix A1)**

### **Pre-Research Stage**

This was the first interview as part of my data collection and therefore completely new territory. I am used to presenting and leading but not interviewing, I think that at this stage they are two very different skill sets and I am not sure how I will handle it. I think my nerves are influencing my perception of what makes a successful interview and my lack of confidence during this stage will be a key factor.

### **Data Collection Stage**

I lost control of this interview. I was really unsure of myself and interviewing someone who has been in academic for a number of years was a little bit intimidating. I don't think it affected the data in anyway, but it did affect the way I portrayed myself and the way I conducted the interview. In the end the interview was nearly two hours, well over the 60-90 minutes I was hoping for.

This was a very surreal interview, the academic had worked in academia in excess of 35 years so was very aware of himself and his surroundings. He was a bit wary to start off with because the subject matter was quite controversial, but once he got past the rapport questions he was very open and forthright. I think he thought that I might be trying to trap him due to my own ethnicity. He had a lot of experience teaching ethnic minorities and it was interesting to see his views on how they develop, learn and how he develops pedagogy for them.

The main thing I have taken away from this interview is to be a bit more confident in my demeanour and my approach. I need to learn interview control skills, I will go back and revisit some of Oppenheim (1992) and try to implement some of his work in this area into my research techniques.

### **Data analysis Stage**

For some of the questions his tone was quite aggressive and came across in a very much "I don't care" abrupt manner, giving the impression that he didn't really care about any of his cultural diversity students. The main view was that it was their job to adapt to him, not his job to adapt to them. He was also very pensive in his thoughts a lot of "umms" and "ahhs" and looking out of the window. In some scenarios there was very little empathy and this was conveyed with a crossing of the arms and a wink of the eye when he was being raucous.

On analysis it was important to mention that this academic was on the cusp of retirement and this could have affected what his views were. Being of the view that he is leaving anyway could have biased the data negatively, but perversely given a true reflection of his real feelings.

## **Reflexive Diary – Interview 2**

### **Pre-Research Stage**

The process of preparing for this interview was a bit easier. I felt more confidence in myself. I had to bracket the previous interview as I felt that I could have handled it better, but I don't want to be too strict on this one. I need to let the academic speak without affecting the data.

### **Data Collection Stage**

For this interview I felt that the academic being interviewed was more nervous than me. I am not sure if it was me putting her off or to the fact that she is relatively new in the teaching field, approximately three years. For this interview I felt that I needed to spend more time developing a rapport and trying to get past the shyness. So I spent a bit of extra time at the start trying to get her to be more open about her pedagogy development. It was still early in my data collection so was hoping to have better control now.

I felt that there was very little eye contact and she tended to spend a lot of time looking at the table, I noticed that she did this more for some of the questions when I was looking for an in-depth response. When I felt this happening I moved to another question and later I came back to the previous question, this strategy worked really well, she did liven up and gain in confidence throughout the interview and she did try to answer the questions a bit more thoroughly.

### **Data Analysis Stage**

This was a really nice interview to undertake. I feel that on reflection I could have probed some of the areas in more depth. On the whole the data obtained from this academic was relevant and filled with depth. She had a very pastoral nature and that was reflected on the types of activities developed and the rapport that was created.

## **Reflexive Diary – Interview 3**

### **Pre-Research Stage**

This is the third interview as part of the data collection stage. As a researcher my ethnicity and background has not in my view influenced the data to much. I have so far been successful in developing a steady rapport with my interviewees. However I do feel that maybe I am spending too much time building rapport and hence eating into interview time? I need to consult literature to make sure that I am not overstepping the boundaries.

### **Data Collection Stage**

This academic similar to the first interview has over 35 years of experience working in higher education. The key difference is that this academic has spent time working in the private sector. This interview was a real pleasure, the academic was very easy going academic who had a very laid back demeanour. Good body language and good eye contact. Was confident in his responses and this made a big difference in the way he handled the questions.

He took on a very sympathetic viewpoint and the way he was answering the questions and nodding his head I felt like he was trying to assure and guide me through the interview. For me this was very comforting and made the process easier but I am afraid that this may bias the data. Was I being critical enough? Was I probing in enough detail, these are issues that will need to be addressed. This also had the other effect, was I letting my own internal insecurities affect the quality of the interview?

### **Data Analysis Stage**

While I had a few concerns during the data collection stage, my fears were not borne out during the data analysis stage. What I did realise during the research stage was the similarities with Interview 1 but the totally different outcomes. The academic as part of this Interview was also on the cusp of retirement but from him there was a clear sense of responsibility and development of his students. This was a excellent interview with depth, feeling and passion as mentioned within the analysis.

## **Reflexive Diary – Interview 4**

### **Pre-Research Stage**

As part of the data collection stage this was the fourth interview. This is the first ethnic minority lecturer who will be interviewed as part of this research, the academic comes from a similar background to the researcher. This is a curious dynamic and changes the focus of the interview slightly. From the perspective of the researcher there are issues of too much empathy or maybe not recognising that there is a problem. There could also be issues that the academic tells me what he thinks I want to hear, to help me with the data collection. This will be an interesting interview.

### **Data Collection Stage**

The man I met was totally different from what I was expecting. This was a very confident and forthright academic who had worked very hard to get into a position of influence within his school. His views were clear and unassuming. If anything during the interview stage it was slightly intimidating. Not due to fear but due to his convictions and what he felt to be the right way to do things. Other issues that could have affected the researcher at this stage could have been the seniority of the academic, also as the researcher I felt that maybe my questions were not being interpreted in the right way, I was receiving answers that were not fully fitting the theme of the interview.

### **Data Analysis Stage**

Through this interview I obtained some excellent data. However it only really fits into the final theme and under cultural bridging. This academic had a big focus on skills (lack of) such as language and understanding. This academic was very much of the understanding that the grading criteria should be increased to focus more on the capable learners. While this has touches of high expectations it can close the door to some students who are on the cusp of entry. Additional data needs to be collected to see if this is a general consensus.

## **Reflexive Diary – Interview 5**

### **Pre-Research Stage**

As part of the data collection stage this was the fifth interview. As per interview four this academic was also from an ethnic minority Background whose parents came to the UK in the 1960s. He comes from a different ethnic minority background from interview four but from a very important demographic. From the perspective of the researcher It is important not to make the questions patronising and to try and probe the details in a bit more detail.

### **Data Collection Stage**

Again as the researcher I really enjoyed this interview. This academic was very funny and approachable and made a conscious effort to be engaging throughout the interview. Out of the interviews conducted so far within this interview I felt very comfortable and felt that I could take about some complex issues. Rather than be a hindrance my ethnicity was a bonus here, there was a mutual respect and the academic understood what I was trying to do and the potential outputs.

### **Data Analysis Stage**

Through this interview I obtained some excellent data. This data fits into a few different themes, there was a big focus on Moral responsibility, this academic constantly focused his discussions on passion and institutional support. In his view Universities were becoming faceless organisations, which were more for profit than student learning. A lot of valuable data and in the early analysis suggests that this academic understands a lot of the issues faced by students of diversity and does change his approach to be more engaging, interactive and inclusive. It will be interesting to see how this compares to other interviews but this one compares very well with Interview 3.

## **Reflexive Diary – Interview 6**

### **Pre-Research Stage**

As part of the data collection stage this was the sixth interview. Out of all the interviews undertaken this will have a slightly different angle. This academic has a pure focus primarily for international students and does a lot of work with international students. My feeling is that this academic is a lot more involved with different cultures so will have built up a considerable reservoir of knowledge into which the research can tap into.

### **Data Collection Stage**

I went into this interview with a lot of high hopes and expectations. There was some discussion and depth but I was maybe expecting too much. There were quite a few discussions about stereotypes here and during the interview I felt that the academic tended to believe these stereotypes. It was difficult to probe into depth past these stereotypes. There were some good aspects and some evidence of good practice.

### **Data Analysis Stage**

Some good discussion and there was some evidence that this academic took into account student issues and made changes to their teaching style. The Christmas example comes to mind. However a lot of these discussion will be appropriate in the first pillar and will help to shape the discussion on stereotypes and assumptions.

## **Reflexive Diary – Interview 7**

### **Pre-Research Stage**

As part of the data collection stage this was the seventh interview. Again for this interview I wanted to develop a different perspective, so in identifying this academic I was looking for the creative parts of business. So I was looking for academics with experiences around entrepreneurship and events management, hospitality etc.

### **Data Collection Stage**

This was a very interesting assignment. The academic was very exuberant and “full of life”. Very passionate about her subject and really enjoyed discussing her work teaching style. Very comfortable in her skin and knew how to engage students. This academic had the advantage that her module was by its very nature practical and hence students were forced to engage very early on or they were left behind.

### **Data Analysis Stage**

A very detailed interview with some excellent discussion. There were some excellent examples of good practice, which will be discussed in more detail within the dissertation. The data from this interview has a big focus on induction, this academic makes the valid point that current introduction and inductions are not comprehensive enough, especially for Chinese students who face a huge culture shock. She argues that as well as academic expectations more focus should be placed on developing inductions to life in the UK, to aid and support integration. This is a key point of discussion.

## **Reflexive Diary – Interview 8**

### **Pre-Research Stage**

This was my eight interview. So far as part of the interviews my ethnicity has not really been an issue as part of the data collection. I am very clear on what I am looking for within the research and my probes are pretty consistent. From interview 1 the confidence levels have increased. However while I am comfortable with the data process, I still need to be reflexive in my views and try to stay as neutral as possible. It is easy to lose focus.

### **Data Collection Stage**

This interview was surreal, in the end it did not go in the way I expected. Essentially within this interview as the researcher I felt I lost control of this interview. This was not an issue of confidence but more a case of interview management. This had the unfortunate side effect that a lot of the answers were not relevant and within some parts of the interview academics responses went off on a different tangent. I need to rethink my interview strategy and revisit my interview skills

### **Data Analysis Stage**

This was a poor experience during the data collection stage. I am unsure as to how this can be analysed or utilised. There are stereotypes that can be bought in to the discussion to support some of the early discussion, there are also some good discussion on academic pressures. The main thing to take away from this interview is to keep on track and continue to be reflexive while developing stronger interview skills.

## **Reflexive Diary – Interview 9**

### **Pre-Research Stage**

This was my ninth interview but the first interview of my second University, as discussed in my sample. As previous issues my ethnicity or my role in higher education has not been an issue. Academics have felt free to discuss a number of controversial issues. The rapport element is crucial in building trust and developing a safe environment for discussion. However it is my second University so on a personal level I do feel nervous and apprehensive, but I can't let these nerves affect the interview in a negative way.

### **Data Collection Stage**

Again this was an excellent interview. This academic was very culturally aware and developed discussion on which I myself did not consider. She comes from a very varied background and mentioned that she has worked in many different countries and after many years has come back to the UK. It was clear at this stage that this period of working abroad has given the academic an international outlook, which she has implemented within her teaching.

### **Data Analysis Stage**

There were a lot of similarities between this interview and Interview 3. Both interviews within the view of this researcher are “agents of change”. They both develop focus on high expectations but they also care deeply for their students. One thing that was clear about this academic was that she would “bend” institutional rules to support her students. This was very interesting, this is a key characteristic of an agent of change is that they care more about the student than the organisation.

## **Reflexive Diary – Interview 10**

### **Pre-Research Stage**

This part of the data process is now fairly routine and familiar. For this interview I had more time to prepare, I travelled to the institution by train and the hour train journey allowed to condition my thoughts and try to focus on the key points of discussion in relation to what has already been discussed. Also the researcher is now in the month of Ramadhan so extra effort needs to be taken to focus on the interview and the questions.

### **Data Collection Stage**

Again this academic comes from a very diverse Background and is not a native of the UK but a part of the commonwealth. The academic has worked in the private sector, so far it seems that academics who work elsewhere before coming to academia are willing to be more responsive to there students needs

The interview started well but as it progressed and the questions and probes asked her to discuss key concepts the academic became tenuous, unsure and even nervous. This was an unusual phenomena and not something that had occurred before. My preparation has not changed, my rapport strategy is the same but the outcome was totally different. Hence in order to help the academic ease into the interview the researcher attempted to talk about her background and ethnicity but strangely she seemed reluctant to talk about that part of her life. It could be that she was nervous due to this being our first discussion and didn't want to really divulge to much about her private life. In hindsight maybe the rapport questions could have been worded slightly differently.

This interview was hard work, as the researcher I tried to keep it open, light and conversational with a focus on her own teaching and her strategies. Her reaction was very closed and narrow, it seemed that as an academic she did not really looking at the bigger picture, always about her modules and her teaching and her workload. Very little passion was displayed and no real effort to understand student background and histories. The body language within this interview was also very uninterested with a lot of arms crossing, looking out of the window, turning the body to the side so there was minimal eye contact, this was very evident when discussing ethnicity and the support that is provided. This was of putting and discouraged the interviewer somewhat.

### **Data Analysis stage**

Very hard working and the focus seem to be very much on her and not on what is happening with the students. Didn't come across as very creative and very much associates all students the same, this may fit in well with discussions on stereotypes. This academic was self absorbed and created pedagogy that was easier for her. This will fit into cultural consciousness and cultural bridging.

## **Reflexive Diary – Interview 11**

### **Pre-Research Stage**

This is the 11<sup>th</sup> Interview as part of the data collection. This part of the data process is now fairly routine and familiar. It is clear that ethnicity is not a problem, and has not been a problem during the research process. The tactic of discussing my academic credentials has allowed academics to view this research from a teaching and learning perspective not from the perspective of ethnicity and race.

### **Data Collection Stage**

This was a very rich, detailed and varied interview. The academic had a lot to say and was clear on her views and her perspectives. The interview did start off a little bit slow, this could be due to nerves and talking to someone for the first time; this was evidenced through body language which came across as pensive and there was very little eye contact and plenty of arms and crossed legs.

However as the interview progressed the interviewee became more confident, this was evidenced with increased eye contact, more laughter, forthrightness and detail when answering the questions. Also this academic was very animated, there was a lot of hand gestures and the interviewee was trying to express a lot of different elements near the end.

It's a shame that this interview was not as long as the others. The researcher was caught in traffic for 45 minutes, which impacted on the start of the interview. By the time the researcher got to the interview venue I was running 25 minutes late. The academic had another meeting straight after the interview so the chance to go into more detail in the later parts of the interview was lost.

### **Data Analysis stage**

This was a good interview, however due to time constraints, I did not get a chance to cover some of the later parts of the research. Depth has been collected for the first three pillars with some good work around resources.

## **Reflexive Diary – Interview 12**

### **Pre-Research Stage**

This is the 12<sup>th</sup> Interview as part of the data collection. This part of the data process is now fairly routine and familiar. It is clear that ethnicity is not a problem, and has not been a problem during the research process. The tactic of discussing my academic credentials has allowed academics to view this research from a teaching and learning perspective not from the perspective of ethnicity and race.

### **Data Collection Stage**

As I continue to develop my research I find the data collection to be interesting and varied. Each academic I meet has different experiences and skills and they each implement different pedagogical skills in different ways. During the interview the researcher and the academic were very comfortable in each other's presence. This academic was very open and forthright, it was refreshing to speak to someone with such depth about the elements of their life that have helped them to develop their teaching. Her experiences of working in Africa it seems particularly had a big impact on her.

The key thing I picked out from this interview was the empathy she displayed towards her students. To have type of empathy requires confidence in ones skills, this was in evidence throughout the interview, she had excellent eye contact with a very confident body language.

### **Data Analysis stage**

Due to this being my twelfth interview I am now very confident in myself as an interviewer and a researcher and I have renewed confidence in my questions. The process of attaching each question to research seems to have really paid dividends. I can see how the academic is making connections between questions and I am more confident in the questions and the way they are approached.

At this stage I can start to see a few themes emerging. Issues of risk, safety, challenging, empathy, and respect have been discussed by a few academics. I will need to keep an eye on these themes to see if they continue to emerge.

## **Reflexive Diary – Interview 13**

### **Pre-Research Stage**

This is the 13<sup>th</sup> Interview as part of the data collection. This part of the data process is now fairly routine and familiar. So far as part of the interviews my ethnicity has not really been an issue as part of the data collection. I am very clear on what I am looking for within the research and my probes are pretty consistent. From interview 1 the confidence levels have increased. However while I am comfortable with the data process, I still need to be reflexive in my views and try to stay as neutral as possible. It is easy to lose focus.

### **Data Collection Stage**

At the start of the interview this academic was apprehensive about my research and my research task. In order to allay any fears and to make sure that the data is not biased I spent slightly more time than normal in developing rapport and trying to make her feel comfortable. Little things like providing juice, small snacks can play a big part in breaking down internal barriers. It was clear that this academic was very nervous, she was holding a pen in her right hand, kind of like a shield, and she was gripping it quite tightly. These nerves early on did affect her responses. She would reply to my question and then look at me as if asking for some kind of confirmation. This did worry me as I thought that she maybe was only telling what I wanted to hear. That was difficult to manage but I had to stay neutral and try my best to continue to discuss her experiences.

I would suggest that after about 30 minutes that academic did open up and after this she became a lot comfortable with the interview and she coped with the questions a lot better.

### **Data Analysis stage**

This was a well-structured interview and outlined the importance of reflexivity within the data collection process. There were times where I felt that the academic was being influenced by my ethnicity and by how the questions were structured. Sticking to the plan and continually thinking about myself and the impact I am making allowed me to

## **Reflexive Diary – Interview 14**

### **Pre-Research Stage**

This is the 14<sup>th</sup> Interview as part of the data collection. This part of the data process is now fairly routine and familiar. So far as part of the interviews my ethnicity has not really been an issue as part of the data collection. I am very clear on what I am looking for within the research and my probes are pretty consistent. From interview 1 the confidence levels have increased. However while I am comfortable with the data process, I still need to be reflexive in my views and try to stay as neutral as possible. It is easy to lose focus.

### **Data Collection Stage**

Alongside Interview three and Interview twelve this is one of the interviews the researcher enjoyed the most, and one where a lot of rich and varied data was collected. There was a lot of honesty in this interview and a lot of issues were discussed which the researcher did not properly envision.

In the view of this academic Higher education is about knowledge transfer, students come to learn this should in her view supersede everything. Issues around tuition, customers etc. get in the way of this process and should firmly be pushed to the periphery.

This interview was different from other that I have conducted. It was a surreal feeling but in this interview this academic had full control over the interview, maybe this was an issue with my interview skills or a reflection of how she would like to answer questions. There were lots of nuances and little signals which if I was not paying attention I could have missed these nuances, which were primarily communicated during her chuckling and laughing. These seem to suggest that she would like to say more but she can't because her views are too controversial. She was a fiercely intelligent woman who understood the premise of the thesis very well.

### **Data Analysis stage**

It is clear that the laughing and joking were hiding some meaning and I had to focus a little bit harder in getting to the essence of these things. Reading through the data this meaning is there and it seems to be a precursor where the academic would stop short of mentioning something and me the researcher would have to make my own mental connections.

Also this is the first interview where the issue of dumbing down was discussed. This discussion focused on how tasks were made easier to help students pass, this is crucial data for discussion within the fifth pillar.

## **Reflexive Diary – Interview 15**

### **Pre-Research Stage**

This is the 15<sup>th</sup> Interview as part of the data collection. This part of the data process is now fairly routine and familiar. Again for this interview I wanted to develop a different perspective, so in identifying this academic I was looking for the creative parts of business. So I was looking for academics with experiences around entrepreneurship and events management, hospitality etc. For some reason I was very nervous about this interview and had to calm my nerves extensively. It could be that I am doing two interviews at once and may not get time to reflect one after the other. However reflection on what I had done so far helped me to place the interviews within context. I have come to treat each interview differently. I find the ability to leave my own prejudices and biases at the door and let the conversation develop naturally.

### **Data Collection Stage**

The 15th academic interviewed initially came across as very confident and forthright. The interview started well with the academic was playing with the pen and seemed to answer questions easily. As we started to discuss ethnic minority elements in more detail, the academic became a little bit flustered, eye contact became vague and a lot more hand gestures he also struggled to answer the questions.

The academic started to sweat a little bit but that could be due to the heat in the room at the time. I had to ease off on the questions a little bit to rebuild trust and to go past issues of ethnicity. I found this academic responded better to questions of international students as opposed to students of ethnicity of different cultures. He responded positively to discussions on international students from a Chinese ethnicity that could be due to the fact that the ethnicity matched that of his own. However the main feeling that I took away from this interview was that this academic very much resented having to teach and wanted to focus a lot more on his research. This academic wanted to increase his emphasis on his research and the frustration outlined the first real issues of research and teaching tension.

### **Data Analysis stage**

Here the focus was on research tension and student numbers. The view of this academic is that teaching students from different diversity's and getting to know them properly is difficult if you have large student numbers and the pressure of research.

## **Reflexive Diary – Interview 16**

### **Pre-Research Stage**

This is the 16<sup>th</sup> interview as part of the data collection. This interview was conducted directly after the conclusion of interview 15. This had two side affects 1) not enough time to reflect carefully on interview 15 and 2) not enough time to prepare for interview 16. In order to get round this issue I spent more time with this academic developing an off the record rapport. This way I can use this as an opportunity to be reflexive in the actual interviews.

### **Data Collection Stage**

This was a very well structured interview. It was clear from the outset that this academic was very aware of who he was and was clear on his perspective on the world. This came across in his confidence in answering the questions and the depth with which he explored the subject. I also liked the way that this academic responded to my questions. There was a very measured approach and the process was very revealing as I felt that the academic was very in tune with his own thoughts. A lot of time was spent on reflecting on some key aspects and this added richness to the data. My role in this was to carry the conversation along and let the academic develop his ideas in their own way. I enjoyed this interview and the time spent with the academic.

### **Data Analysis stage**

Within this interview there was some good discussion around best practice. I also learnt a lot about how different academics view culture and how it should always be treated with suspicion. This fits in with the work of Nieto (1999) very well.

## **Reflexive Diary – Interview 17**

### **Pre-Research Stage**

This is the 17<sup>th</sup> interview as part of the data collection. This was the first interview conducted over the Internet as part of this data collection. The software Skype was utilised to conduct the interview and the audio was recorded. While technology is an enabler it did make the process of reflexivity a bit more difficult. This was due to trepidation and trust in the software. Anxiety can be an issue and it can affect neutrality. I was worried constantly about the system crashing and losing all of the data collected.

### **Data Collection Stage**

As explained above this interview was different from all the interviews done before this stage, and this difference brought with it challenges and obstacles. The first issue I noticed was that it is difficult to pick up on nuances in body language and eye contact; the process of rapport was also not as easy. With a face-to-face interview I can encourage the academic to expand on issues and develop depth around probes, this is difficult to encourage sitting behind a monitor 30 miles away. Also I did notice that the replies from the academic were not as long, was that due to the technology? Or was it due to the experiences of the academic? It was difficult to ascertain.

After about 40 minutes there were some problems with a poor internet connection and so to alleviate the problems I had to switch off my video, this made the interview a lot more difficult to manage as audio is just not enough.

### **Data Analysis stage**

In hindsight I would only conduct a Skype interview if there was no other way of meeting that particular academic. There were no issues in terms of the quality or richness of responses but I feel that a face-to-face interview would have provided me with a better rapport and a better understanding of the phenomena.

Within this interview issues of academic responsibility and institutional support were discussed. There was the first hint of data saturation at this stage. This will need to be monitored more closely through the other interviews.

## **Reflexive Diary – Interview 18**

### **Pre-Research Stage**

This is the 18<sup>th</sup> interview as part of the data collection. No major issues to mention here. So far it has been clear that my position as a lecturer from an ethnic minority has had no real measurable impact on the data collected. The reflexive strategy has worked well in theory and in practice.

### **Data Collection Stage**

By this stage my confidence in the interviews and my general demeanour has significantly increased. I am a lot more confident in myself but more importantly within my research. A lot of this is to do with the actual process of developing rapport, the more time I spend getting to know the academic the easier it is to explore the phenomena of culturally responsive teaching. Utilising this strategy has made me more approachable within this interview and all the ones done so far, this makes the respondent feel a lot more comfortable and often especially within this case the respondent was open and honest with his answers.

Eye contact was good throughout the interview and the academic came across as confident and consistent with an excellent understanding of cultural diversity.

### **Data Analysis stage**

Within this interview issues of academic responsibility and cultural consciousness were discussed. A very good point was made about academics travelling abroad for teaching and for recruitment, to familiarise themselves with different cultures.

## **Reflexive Diary – Interview 19**

### **Pre-Research Stage**

This is the 19<sup>th</sup> interview as part of the data collection. Again no major issues to mention here. So far it has been clear that my position as a lecturer from an ethnic minority has had no real measurable impact on the data collected. The reflexive strategy has worked well in theory and in practice.

### **Data Collection Stage**

For this interview a lot of my previous demons have now returned. I was very nervous in anticipation for this interview and the reasons for this are still perplexing. After approximately 30 hours of interviews I feel I should be a lot more confident and confident in talking to academics about their work.

Maybe it was the train ride that built anticipation, or maybe it was due to the bad weather, it added a bit of uncertainty to the interview. I think a lot had to do with my own demons and doubts and me thinking to myself is my research valid? Am I asking the right questions? Is this something that I am taking in the right direction? While this has not been a problem up to this stage it could be that now I am down to the last few interviews, I feel that the margin for error is decreasing.

The key for me at this stage is to stay relaxed and not let my own nervousness affect the overall interview process and bias or impinge on the data in anyway. The more relaxed I am the better rapport with the academic and the better quality data I can collect.

In the end the interview was one of the best I have done, the academic was very warm and experienced. He had a wealth of experience in Higher education and was very comfortable about the subject. He made me feel at ease and we built a very good rapport very quickly. Being nervous keeps me switched on and on my guard, as I am always questioning myself, I now realise that this is a good thing as it stops me from getting complacent. I need to keep pushing myself to be neutral and have faith in the processes that I have laid down and maybe stop second guessing myself all the time.

### **Data Analysis stage**

Within this interview issues of academic responsibility and higher education institutions were discussed. Again the point was made about heavy teaching loads and not enough time to get to know students. This has been a recurring issue and a sign that maybe we are now reaching data saturation.

## **Reflexive Diary – Interviews 20 and 21**

### **Pre-Research Stage**

For this diary entry I will be reflecting on interviews 20 and 21 together. For two reasons both interviews are directly after each other and it would be more efficient to carry out this process. Secondly after undertaking interviews 15 and 16 so closely together it was difficult to manage the pre research stage. So far it has been clear that my position as a lecturer from an ethnic minority has had no real measurable impact on the data collected. The reflexive strategy has worked well in theory and in practice. Conducting two interviews immediately after one another is not really ideal, but due to time and cost of travelling it is necessary at this stage of the interview process.

### **Data Collection Stage**

I am extremely used to the process of interviewing now, it is something I am comfortable with and my ability to build a rapport in the first 5 minutes of an interview is starting to really show. However after having done so many interviews it is getting difficult to keep my motivation at a high level. I think now is the time for me to persevere with my research and keep repeating to myself that in terms of data collection the light is at the end of the tunnel. Once this process finishes then I am in control of how the thesis will proceed and on what timeline. At the moment it is very much dependent on getting hold of a sample, speaking to the sample and then trying to get the next iteration of the sample. I have very little control in this process and not something I am used to, hence any frustrations must be kept to a minimum.

I think the key challenge then for the last few interviews is being able to stay motivated and engaged during the interview. It maybe that I need to put issues of control to one side and focus on other aspects on where I do have control, transcribing or coding may help in focusing the mind. Interview 21 supports my findings from previous interviews; it suggests that I maybe reaching some form of data saturation. However to really make sure of this the full quota of interviews will be carried out. Better to have too many interviews than not enough I think at this stage.

Also another thing that has been playing at the back of my mind lately is the political environment within the UK and its effect on society. As a British Muslim from an ethnic minority for me the biggest issue is not to be seen as an outsider in terms of being an ethnic minority. The political environment in the UK is very tense with the murder of the soldier Lee Rigby and the rhetoric involving government policy has become in some areas radical.

Keeping myself engaged and motivated in an environment which I perceive to be hostile at this moment is going to be difficult but essential as part of the reflective process. Each interview requires me to be focused on the task at hand as opposed to me bringing in my own bias, worries and concerns. I should have a clear idea of my feelings at the end of the interview.

After the first interview (20) I felt good. She was a very interesting character with a rich and colourful history in the arts. Excellent eye contact and her enthusiasm for her work comes across in her demeanour and the way she talks about lecturing. However I think

some aspects of the interview could have been controlled better, I feel that on some ways especially when we discussed pedagogy I may have lost the interview slightly. Nothing that will impact the data too much.

Interview 21 was extremely interesting. This one was very open ended and I let the individual discuss in depth any issues they wished. There seems to be a big focus on bureaucracy and its impact on pedagogy and feeling valued within higher education.

### **Data Analysis stage**

Within this interview issues of academic responsibility, research tensions and higher education institutions were discussed. Again the point was made about heavy teaching loads and not enough time to get to know students. This has been a recurring issue and a sign that maybe we are now reaching data saturation.

## **Reflexive Diary – Interviews 22**

### **Pre-Research Stage**

So far it has been clear that my position as a lecturer from an ethnic minority has had no real measurable impact on the data collected. The reflexive strategy has worked well in theory and in practice. Conducting two interviews immediately after one another is not really ideal, but due to time and cost of travelling it is necessary at this stage of the interview process. This was the second interview conducted over the Internet as part of this data collection. The software Skype was utilised to conduct the interview and the audio was recorded. While technology is an enabler it did make the process of reflexivity a bit more difficult. This was due to trepidation and trust in the software. Anxiety can be an issue and it can affect neutrality. I was worried constantly about the system crashing and losing all of the data collected.

### **Data Collection Stage**

This was the second interview that was done through SKYPE. The most challenging aspect of the interview is not being able to make eye contact. The respondent was very nice and we had some excellent rapport but not being able to make eye contact and pick up body language signals made the reflexivity aspect difficult. Though the interview length was not as short and in average was comparable to other interviews I have done. There were some problems with a poor Internet connection and so to alleviate the problems I had to switch off my video.

I had the same issue with interview 17, but in this case I have been trying to arrange a interview with this academic for 5 months. When we did finally agree on a date a Unison strike was called so the only way to actually get the interview done was via skype. Overall it went well but I feel that in my opinion there is no way to replicate the offline interview process, I am a people person and always have a better rapport with people face to face, that does not affect the quality of the data however.

### **Data Analysis stage**

I think that I have reached peak data. A lot of the discussion within this interview was re-discussed and there was rarely anything new. I can assume that there is no further data to collect. Within this interview issues of academic responsibility, research tensions and higher education institutions were discussed. Again the point was made about heavy teaching loads and not enough time to get to know students. This has been a recurring issue and a sign that maybe we have reached data saturation.

## **Appendix B**

### **University Equality Documents**

## Equal Opportunities Policy Statement

### Introduction

1. The University is committed to equality of opportunity, the pursuit of diversity amongst its staff and student population and a supportive environment for all members of our community. It expects that all staff and students alike will contribute to and actively support the University in working towards the elimination of discrimination and harassment and the promotion of equality of opportunity in terms of access to the University's services, employment opportunities and support for students in their welfare and education.
2. This policy has been reviewed in response to and in accordance with the Equality Act 2010.

### Policy Statement

3. This policy is intended to assist the University to put this commitment into practice and to comply with all current and future legislation which relates to equality and diversity and to. Compliance with this policy should also ensure that employees, students, visitors and contractors do not commit unlawful acts of discrimination.
4. We will promote a culture of respect for people and welcome diversity of origin, background and experience amongst our staff and student community as enriching the experience of all those who participate in the life and work of the University.
5. Striving to ensure that the work, teaching and learning environment is free of harassment and bullying and that everyone is treated with dignity and respect is an important aspect of ensuring equal opportunities. The University has separate policies, which deal with these issues.
6. Acts of discrimination, harassment, bullying or victimisation against employees, students, visitors or contractors are disciplinary offences and will be dealt with under the appropriate University disciplinary procedure. Discrimination, harassment, bullying or victimisation by a member of staff may constitute gross misconduct and could lead to dismissal without notice, in the event that a member of staff is found guilty at a disciplinary hearing.

### The Law

7. It is unlawful to discriminate directly or indirectly in staff recruitment or employment, student recruitment, retention, assessment, progression or support because of age, disability, sex, gender reassignment, pregnancy, maternity, race (which includes colour, nationality and ethnic or national

origins), sexual orientation, religion or belief, or because someone is married or in a civil partnership. These are known as "protected characteristics".

8. Discrimination also includes that by association or perception due to a protected characteristic.
9. **Associative discrimination** is where an individual is directly discriminated against or harassed for association with another individual who has a protected characteristic (other than marriage and civil partnership).
10. **Perceptive discrimination** is where an individual is directly discriminated against or harassed based on a perception that he/she has a particular protected characteristic when he/she does not, in fact, have that protected characteristic (other than marriage and civil partnership).
11. All University policies are subjected to a process of monitoring for any adverse impact on protected characteristic groups by law. This is known as Equality Impact Assessment (EIA).

### **Elimination of Discrimination**

12. The University is committed to the elimination of unfair discrimination on any grounds, whether this is direct in nature or arises out on the imposition of conditions or requirements which have a disproportionately adverse effect on particular groups which cannot be shown to be justifiable on any other grounds.
13. With respect to staff, selection criteria and procedures will be reviewed as appropriate to ensure that individuals are selected, promoted and treated on the basis of their relevant merits and abilities and that no issues which are irrelevant to the needs of the post are considered as part of the selection or promotion process.
14. Person and job specifications will be limited to those requirements that are necessary for the effective performance of the job. Candidates for employment or promotion will be assessed objectively against the requirements for the job, taking account of any reasonable adjustments that may be required for candidates with a disability. Disabled applicants who meet essential selection criteria in the opinion of the full selection panel will not be subject to assessment in competition with other candidates at the shortlisting stage and will automatically be invited for interview.
15. We are committed to an inclusive and supportive approach to learning, from pre-enrolment to graduation. We will continuously review both our programmes and facilities to ensure not only that there are no barriers to students with disabilities and those with additional support requirements but also that we anticipate and take positive action to meet their special needs.
16. Recruitment and selection procedures for students will ensure that individuals have fair access to programmes or study and all course elements. The

achievement of students will not be influenced by matters which are irrelevant to their merits and abilities. Where appropriate the University will seek advice from those groups and communities whose needs it seeks to meet.

17. The University will endeavour to ensure that all of its statements are made in non-discriminatory language.

### **Elimination of Harassment**

18. All employees, students, visitors and contractors will be expected to conduct themselves with proper respect for others and for their lawful choices.
19. Procedures are in place to deal with complaints of discrimination and harassment, this includes third party harassment that is related to a protected characteristic (other than marriage and civil partnership, and pregnancy and maternity) by third parties such as students, visitors or contractors.
20. The University has a separate policy that explains what harassment and bullying is and how complaints of this type will be dealt with.
21. If employees feel that they may have been discriminated against, experience or observe harassment and bullying, they can access the University's Staff Grievance procedure to make a complaint.
22. If a student, visitor or contractor feels that they have been discriminated against, experience or observe harassment and bullying they can access the University's Harassment and Bullying procedure. In some cases student related incidents may be directed through the Students Complaints procedure.
23. The University will take any complaint seriously and will seek to resolve any grievance, incident or complaint of discrimination or harassment and bullying that it upholds. Individuals will not be penalised for raising a grievance or complaint, even if their grievance or complaint is not upheld, unless the complaint is both untrue, made in bad faith and / or is deemed to be vexatious.
24. Employees should report any bullying or harassment including incidents by visitors, contractors or suppliers to their line manager who will take appropriate action.
25. Students should report any incidents to their Course Leader, Student Liaison Officer or Student Advisor who will provide advice on the appropriate course of action.
26. The University will not discriminate unlawfully against visitors using or seeking to use goods, facilities or services provided by the University or contractors providing goods, facilities or services on the University's behalf.

## **Promotion of Equal Opportunities**

27. The University will positively encourage members of under represented groups to approach the University whether it is for employment or education services. It will also investigate any reasons why such groups would not find the University a receptive and supportive environment and, where appropriate, will allocate resources and take remedial action.
28. All employees will be given equal access to career development opportunities and, where appropriate and permissible under legislation, employees of under represented groups will be given training and encouragement to achieve equal opportunity within the University.
29. In relation to students, the University will seek guidance from the professional and other bodies with expertise in areas in which it particularly seeks to promote equal opportunities and will liaise constructively with student representatives with specific responsibility for equal opportunity issues.

## **Responsibility**

30. All members of our community have a responsibility to adhere to the legal, policy and moral requirements embodied in this document and actively to promote the principles of diversity.
31. The Vice Chancellor is responsible to the Governors for the implementation of the policy on a University wide basis and for allocation of resources in connection with the policy.
32. The Academic Senate is responsible for adherence to this policy in all matters relating to the curriculum and programmes of study, including criteria for the admission of students.
33. Deans of Schools, Directors, and Heads of Departments are responsible for the local implementation of this policy.
34. The Head of HR Strategy & Personnel is responsible for the overall promotion and monitoring of this policy in all matters relating to employment.
35. The Head of Student Services is responsible for the overall promotion and monitoring of this policy as it affects students.
36. The Equality and Diversity Committee is responsible for ensuring that corporate objectives relating to equal opportunities are set and met. It is responsible to senior management for the creation of policies and for pursuing and monitoring of these policies.
37. Employees and students can be held personally liable as well as, or instead of, the University for any act of unlawful discrimination, harassment, bullying or victimisation. Employees and students who commit serious acts of harassment may be guilty of a criminal offence.

## **Equality Impact Assessment**

38. This policy has been screened in relation to the use of plain English, and the promotion of the positive duty in relation to race, gender and disability and avoidance of discrimination to other equality groups related to age, sexual orientation, religion or belief or gender reassignment.

## **Monitoring and review**

39. This policy will be monitored periodically by the University to judge its effectiveness and will be updated in accordance with changes in the law. In particular, the University will monitor the ethnic and gender composition of employees, students, student applicants, and of applicants for jobs (including promotion), and the number of people with disabilities within these groups, and will review its equal opportunities policy in accordance with the results shown by the monitoring. If changes are required, the University will implement them.
40. The University will maintain staff and student records for the purpose of monitoring the success of its equal opportunity policy and the achievement of the targets which the University sets in these areas, with particular reference to levels or penetration of under represented or disadvantaged groups within the workforce (and its divisions and strata) and within the student body (and its main areas of study).
41. Priorities, responsibilities and timescales associated with the commitment to promote equality of opportunity will be specified in annual action plans to be drawn up by the Equality and Diversity Committee. These will be made available in the Single Equality Scheme.

## **Other Related Policies**

- Recruitment and Selection Policy (Staff)
- Race Equality Scheme
- Gender Equality Scheme
- Policy on Harassment and Bullying in the Work Place (Staff)
- Student Harassment and Bullying Policy
- Data Protection Policy
- Procurement Policy
- Recruitment and Admissions Policy (Students)
- Disability Equality Scheme
- Policy on Religion and Belief
- Staff Grievance Procedure
- Student Complaints Procedure
- Staff Development
- Guidelines for Equality Impact Assessment

## **Dissemination of and Access to the Policy**

42. This policy will be published on the University of Bolton's website to be available to all staff, students and visitors. All contractors will be directed to this policy document through the University's procurement process.
43. The University will provide training in equality and diversity to managers and others likely to be involved in recruitment or other decision making where equal opportunities issues are likely to arise.
44. The University will provide mandatory training to all existing and new employees and others engaged to work at the University to make them disability aware and help them understand their rights and responsibilities under this and related policies and what they can do to contribute to a teaching and learning environment free of discrimination, harassment, bullying or victimisation. The University will provide additional training to managers to enable them to deal more effectively with complaints associated with alleged acts of discrimination, harassment, bullying or victimisation.
45. The University will provide training opportunities for students to help them understand their responsibilities under this and related policies and what they can do to help contribute to a teaching and learning environment free of discrimination, harassment, bullying or victimisation.

<b>Equal Opportunities Policy</b>	
Policy Ref	
Version Number	9
Version Date	December 2010
Name of Developer/Reviewer	
Policy Owner (School/Centre/Unit)	Student Services & Personnel Services
Person responsible for implementation (postholder)	Head of Student Services & Associate Director HR Strategy & Personnel
Approving Committee/Board	Executive Team
Date approved	14 December 2010
Effective from	1 October 2010
Dissemination method (e.g. website)	Website/Student Handbook/Procurement process and Service Level Agreements
Review Frequency	
Reviewing Committee	Equality and Diversity Committee
Consultation History (individuals/groups consulted with dates)	All staff and students from 18 November to 3 December 2010
Document History (e.g. rationale for and dates of previous amendments)	Equality Act 2010

# Race Equality Policy

# Race Equality Policy

## 1.0 University of Bradford Race Equality Policy

The University of Bradford Race Equality Policy sets out how the University intends to meet both its general and specific duties. The policy informs the University's planning process and the Race Equality Action Plan (see Appendix A) for putting the policy into practice.

### 1.1 Race Equality Policy Statement

The University of Bradford, as part of its core commitment to promoting equality and diversity as well as an inclusive and supportive environment for students, staff and others closely associated with it, commits itself to:

- eliminating unlawful racial discrimination
- promoting equality of opportunity, and
- promoting good relations between people of different racial groups

### 1.2 Principles that underpin the University's commitment to its Race Equality Policy

The principles that underpin the University's commitment to its Race Equality Policy include to:

- support leadership and management to promote and champion race equality
- create a work and study environment that values diversity and respects difference
- support an inclusive learning and teaching environment
- take specific actions to address differences between student racial groups in terms of recruitment, progression and attainment
- attract and retain a diverse skilled workforce which is representative of the communities that it serves
- ensure staff and students receive training on race equality issues to prevent direct and indirect racial bias
- develop targeted positive action initiatives to support progression of BME staff and students

### 1.3 Implementation

The processes that will be used for the implementation of the Race Equality Policy will include:

- schools and directorate objectives and actions linked to the Race Equality Policy and Action Plan
- corporate and strategic annual monitoring and review of the school/directorate objectives
- annual monitoring and review of the Race Equality Action Plan 2008-2010 as part of the corporate and strategic process to assess the University's performance

### 1.4 Race equality functions with high relevance to the University of Bradford

Particular priority will be given to the following functions which are seen as having high relevance to race equality: learning, teaching and the curriculum; student assessment and progress; student recruitment, admissions and access; student support

and guidance; quality assurance; staff recruitment and management, including professional, personal and career development; discipline, grievance and appeals; the quality of the learning, living and working environment; partnerships and community links; procurement and outsourcing; institutional management and governance.

#### 1.4.1 Complying with the requirements of race relations legislation

The Senate and Council are responsible for ensuring that the institution complies with the requirements of race relations legislation, including the general and specific duties arising from the Race Relations (Amendment) Act 2000.

#### 1.4.2 Identifying specific actions, including targets and timescales, to put this policy into practice in the corporate strategy

The University will develop a Race Equality Action Plan to support the implementation of the Race Equality Policy requirements.

The Balanced Scorecard (BSC) will be used to monitor race equality performance.

#### 1.4.3 Assessing the impact of policies on students and staff from different racial groups

The University will assess the race equality impact of its policies, practices, provisions and procedures in accordance with the guidance specified to meet this specific duty. The Impact Assessment Steering and Monitoring Group (IASMG) will undertake a formal and comprehensive review of the institutional and school/directorate lists of functions for impact assessment. It will support an institutional approach to equality-proof potential discriminating policies, practices and procedures. The IASMG will monitor and assess the progress and effectiveness of the policies, procedures and actions, particularly their impact on staff, students and others from different racial groups.

The University has developed guidance to support the completion of equality impact assessments.<sup>5</sup> The University's impact assessment guidance extends beyond race including age, disability, gender, religion and belief and sexual orientation.

#### 1.4.4 Student experience

The University has a well developed learning, teaching and assessment strategy. The following are integral components of the University's distinctive learner experience approach:

- curriculum framework
- personal development planning
- assessment
- e-learning
- diversity and inclusion
- student progress and achievement
- employability

<sup>5</sup> [www.brad.ac.uk/admin/equalopp/impact/](http://www.brad.ac.uk/admin/equalopp/impact/)

# Race Equality Policy

## 1.4.5 Quality assurance

The University follows the internal and external quality assurance procedures in accordance with University regulations.

## 1.4.6 Building a diverse workforce

The University has a human resource strategy - Supporting and Developing Staff – that incorporates the required race equality objectives.

## 1.4.7 Training and development

The University has developed training courses either focused on or incorporating race equality issues. The Diversity in the Workplace module is statutory legislative training for staff at the University of Bradford.

## 1.4.8 Dealing with complaints

Any complaints about how the University is meeting its duties to promote race equality will be dealt with through its complaints procedures in accordance with the University of Bradford's Equality and Diversity Policy  
[www.brad.ac.uk/admin/equalopp/policies/](http://www.brad.ac.uk/admin/equalopp/policies/)

## 1.4.9 Racial harassment and bullying<sup>6</sup>

The University will take action to prevent racist behaviour against individuals or groups, including racial harassment and bullying; to deal promptly with any incidents that do arise and are reported, in accordance with its Personal Harassment and Bullying Policy and formal complaint/grievance procedures; and, to record and monitor such reported incidents and report on these annually to the Equality & Diversity Committee (EDC).

Racial harassment could include any behaviour which causes discomfort, intimidates or offends or which incites others to do so (derogatory names, insults, racist jokes or ridiculing cultural difference); the display or circulation of offensive material, including racist graffiti, electronic mail or information published through the Internet; verbal abuse and threats of physical attack.

## 1.4.10 Community engagement

The University will consult and communicate with a range of representatives from the local communities, including people from diverse racial groups, in the development of the Race Equality Policy and Scheme.

## 1.4.11 Procurement and outsourcing

The University has a responsibility to promote race equality in all of its procurement and contracting arrangements under the RRAA 2000. For the University's guidance and implementation process refer to the website.<sup>7</sup>

## 1.4.12 Staff and student monitoring

The University will undertake annual staff and student monitoring to assess the impact of its activities on all racial and national groups. The University will follow the Commission for Racial Equality monitoring guidance.

The University of Bradford will collect the staff and student monitoring data annually in order to:

- analyse the data, assess the impact of the monitoring exercise and identify any patterns of inequality and the reasons for them
- recommend action to remove any barriers and promote equality of opportunity
- publish an annual staff and student profile
- advise and support schools and directorates in making appropriate adjustments

## 1.5 Responsibilities

The **University Council** (and its policy committees) has overall responsibility for ensuring that this policy and the scheme including the action plan are followed, and that the University meets its legal obligations arising from the Race Relations Act 1976, as amended by the Race Relations (Amendment) Act 2000, particularly the general and specific duties defined under the Act, and other relevant legislation. In addition, supported by appropriate committees, it has particular responsibility for ensuring that the University's employment, student, financial and procurement policies, procedures and practices promote race equality and avoid racial discrimination.

The **Senate** (and its policy committees) is responsible for ensuring that academic policies and procedures avoid racial bias between student racial groups in terms of recruitment, progression and attainment.

The **Equality & Diversity Committee**, a joint committee of Senate and Council, is responsible for the development, implementation, monitoring and review of policy, planning, procedures and practice to support race equality.

The **Vice-Chancellor** is responsible for demonstrating commitment to, and providing leadership in, promoting race equality, for ensuring that the Race Equality Policy and Action Plan are implemented effectively and that managers at all levels are aware of their responsibilities in this area, receive appropriate training and support and carry out these responsibilities satisfactorily.

The **Pro-Vice-Chancellors**, and other designated officers, are also responsible for demonstrating commitment to, and providing leadership in, promoting race equality, and specifically for ensuring that policies within the area of their remit promote race equality and are not racist in their effect.

The **University Secretary** has responsibility for ensuring that the University has policies and procedures that comply with the Race Relations (Amendment) Act 2000.

**Deans and Directors** are responsible within their schools/directorates for leading the implementation of the Race Equality Policy and action planning in relation to staff and student matters.

<sup>6</sup> [www.brad.ac.uk/admin/equalopp/policies/HarassmentandBullyingPolicy07.pdf](http://www.brad.ac.uk/admin/equalopp/policies/HarassmentandBullyingPolicy07.pdf)

<sup>7</sup> [www.brad.ac.uk/admin/purchasing/uni/race](http://www.brad.ac.uk/admin/purchasing/uni/race)

# Race Equality Policy

The **Race Equality Champion** is responsible for taking the lead on race equality issues, relating to both students and staff, at senior management level.

**Managers** have a responsibility for managing staff in a manner consistent with the University commitment to equality and diversity and in ensuring that the disciplinary, grievance and complaints procedures are implemented fully and fairly in dealing with complaints of racial discrimination, including harassment and bullying.

## 1.6 Breaches of this policy

The University will take action against anyone who does not comply with the University's Race Equality Policy and procedures. Students, staff and people closely associated with the work of the University, including visitors, contractors, consultants and suppliers, are expected:

- to show respect to others whatever their race, colour, nationality (including citizenship) culture, or ethnic origin (all racial groups are protected from unlawful racial discrimination under the RRAA 2000)
- to be able to identify incidents of racism, including racial harassment, towards individuals or groups
- to take appropriate action to prevent or report such incidents
- to participate in any training activity provided by the University related to racial equality and preventing racial discrimination

## 1.7 Review and monitoring

The Race Equality Policy will be reviewed every three years in conjunction with the Equality and Diversity Policy. The University committees that will monitor and review the Race Equality Policy and Action Plan include:

- Council and Senate
- Equality and Diversity Committee
- Academic Strategy and Performance Committee
- Impact Assessment and Monitoring Steering Group
- Learning and Teaching Committee
- Student Union Executive
- campus trade unions

## 1.8 Communications and publishing

The University is committed to using a variety of means of communication to widely disseminate the content of the Race Equality Policy and Scheme. This includes email correspondence through the staff and student briefings, items in the University student and staff newsletters, regular updates on the equality website, and specific briefings and training. The communications are targeted at all students, staff and people closely associated with the work of the University, including visitors, contractors, consultants and suppliers, and external key stakeholders. The Race Equality Policy statement will be published, along with the University's Equality and Diversity Policy statement, in all the main University publications, including

student prospectuses and staff recruitment documentation. The full Race Equality Policy Statement, Scheme and Action Plan will be posted on the University website and notified to all staff and students.

*This policy statement should be read in conjunction with the University's overall equality and diversity policy, and personal harassment and bullying policy and procedures, which include specific reference to racial harassment.*



University of  
Chester

# Equality Policy

*Approved: October 2007  
Updated: June 2012*



This document is available in alternative formats upon request. Please contact Kathryn Leighton on 01244 512135 or email [k.leighton@chester.ac.uk](mailto:k.leighton@chester.ac.uk)

# **University of Chester**

## **Equality Policy**

### **Contents**

<b>Section 1- General Information</b>		
1.0	Statement of Policy and Principles	Page 3
2.0	The Principles	Page 4
3.0	The Commission for Equality and Human Rights	
4.0	Responsibility	Page 5
5.0	Application	Page 5
6.0	Implementation	Page 6
<b>Section2 – Staff</b>		
7.1	Recruitment Practices	Page 6
7.2	Conditions of Service	Page 7
7.3	Probation, Promotion & Career Development	Page 8
7.4	University Procedures	Page 8
7.5	Information and training on Equality	Page 9
7.6	Monitoring and Review	Page 9
<b>Section 3 – Students</b>		
8.0	General	Page 9
9.0	Admissions and Recruitment	Page 10
10.0	Advice and Support	Page 10
<b>Section 4 – Enforcement and Impact Assessment</b>		
11.0	Grievances, complaints and disciplinary action	Page 11
11.1	Complaints by members of staff	Page 11
11.2	Complaints by students	Page 11
12	Equality Impact Assessments	Page 11
13	Further information and associated documents	Page 12
<b>Appendices</b>		
1.0	Discrimination	Page 13
2.0	Disability	Page 14
3.0	Age	Page 17
4.0	Race	Page 17
5.0	Gender	Page 18
6.0	Religion & Belief	Page 19
7.0	Sexual Orientation	Page 19
8.0	Transgender (Gender Expression and Identity)	Page 20

## **Section 1 – General Information**

### **1.0 Statement of Policy**

- 1.1 The University aims to create an intellectual community and workplace that welcomes and promotes diversity and equality in and through relationships involving all staff and students; learning and teaching; research and scholarship; outreach and other University activities and practices.
- 1.2 The University is committed to the promotion of diversity and equality and the elimination of discrimination in all its forms. The University will strive to develop fully the talents and potential of all its staff and students by ensuring that each is treated as an individual, fairly and with respect solely on the basis of their aptitude, ability and potential to pursue a course of study or to fulfil the requirements of a job, irrespective of age, disability, full-time or part-time status, gender, gender expression or identity, marital, partnership, parental or carer status, race, nationality, colour, ethnic or national origin, religion or belief or non belief, sexual orientation, pregnancy or maternity, or socio-economic background.
- 1.3 The University will make the promotion of diversity and equality, good relations between people of all groups and the elimination of discrimination and harassment integral to all areas of its work including policy making, service delivery, student admissions and employment practice.
- 1.4 This Policy is complemented by other related policies and procedures (for example the race, disability and gender equality schemes and their related action plans, the Dignity and Respect Policy, recruitment and selection procedures and staff and student complaints, grievance and disciplinary procedures) designed to help develop and support the embedding of diversity and equality throughout the University and to ensure that any incidents of discrimination and harassment are properly dealt with.
- 1.5 Unlawful discrimination or harassment by staff or students may be treated as serious misconduct under the staff and student disciplinary procedures and those responsible may be dealt with accordingly. Allegations of discrimination or harassment which are not made in good faith will also be considered as a disciplinary matter.
- 1.6 The University is committed to engendering a community with a positive inclusive ethos where issues of discrimination and stereotyping can be discussed openly with a shared commitment to challenging and preventing discrimination, to respecting diversity and difference, and to encouraging good relations between people of different groups. It thus both celebrates and values as a source of creativity the diversity brought to its workforce by individuals, and believes that it benefits by engaging staff from a variety of backgrounds, reflecting the needs and learning styles of a varied student population within a culturally diverse society.
- 1.7 The University will seek not only to eliminate discrimination and harassment, but also to create a working and learning environment based on positive relations between members of different groups. To this end, the University

undertakes to promote diversity and equality of opportunity through the provision of relevant training and support for staff, through consultation with minority ethnic and disabled staff and students and those from other groups about their experience of our environment, and by reflecting the diversity of the community in any material, for students, staff and external audiences.

- 1.8 The University will seek to ensure that individuals and communities have equal access to learning and teaching programmes, training, recreation, leisure, and other facilities.
- 1.9 In the case of any doubt or concern about the application of this Policy in any particular circumstances, Human Resource Management Services should be consulted in the first instance.
- 1.10 The University will keep under review this Policy, and its other policies, procedures and practices relating to Equality.

## **2.0 The Principles**

- 2.1 The commitment to Equality is embodied in the following principles:
  - Support for the development of the characteristics of society listed in section 3 below which it is the duty of the Commission for Equality and Human Rights to foster and encourage.
  - The University can only fulfil its responsibilities to students and staff and its broader responsibility to society if it builds on a foundation of respect for the dignity of each individual.
  - Discrimination is unacceptable within the University community in that it represents a waste of human resources and it unjustly denies individuals the opportunity to fulfil their potential. It can also be unlawful.
  - The active support of the University community is sought through the commitment and involvement of all groups of staff and students in the implementation of this Policy.
  - The University is committed to a programme of action to ensure that this Policy is fully effective. The University may implement positive action in accordance with the Equality Act 2010.

## **3.0 The Commission for Equality and Human Rights**

The Commission for Equality and Human Rights was constituted by the Equality Act 2006 and has a duty to exercise its functions under that Act with a view to encouraging and supporting the development of a society in which –

- people's ability to achieve their potential is not limited by prejudice or discrimination
- there is respect for and protection of each individual's human rights
- there is respect for the dignity and worth of each individual
- each individual has an equal opportunity to participate in society, and

- there is mutual respect between groups based on understanding and valuing of diversity and on shared respect for equality and human rights.

#### **4.0 Responsibility**

- 4.1 Overall responsibility for Equality lies with the University Council. The Council has determined that this Policy should be adopted with a positive commitment from its senior managers, the recognised Trades Unions and the Students Union to ensure its full implementation and effective monitoring.
- 4.2 All Managers are responsible (wherever applicable) for ensuring the implementation of the Policy with particular regard to recruitment and selection of staff, admission of students and generally for the integrity of decisions within their remit in relation to equal opportunities.
- 4.3 All employees and students have personal responsibility for ensuring that their actions comply with the Policy and for its practical application, which extends to the treatment of prospective staff and students, to visitors and to members of the public. All employees and students may be personally liable in law, irrespective of any liability of the University, should any complaint arise. Each member of staff and all students will be issued with an outline of this Policy.
- 4.4 A designated member of the Senior Management Team shall have a special responsibility for ensuring implementation and monitoring of this Policy as it relates to staff and to students respectively, consulting as appropriate with the Director of HRM Services, the Dean of Students and other appropriate consultative university bodies, including the Equality Forum.

#### **5.0 Application**

- 5.1 This Policy relates to all aspects of employment, academic and student experience and includes:
- advertisement, recruitment and selection
  - pay, terms and conditions of service
  - training and staff development
  - probation and promotion
  - grievance and disciplinary procedures
  - curriculum, pedagogy and assessment
  - admissions strategies and course validation
- 5.2 Persons not employed by the University but involved in its activities, i.e. visitors, clients, external contractors, potential employers of students, Work Based Learning providers, placement providers etc., are expected to comply with the terms of the policy and with the Contractors Code of Practice relating to procurement.

- 5.3 The Policy applies to the treatment of potential as well as existing and past employees and students.

## **6.0 Implementation**

- 6.1 Staff and students will be informed of their responsibilities towards the implementation of this Policy and other policies and procedures relating to Equality. Specific policies and guidance notes will be issued where appropriate.
- 6.2 Other persons involved in the activities of the University e.g. external contractors, will be informed of their responsibilities under this Policy.
- 6.3 The Senior Management Team will monitor the operation of the University Equality Policies and report as appropriate to the Senate.
- 6.4 Heads of Department, Union Representatives and the Students Union will provide reports as required on the operation of the University Equality Policies in their areas.
- 6.5 Appropriate training will be provided to assist with implementation.

## **Section 2 – Staff**

### **7 Employment**

#### **7.1 Recruitment Practices**

- 7.1.1 The University will appoint, train, develop, reward and promote on the basis of merit and ability.
- 7.1.2 The University's commitment to Equality will be stated on all recruitment material, including job advertisements and further particulars sent to prospective applicants.
- 7.1.4 The University will advertise all vacancies as widely as possible although it is sometimes necessary or sufficient to restrict the field of applicants to the University's own employees. In such a case the advertisement will be widely circulated throughout the University. Recruitment by word of mouth without advertisement will only take place in exceptional circumstances. The purpose of advertisements placed by the University will be to ensure that every vacancy is filled by the best person for the job.

- 7.1.5 In recognition of the fact that, as an employer, the University should set a lead, advertisements and/or further particulars will sometimes be worded so as to encourage applications from under-represented groups e.g. ethnic minorities. This will be done on the understanding that all applicants must be treated equally when it comes to selection.
- 7.1.6 Where arrangements for recruitment and selection put disabled people at a substantial disadvantage due to a reason connected with their disability, reasonable adjustments to the arrangements should be made to eliminate or, if that is not reasonably practicable, reduce the disadvantage.
- 7.1.7 The University will, where possible and appropriate, establish special training programmes for newly-appointed female, disabled and black and minority ethnic staff.
- 7.1.8 The University will issue guidelines for interviews setting out acceptable practices under this Policy and in law and a brief written report will be made at the end of each appointment process recording reasons for the rejection of each unsuccessful candidate.

## **7.2 Conditions of Service**

- 7.2.1 The University is committed to maintaining an environment, which encourages all members of staff to contribute fully and on an equitable basis in their work to the life of the institution.
- 7.2.2 The University will seek to ensure that so far as is reasonably practical, that all parts of the University are accessible and safe for all staff, regardless of any disability.
- 7.2.3 The University will respond sympathetically to members of staff whose personal circumstances change and will endeavour to meet their needs through agreement on retraining, redeployment, and/or flexible working arrangements where practical.
- 7.2.4 The University will not discriminate on the basis of gender or marital status in the allocation of duties or shifts except where night work restrictions apply in which case exemptions may be considered.
- 7.2.5 The University will keep under review the need to provide adequate parental or family responsibility leave for all members of staff.
- 7.2.6 Terms of employment, benefits, facilities and services available to staff will be kept under review to ensure that they are provided in a way which is free from unlawful discrimination.
- 7.2.7 Part-time staff will receive pay, benefits, facilities and services on a pro rata basis to their full-time comparators unless otherwise objectively justified.

- 7.2.8 Where the University's arrangements relating to terms of employment, benefits, facilities and services put disabled staff at a substantial disadvantage due to a reason connected with their disability, reasonable adjustments to the arrangements will be made to eliminate or, if that is not reasonably practicable, reduce the disadvantage;

### **7.3 Probation, Promotion & Career Development**

- 7.3.1 The University is committed to offering all members of staff opportunities for development, training and promotion within the terms of their employment and on the basis of their relevant qualifications and abilities. It supports the principle that career development and promotion prospects should not be jeopardised by a member of staff's race, gender, gender expression or identity, sexual orientation, religion and belief, age, disability, pregnancy or maternity, marital or partnership status, part-time status or any other unjustifiable factor.
- 7.3.2 Information about the criteria and procedures for development, training and promotion will be made available to all staff and these criteria and procedures will be kept under review.
- 7.3.3 Assessment criteria and staff performance development review schemes will be carefully examined to ensure that they are not discriminatory.
- 7.3.4 Where the University's arrangements in relation to probation, promotion or career development put disabled workers at a substantial disadvantage for a reason connected with their disability, reasonable adjustments to the arrangements will be made to eliminate or, if that is not reasonably practicable, reduce the disadvantage.

### **7.4 University Procedures**

- 7.4.1 The University will endeavour to develop appropriate standards in the use of language (both written and spoken) in order to eliminate sexist and racist bias in particular, as well as any bias against those with other protected characteristics mentioned in this Policy. It will endeavour to use non-discriminatory language in all its internal and external documents and official correspondence.
- 7.4.2 Documentation and materials produced by both teaching and non-teaching staff and departments will be monitored to ensure they reflect the principles underpinning this Policy.

## **7.5 Information and training on Equality**

- 7.5.1 This Policy will be publicised in appropriate ways within the University and a copy will be issued to all members of staff. All Induction programmes will contain information on Equality awareness.
- 7.5.2 All staff who play a part in decisions regarding staffing matters will be made aware of common perceptions which may result in direct or indirect discrimination. They will, therefore, avoid generalised assumptions about matters such as age, race, sex and sexual orientation, marital status and disability not relevant to the merits and potential of individuals and will be aware of the effects such assumptions might have on their decisions.
- 7.5.3 The University will continue to give guidance on Equality to members of staff, particularly those with managerial responsibility. Appropriate training courses will be arranged periodically.

## **7.6 Monitoring and Review**

- 7.6.1 Statistical records will be maintained where possible of the representation of the protected characteristics of current staff, applicants for posts, candidates interviewed, new appointments and staff applying for or proposed for promotion. Information for the statistical record will be gained by anonymous and voluntary self-assessment.
- 7.6.2 Heads of Department will submit reports to the Senate as required.
- 7.6.3 An annual report shall be submitted to the Senate on the operation of this Policy, by providing information on the outcome of the relevant year's monitoring, and an account of specific measures adopted in that year to promote Equality.

## **Section 3 - Students**

### **8 General**

- 8.1 The University will not discriminate on the basis of age, disability, full-time or part-time status, gender, gender expression or identity, marital, partnership or parental status, race, nationality, colour, ethnic or national origin, religion or belief, sexual orientation, pregnancy or maternity, or socio-economic background in the admission of students, provision of student benefits or general facilities and services.
- 8.2 The University will seek whenever possible to organise its timetable and course requirements (e.g. school practice allocation, placement for field work or visits) in such a way as to promote maximum flexibility in meeting the needs of particular students who would otherwise be disadvantaged by reason of a protected characteristic. It will also seek wherever possible to provide additional facilities (e.g. access to a

crèche, student and graduate careers, counselling and health care), to enable its equal opportunities policy to operate effectively.

- 8.3 The University will combat any form of discrimination, overt or covert, which reveals misunderstanding of the culture of ethnic minority students in the areas of residence, diet or social organisation, and which might alienate such students.

## **9      Admissions and Recruitment**

- 9.1 The University will periodically review its admissions policy and procedures in order to seek to recruit students from all sectors of society, recognising that all students benefit from the experience of living and working in ethnically and culturally diverse groups.
- 9.2 A statement expressing the University's commitment to Equality will appear in prospectuses and publicity material.
- 9.3 Selection criteria throughout the process of admissions will adhere to the principles specified in section 1.2, including desisting from asking questions at interview relating to the matters listed in that section. Those involved in selection and interviewing procedures will receive guidance in implementing this Policy.
- 9.4 The University will seek to extend access by a variety of means, such as through flexible course structures, forms of part-time study, non-traditional entry and accreditation of prior learning. The University will, in particular, seek to widen opportunities for mature student entry and, *inter alia*, to help those seeking to return to education after a break in career for family reasons.
- 9.5 The University will adopt appropriate strategies and policies in order to recruit and retain students from under represented groups in Higher Education with specific reference to students from Black and Minority Ethnic Communities and Disabled Students.

## **10     Advice and Support**

- 10.1 Induction courses will include an explanation of this Policy, including the complaints procedures, access to childcare provision and relevant facilities for people with disabilities and specific needs.
- 10.2 Clear information will be given about the structures and systems of support available to students in relation to Equality and the range of staff who will be available to help them should a difficulty arise.

## **Section 4 – Enforcement and Impact Assessment**

### **11 Grievances, Complaints and Disciplinary Action**

#### **11.1 Complaints by Members of Staff**

A complaint by an existing member of staff against the University or another member of staff alleging direct discrimination, indirect discrimination, victimisation or discrimination arising from, or failure to make reasonable adjustments for, disability should be raised as a grievance under the staff grievance procedure. Where the conduct complained of may amount to harassment, bullying or victimisation by another member of staff (whether or not it is on the grounds of age, disability, race, religion or belief, sex or sexual orientation or other protected status), it should be raised under the Dignity and Respect Policy. Any action against an individual member of staff which is found to be necessary arising from the complaint will be taken under the staff disciplinary procedure. If the member of staff's complaint is against a student, it will be dealt with under the student disciplinary procedure.

A complaint from a prospective employee should be addressed to the Director of Human Resource Management Services.

#### **11.2 Complaints by Students**

A complaint by an existing student against the University, a member of staff or another student alleging direct discrimination, indirect discrimination, victimisation or discrimination arising from, or failure to make reasonable adjustments for, disability should be raised as a complaint under the student complaints procedure. Where the conduct complained of may amount to harassment, bullying or victimisation by a member of staff (whether or not it is on the grounds of age, disability, race, religion or belief, sex or sexual orientation or any other protected characteristic), it should be dealt with under the Dignity and Respect Policy. Any action against an individual member of staff which is found to be necessary arising from the complaint will be taken under the staff disciplinary procedure. If the student's complaint of harassment, bullying or victimisation is against another student, it will be dealt with under the student disciplinary procedure.

A complaint from a prospective student should be addressed to the Dean of Students.

#### **11.3 Members of staff and students who, in good faith, bring a grievance or complain of harassment (or assist another to do so) either under this Policy or otherwise in relation to an Equality matter will not be disciplined, dismissed or otherwise victimised for having done so.**

### **12.0 Equality Impact Assessments**

#### **12.1 The University shall adopt a comprehensive Equality Impact Assessment (EQIA) process by which the impact of policies, provision, criteria and practice on all protected characteristics will be assessed.**

- 12.2 Appropriate procedures and supporting documents shall be produced detailing the EQIA process.
- 12.3 An Equality Impact Assessment Steering Group shall oversee the first round of implementation of the assessment exercise.

### **13 Further Information and Associated Documents**

- 13.1 Further information on the meaning of discrimination generally, on protected characteristics and on the University's commitment to Equality can be found in the Appendix to this Policy.
- 13.2 All policies and code of practices referred to in this policy are available to request through HRMS or can be accessed directly on the Diversity and Equality webpage on Portal home page.

Code of Practice – Freedom of Speech

Dignity and Respect Policy

Equal Pay Policy

Family Friendly Policies (Maternity Leave, Paternity Leave, Time Off for Dependents etc)

Flexible Working Policy

Mental Health Policy for Students

Race Equality Policy

Recruitment and Selection Policy

Retirement Policy

Time Off for Religious Observance Guidelines

Single Equality Scheme (replacing the Disability Equality Scheme and Action Plan Gender Equality Scheme Action Plan and Race Action Plan

## APPENDIX – FURTHER INFORMATION

### 1.0 Discrimination

Discrimination may be any of the following:

- a) direct;
- b) indirect;
- c) discrimination arising from disability;
- d) harassment; or
- e) victimisation.

**1.1 Direct Discrimination:** Less favourable treatment because of a protected characteristic (age, disability, gender reassignment, race, religion or belief, sex, gender expression or identity, sexual orientation, pregnancy or maternity, or marital or partnership status).

**Direct discrimination** includes, for example the exclusion of women, disabled people or ethnic minorities.

Activities such as the following may constitute or lead to direct discrimination:

- Selection interviews raising questions about how members of the candidate's family will be cared for if the post or place is taken up, or how the candidate thinks s/he will 'fit in' if s/he is from a minority group or asking potentially discriminatory questions of one person or group which are not asked of all candidates.
- Marking systems which consistently downgrade particular groups of students without proper criterion referencing and marking scales or support for such students.
- Preference expressed for particular candidates at interview prior to evidence being collected from the application forms and the interview procedures.

**1.2 Indirect Discrimination:** To apply a criterion, provision or practice to all which has the effect of disadvantaging people of a particular protected characteristic.

Indirect discrimination is more common than direct discrimination and may include:

- Setting criteria for selection e.g. qualifications, which cannot be justified by the nature of the job and which are to the detriment of a particular individual or group.
- Using tests which cannot be justified by the nature of the job to discriminate against those whose first language is not English.

**1.3 Discrimination arising from Disability:** see 2.1.2 below.

**1.4 Harassment:** Harassment can take many forms, occurs on a variety of different grounds and can be directed at one person or many people. An essential characteristic is that it is unwanted by the recipient and that the recipient finds the conduct offensive or unacceptable. Conduct usually

becomes harassment if it continues once it has been made clear that it is regarded by the recipient as unwelcome, although a single incident may amount to harassment if sufficiently serious. It is the unwanted nature of the conduct that distinguishes harassment from friendly behaviour which is welcome and mutual. Harassment can be based on age, disability, gender identity/expression, race, religion or belief or sexual orientation and other grounds listed in the University's Dignity and Respect Policy, which also gives examples of the type of behaviour which may constitute harassment.

- 1.5 Discrimination by Victimation:** Less favourable treatment on the ground that the person concerned has made a complaint or allegation of discrimination, or has acted as a witness or informant in connection with proceedings, or has been involved in any other way, or intends to do any of those things.

## **2 Disability**

### **2.1 General**

- 2.1.1 The University will have due regard in performing its functions to the need to:
- eliminate discrimination that is unlawful under the Equality Act 2010.
  - eliminate harassment of disabled people related to their disabilities;
  - promote equality of opportunity between disabled people and others;
  - take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than others;
  - promote positive attitudes towards disabled people;
  - encourage participation by disabled people in public life.
- 2.1.2 In addition to direct and indirect discrimination, the Equality Act 2010 also makes discrimination against disabled people unlawful if they are treated unfavourably because of something arising in consequence of their disability and it cannot be shown that their treatment is a proportionate means of achieving a legitimate aim.
- 2.1.3 The general Equality principles set out earlier in this Policy will apply to disabled people. The University's policy is that current and prospective disabled staff and students should be able to participate in all of the University's activities fully on an equal basis with people who are not disabled.
- 2.1.4 If any arrangements made by or on behalf of the University or any physical feature of premises occupied by it, put disabled people at a substantial disadvantage compared to people who are not disabled, the University will take such reasonably practicable steps as it can to prevent this disadvantage.

2.1.5 The University's Single Equality Scheme and Action Plan detail the University's commitment to achieving disability equality and eliminating harassment on the grounds of disability.

## 2.2 Definition of Disability under the Equality Act

2.2.1 The Equality Act defines disabilities as either physical or mental impairments that have a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

For the purposes of the Act:

- substantial means neither minor nor trivial
- long-term means that the effect of the impairment has lasted or is likely to last for at least 12 months (there are special rules covering recurring or fluctuating conditions)
- normal day-to-day activities include everyday things like eating, washing, walking and going shopping

2.2.2 Some disabilities are immediately obvious, for example use of a wheelchair, while other disabilities may not be apparent, for example HIV infection. Certain conditions are not considered to be disabilities, for example poor eyesight which is corrected simply by wearing prescription spectacles, addiction to alcohol or other substances or hay fever. People who have had a disability in the past that meets the definition are also covered by the scope of the Act. HIV, cancer and multiple sclerosis are deemed to be covered by the Act from the point of diagnosis, rather than from the point when the condition has some adverse effect on ability to carry out normal day-to-day activities. If further information is required about whether a particular condition is a disability Human Resource Management Services should be consulted.

## 2.3 Responsibilities

2.3.1 Responsibility for the implementation of the University's commitment in respect of disability lies with Deans, Directors, line managers and Heads of Subject. All Departments should be aware of:

- Access to Work funding for equipment, support or adaptations to the working environment
- The concept of reasonable adjustment
- Relevant legislation

2.3.2 The Director of HRM Services will monitor arrangements in Departments, will provide any advice and assistance required relating to the employment of disabled persons and will liaise with government agencies and other relevant bodies.

## **2.4 Recruitment of Staff**

- 2.4.1 The Recruitment and Selection Policy and Procedure outlines the University's commitment to equality of opportunity for disabled staff in relation to advertising, interviewing, entry procedures and making reasonable adjustments.

## **2.5 Admission of Students**

- 2.5.1 Marketing, Recruitment and Admissions include the following statement in all documentation produced: "The University of Chester is committed to the active promotion of equality of opportunity. Applications are particularly welcome from those groups currently under-represented in higher education. For a copy of our diversity and equality policy in admissions, please contact us at [enquiries@chester.ac.uk](mailto:enquiries@chester.ac.uk)."
- 2.5.2 Students with disabilities and specific needs will be offered support through the Personal Academic and Disability Link Tutor system and through the Disability Support Service. This applies to all aspects of academic study, including work-based learning.
- 2.5.3 Some students may be subject to Fitness to Study assessment prior to commencement of the course of study, particularly where competence standards may apply to a prospective student's programme.
- 2.5.4 Consideration will be given to appropriate teaching spaces and examination procedures. Details on exam procedures are available on Portal Home Page » Students » Academic Regulations » Exams and Assessments (General).

## **2.6 Practical Matters**

- 2.6.1 Because there is a wide variety of potential disabilities and any particular disability is likely to affect different people in different ways, it would be inappropriate to prescribe rigid rules on how issues concerning disabled people should be dealt with. What is essential, however, is that all managers should take all reasonably practical steps to ensure that disabled people are not treated less favourably or disadvantaged by comparison to people who are not disabled in relation to their work, working environment, or by arrangements made by the University.
- 2.6.2 The following general steps should always be considered where issues concerning disabilities arise or may arise:
- **Be flexible.** There may be many different ways to avoid discrimination or to minimise the effects of discrimination.
  - Consider any performance or attendance problems in the context of the person's disability and its effect on his or her ability to meet performance and attendance targets.

- **Do not make assumptions.** Whenever possible talk to the disabled person to find out the effects of the disability and what steps might help.
- Do not apply disciplinary measures for performance or attendance-based reasons without first establishing whether the disabled person's performance or attendance is affected by the disability and that appropriate adjustments to accommodate the disability have been made.
- **Seek expert advice.** Disability issues can be complex and expert medical advice about a person's disability, or expert technical advice about adjustments to technology or premises that might help the disabled person may be needed.
- **Think ahead.** Try to anticipate the effects that certain arrangements may have on disabled people, to prevent problems occurring in the future.

### **3      Age**

- 3.1 The Equality Act 2010 prohibits unjustifiable discrimination because of age against:
- staff or prospective staff (the Regulations cover recruitment, terms and conditions, promotions, transfers, dismissals and training);
  - students in the terms on which admission is offered or refused or exclusion imposed, in the way access to any benefits is afforded or refused or any other detriment is imposed.
- 3.2 The University's Recruitment and Selection Policy, Retirement Policy and Redundancy procedures have been updated to reflect the legislation and to ensure discrimination on the grounds of age does not occur.

### **4      Race**

- 4.1 The University in carrying out its functions will have due regard to the need:
- to eliminate unlawful racial discrimination;
  - to promote equality of opportunity; and
  - to promote good race relations between persons of different racial groups.
- 4.2 The University will also:
- prepare and maintain a written statement of its race equality policy for promoting race equality and have arrangements in place for meeting its duties as soon as reasonably possible
  - assess the impact of its policies (including the race equality policy) on students and staff from different racial groups

- monitor the applications, admissions and progression of students and the recruitment and career progress of staff by racial groups
  - set out the University's arrangements for publishing the results of assessments and monitoring
  - take such steps as are reasonably practicable to publish the results of monitoring.
- 4.3 The Equality Act 2010 makes it illegal to discriminate against someone on the grounds of nationality and colour, or ethnic, racial, or national group. Discrimination on 'racial grounds' is defined as discrimination on the grounds of any of:
- colour
  - race
  - nationality
  - ethnic origins
  - national origins.
- 4.4 Probation, promotion and, especially, selection panels for both students and staff must ensure that their agreed criteria for assessment are not in themselves unfairly discriminatory against members of a particular racial group.
- 4.5 In recruitment and selection for both students and staff, interviewers must guard against more subtle and unconscious varieties of discrimination which can result from general assumptions about the capabilities, characteristics and interests of ethnic minority groups.
- 4.6 The University's Single Equality Scheme and Action Plan (Equality Objectives) detail the University's commitment to achieving race equality and eliminating harassment on the grounds of race.

## 5 Sex

- 5.1 The University in carrying out its functions will have due regard to the need:
- to eliminate unlawful discrimination and harassment on the grounds of sex
  - to promote equality of opportunity between women and men.
- 5.2 The University will also:
- Prepare and publish a single equality scheme, showing how it will meet its general and specific duties and setting out its gender equality objectives.
  - In formulating its overall objectives, consider the need to include objectives to address the causes of any gender pay gap.
  - Gather and use information on how its policies and practices affect gender equality in the workforce and in the delivery of services.

- Consult stakeholders (i.e. employees, service users and others, including trade unions) and take account of relevant information in order to determine its sex equality objectives.
  - Assess the impact of its current and proposed policies and practices on sex equality.
- 5.3 The Equality Act 2010 makes it unlawful to discriminate directly or indirectly on the grounds of sex or marriage. Interviewers for both staff and students must be particularly careful not to treat a person of one sex less favourably than a person of the opposite sex or a married person differently from a person who is not married.
- 5.4 All applicants or staff should be assessed on the same job-related criteria regardless of sex, marital status and domestic responsibility and only questions relevant to those criteria should be asked.
- 5.5 Those responsible for appointments and promotions in the University should be aware that they need to be particularly careful when assessing female staff or female applicants to avoid preconceptions and personal assumptions which could cause them to discriminate unfairly.
- 5.6 The University's Single Equality Scheme and Action Plan (Equality Objectives) detail the University's commitment to achieving gender equality and eliminating harassment on the grounds of sex.

## **6 Religion and Belief**

- 6.1 The Equality Act 2010 prohibits discrimination on the grounds of religion or belief.
- 6.2 The Act defines religion or belief as meaning:
- any religion or
  - religious or philosophical belief.
- 6.3 The University will ensure compliance with this legislation in all areas of employment and education.

## **7 Sexual Orientation**

- 7.1 The Equality Act 2010 prohibits discrimination on the grounds of sexual orientation.
- 7.2 Sexual orientation means sexual orientation towards:
- persons of the same sex
  - persons of both sexes

The Equality Act therefore applies to protect people from being discriminated against on the grounds of being gay men, lesbians, bisexual men and women or heterosexual.

7.3 In addition the Act covers discrimination on the following grounds:

- association with someone of a particular orientation, for example discrimination against an employee because their child is gay
- refusal to carry out an instruction to discriminate
- the **perception** of orientation. For example if a worker is discriminated against because the employer thinks that s/he is gay then the Equality Act will apply, regardless of whether the worker is gay or not. The complainant does not have to disclose his or her orientation at any stage.

7.4 The University will ensure compliance with the Equality Act in all areas of employment and education.

## **8 Transgender (Gender Expression and/or Identity)**

8.1 The Equality Act 2010 makes it unlawful to discriminate against, harass or victimise someone if

- s/he intends to undergo gender reassignment
- is undergoing gender reassignment or
- has at some time in the past undergone gender reassignment.

8.2 The Gender Recognition Act 2004 gives legal recognition in the acquired gender to transgender people who satisfy the Gender Recognition Panel (a judicial body of lawyers and doctors) that they

- have or have had gender dysphoria (feeling that the gender identity is different from the anatomical sex)
- have lived in the acquired gender for two years prior to the application and
- intend to live permanently in the acquired gender.

8.3 If someone has a gender recognition certificate it is unlawful to discriminate on grounds that would apply to anyone else of the acquired gender.

8.4 The University will ensure compliance with this legislation in all areas of employment and education.

# Edge Hill University Equality & Diversity Policy

## Foreword

Equality & Diversity has been a central tenet of this University since its founding days. It underpins our continued commitment to root equality and inclusion firmly in all we do. As such our vision is that ...

***Edge Hill University will provide an environment where everyone feels able to participate, contribute, enjoy and influence their experience; and where inclusive practices underpin everything we do. Respect for and celebration of individual diversity will shape institutional strategy, direction and behaviour.'***

Our Equality & Diversity Policy acknowledges the importance of recognising and treating people as individuals, as complex human beings with multiple and diverse identities. We take as our starting point that equality is a core human rights principle and that it is wrong, on the basis of someone's status or identity, to deny them their human rights. We are committed to the promotion of equality of opportunity for all those within the University's community, whether staff, students, visitors, contractors or suppliers.

Our Policy applies to all, irrespective of:

- Disability
- Age
- Race
- Sex
- Gender Reassignment
- Religion, Belief or non-Belief
- Sexual Orientation
- Marriage and Civil Partnership
- Pregnancy & Maternity

We acknowledge the importance of leadership and commitment at all levels within the University, irrespective of role and responsibilities. Achieving fair treatment for all requires positive and proactive engagement by everyone, for everyone. We welcome your feedback.

**John Cater**  
**Vice Chancellor**

# Edge Hill University Equality & Diversity Policy

## Introduction

Our aim is to ameliorate disadvantage and proactively promote equality. A key feature of our particular scheme is its immediate focus on the actions we intend to take to further our work in becoming a fully inclusive University, proactively promoting equality and targeting any form of discrimination. The structure and focus is deliberate and is a direct response to some of the feedback received from stakeholders when we were reviewing progress against our previous schemes. What matters to people most, is what we are going to do about any areas of concern and what we are going to do to progress our plans to achieve equality. For this reason, full contextual details about the public sector duties and about the University are detailed in various hyperlinks for scrutiny and publication.

Our aims and objectives apply to each of the protected characteristics, demonstrating that equality and diversity is central to all that we do.

Our **specific aims for promoting equality** are:

- (i) to assess the University's strengths, weaknesses and areas for development in providing and promoting inclusive practices for all students and staff
- (ii) to identify and seek to remove perceived and actual barriers to full participation in Edge Hill for all, i.e. prospective and current staff and students, visitors, suppliers etc.
- (iii) to enhance our ability to successfully recruit, retain and support staff and students
- (iv) to ensure all strategies, policies and procedures are underpinned by the need to ensure equality is central to University planning and operational practices
- (v) to ensure all staff and students are fully aware of and accept their responsibilities to perform their roles in a way that genuinely promotes equality of opportunity and eliminates discrimination and harassment
- (vi) to promote positive attitudes and encourage participation and inclusion in University and public life
- (vii) to proactively anticipate the needs of individuals in all our endeavours
- (viii) to monitor the effectiveness of the actions taken to promote equality and publicise the results
- (ix) to proactively monitor the impact on equality of all University policies, procedures and processes

*It is our considered view that these aims fully embrace our Public Duty as described at*

- Visit the [Equality & Human Rights Commission](#)
- Visit the [Equality Act 2010](#)

## Edge Hill University Equality & Diversity Policy

Prior to the Equalities Act 2010 our focus was primarily on race, disability and gender equality. We welcome the inclusion of the additional protected characteristics, whilst at the same time recognising the challenges inherent in this approach.

A review of the Action Plans for the previous Schemes has highlighted the following progress, achievements and challenges we face:

### Progress and Achievements

#### Race Equality.

- Embedded a range of targeted promotional and aspirational-raising activities and taster sessions resulting in an improvement in the number of students from black and minority ethnic backgrounds entering full-time programmes from 6.7% to 10.2%
- Provided cultural-awareness training to Admissions Tutors, academic and support staff
- Organised the Citizens of Faith conference
- Contributed to the Black & Minority recruitment and retention conference as part of our work with the Merseyside Black & Ethnic Minority steering group
- Presented the Transnational Experiences seminar series
- Presented the Holocaust Studies conference
- Presented the Ethnicity Race & Racism seminar series
- Increased the number of international staff appointed to the Centre for International Education
- Increased the number of international staff employed in the Faculty of Arts & Sciences

#### Disability Equality

- Delivered a range of targeted interventions aimed at increasing the number of students from under-represented groups within our community
- Embedded a three-day residential transition programme to help disabled students prepare for higher education
- Sporting Edge maintained and enhanced their Inclusive Fitness accreditation and provision
- Improved the provision of specialist support for students with Autistic Spectrum conditions
- Increased involvement of Access to Work in identifying and implementing reasonable adjustments for staff
- Gained recognition as a Disability  employer for staff recruitment

# Edge Hill University Equality & Diversity Policy

## Gender Equality

- Recruitment of male trainees in Initial Teacher Training programmes remained an ongoing focus with improvements across many areas, most notably the standard PGCE programme where 32% of males enrolled
- Larger male representation within Masters programmes within the Faculty of Arts & Sciences
- Presented the GenSex Research seminar series
- A review of gender imbalance addressed in two University departments; additionally, a slight improvement in the appointment of females with/to professorial title
- Ensured the maintenance of gender-based equality of pay
- Recognition by Tommys for providing Breastfeeding facilities for staff

## Challenges Going Forward

- Increasing the number of Black and Ethnic Minority students and staff remains a challenge
- Enabling the disclosure of disability within the student and staff communities
- Enhancing our equality impact assessment processes including publication
- Supporting the faith needs of international and home-based students

## Key Objectives

Following our review of progress and challenges going forward, we have identified the following objectives and priorities for action:

- Improve equality and diversity in the student and staff populations
- Promote the value and importance of students and staff disclosing disability and accessing support and funding
- Improve our equality impact assessment processes and publication
- Promote and develop the volunteer Chaplaincy services to support the faith needs of international and home-based students and staff and raise awareness of multi-faith religions within the University community

In identifying these key objectives we recognise that to some extent they mirror some of our previous objectives. We make no apologies for this. In our view it is unavoidable, given the intractable nature of some of the challenges we face.

**University of Huddersfield**

**Equality and Diversity in  
Teaching and Learning**

**2012-2015**

## **Contents**

		<b>Page</b>
<b>Section A</b>	<b>Equal Opportunities Policy Statement</b>	<b>1</b>
<b>Section B</b>	<b>Teaching and Learning Information</b>	<b>5</b>
<b>Section C</b>	<b>Student Code of Practice on Equal Opportunities and Diversity</b>	<b>6</b>
<b>Section D</b>	<b>Teaching and Learning Equality Objectives</b>	<b>11</b>

## **Section A Equal Opportunities Policy Statement**

### **1. Intent**

- 1.1 The aim of this policy statement is to communicate the commitment of the Vice Chancellor, University Council and senior management team to the promotion of equality of opportunity in the University of Huddersfield.
- 1.2 It is our policy to provide equality to all, irrespective of:
  - Age
  - Disability
  - Gender, including gender reassignment
  - Marital or civil partnership status
  - Pregnancy and Maternity
  - Race
  - Religion or belief
  - Sexual orientation
- 1.3 We are opposed to all forms of unlawful and unfair discrimination. All applicants, students, employees and others who work for us will be treated fairly and will not be discriminated against on any of the above grounds. We recognise that the provision of equal opportunities in the University is not only good practice, it also makes sound business sense. Our equal opportunities policy will help all those who work for us and those who study here to develop their full potential so that the talents and resources of all will be utilised fully to maximise the efficiency of the University.

### **2. Scope**

- 2.1 This policy applies to all those who work for (or apply to work for) the University and all those who study at (or apply to study at) the University

### **3 Commitments**

- 3.1 We are committed to:
  - Promoting equality of opportunity for all persons
  - Promoting a good and harmonious environment in which all persons are treated with respect
  - Preventing occurrences of unlawful direct discrimination, indirect discrimination, harassment and victimisation
  - Fulfilling all our legal obligations under the Equality Act and associated codes of practice
  - Complying with our own equal opportunities policy and associated Equality Scheme
- 3.2 In meeting our general duty under the Equality Act we will have due regard in the development, delivery, evaluation and review of policy, service provision and procurement to the need to:
  - Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act
  - Advance equality of opportunity between people from different groups
  - Foster good relations between people from different groups

- 3.3 In meeting our specific duties we will develop and publish our equality objectives and set out how we will achieve them, reviewing progress on an annual basis. Information will be published annually and objectives will be reviewed every four years.

## **Section B Teaching and Learning Information**

*This section is based on the outcomes of students completing in the academic year 2010-11, and applicants for September 2011. This section will be updated in September 2012 and subsequently on an annual basis.*

The University of Huddersfield is a diverse and inclusive institution. Looking at the population in the institution as a whole:

- gender balance: 43% of the student population are male and 57% female;
- disability: 21,533 of the student population declare no disability; discounting 42 'not knowns', from the total of 23,257, students declaring some form of disability make 7.2% of the population where there is information;
- ethnicity: 17,739 declare as white of some form; 305 refused to provide the information, so of those where information is held 77% are white.

These figures represent underlying patterns of the population as a whole.

- Approximately one in twenty children are disabled, a figure rising seven of the working-age population (HMG, Office for Disability Issues, 'Disability Facts and Figures'); given the significant preponderance of people aged under 30 in the University's population, a disabled student population of over 7% is in line with background population.
- At the 2001 Census, 8% of the population was from a minority ethnic background, a figure projected to grow to 20% in 2051. 23% non-white ethnicity amongst University of Huddersfield students therefore represents a significantly more open student recruitment than the population composition at large.

It is impossible to establish for certain that this reflects a non-discriminatory admissions process, since UCAS does not provide data on students rejected, but it is very likely that this is the case. For the small minority of applications dealt with direct by the University, where data is held, 32.6% of applicants not declaring a disability were rejected while only 19.2% of applicants declaring a disability were rejected. The proportion of non-white students rejected was higher than the proportion of white students, but the numbers in question (340 applicants) are too small to provide evidence of wider pattern. In this category the proportion of female students rejected was higher than the proportion of males, and the numbers involved suggest there may be more significance to the statistic. Further investigation, however, suggests this is closely linked to particular courses in Health Sciences: significantly more than half of all rejections in this small sample relate to courses in Human and Health Sciences, where numbers are heavily constrained by the NHS and no less than 80% of applicants in the sample are female.

The academic performance of this diverse and inclusive population is positive. Female students, disabled students, and students from minority ethnic groups, despite facing external environmental challenges to their achievement, are well supported and graduate with good degrees at a level at least comparable with the overall student population.

Ethnicity: 370/429 firsts, and 1110/1444 2is were achieved by white students (79% of all 1/2i degrees). In 2011 therefore minority ethnic students, themselves 23% of the population, achieved 21% of all 1/2i degrees, suggesting performances against the norm unaffected, at a level of statistical significance, by ethnic background.

Disability: 377/429 firsts, and 1271/1444 2i were achieved by those without disabilities (88% of all 1/2i degrees). Disabled students, who represent just over 7% of the student population, achieved 12% of the 1/2i degrees. This significant success is testimony to the hard work of these students and the support mechanisms put in place by the University.

Gender: 58% of 1/2i degrees were achieved by female students – very close to their representation in the community as a whole (57%). In no individual School did the proportion of female students achieving 1/2i degrees fall below the proportion of male students achieving at that level by more than one %-point. As with ethnicity, therefore, student performances against the norm are unaffected by gender.

A close examination of key underpinning academic processes has been undertaken.

In the case of the disciplinary process and the complaints process impact assessment indicated that there was no evidence of disproportionate impact of any kind in relation to any of the protected characteristics.

Examination of appeals processes, and those for academic misconduct, where the number of cases is relatively small and the data are complex, is ongoing and initial outcomes suggest that there may be evidence of disproportionate impact in relation to male students from a south Asian ethnic background in relation to appeals. This therefore forms part of the equality objectives identified for teaching and learning at the University.

A consideration of evidence from internal response mechanisms via Student Services, Registry and CLS does not provide any evidence of disproportionate negative (or positive) impacts relating to any of the other protected characteristics under the legislation.

## **Section C: Student Code of Practice on Equal Opportunities and Diversity**

### **1. Student Applications**

- 1.1 The University prospectuses will:
  - include the University's Equal Opportunities Policy Statement;
  - draw attention to this Guidance;
  - present positive images to reflect the diversity of the student body
  - use non-discriminatory language; and
  - encourage applications from groups under-represented in higher education.
- 1.2 We give you:
  - realistic advice on the costs you will face, including any study abroad costs or compulsory vacation costs; and
  - details of financial support available to you.
- 1.3 We provide a framework for fair selection by using clear selection criteria. We will ensure that all our staff who deal with student admissions are aware of these criteria and apply this code of practice.
- 1.4 When selecting students we consider their suitability for a particular course.
  - We recognise many qualifications as meeting our general minimum entry requirements. Particular courses may require certain levels of performance, in specific subjects, above the minimum requirement.
  - We aim to make arrangements, wherever practicable, to enable any student with a disability to take an active part in student life. The Disability Support Office will assist with guidance and information.
  - If you are a mature applicant (aged 21 years or more at the start of the course) you may be selected on the basis of special examination or other written work and interview instead of the general minimum entry requirements.
- 1.5 When we assess your potential for the course we consider your existing and predicted examination results. We also consider any factors that may have led you to under-perform.
- 1.6 The University supports schemes that encourage applicants from backgrounds that are currently under-represented in higher education.
- 1.7 Students who are registered on courses that involve contact and/or care of children or vulnerable adults are subject to a Disclosure check by the Criminal Records Bureau. In such cases you will be asked to disclose all convictions even if they are "spent" under the Rehabilitation of Offenders Act 1974. Having a conviction will not necessarily bar you from study. This will depend on the circumstances and background to your offence(s). Details of any convictions disclosed will only be considered where relevant to course requirements and future employment prospects.

### **2. Assessment**

- 2.1 The rules of assessment are available for each course. We do not reveal the identity of examination candidates during the marking/moderation process.

- 2.2 Where reasonably practical, we make special arrangements during assessment for students with known disabilities. These arrangements aim to compensate for any ways in which a disability may affect the assessment.
- 2.3 The University tries to avoid arranging an examination at the same time as a major religious festival.
- 2.4 We draw the attention of each External Examiner to the University's Equal Opportunities Policy Statement, along with our requirement that they follow the policy.

### **3. Teaching and Learning**

- 3.1 We promote equal opportunities in:
  - course content;
  - teaching and learning methods;
  - course documents;
  - teaching materials;
  - assessment methods; and
  - structure and timetabling of courses of study.
- 3.2 Staff and students of the University are expected to use language and imagery that will not cause offence to other people. However, it is a basic principle of academic freedom that views and opinions of all kinds should be tested and challenged; in no circumstances may this clause be used to discourage or prevent the exercise of that freedom. In some professional courses equal opportunities issues are explored through case studies of varied practice.
- 3.3 We value the different cultures and life experiences of our students and use them in our teaching and learning materials, avoiding stereotypes.
- 3.4 We use a wide range of teaching and assessment methods designed to meet the specific needs of all our students.

### **4. Placements**

- 4.1 We arrange placements and exchanges only with organisations that demonstrate good equal opportunities practice.
- 4.2 Where it is a component of their course, we work hard to make it possible for all students to participate in year abroad or placement schemes.

### **5. International Students**

- 5.1 We support international students in their dealings with visa entry requirements and we organise an orientation programme and social events to help them feel at home as quickly as possible.

### **6. Cultural and Religious Observance**

- 6.1 Where possible we provide facilities for cultural and religious observation for students.

### **7. Student Services and Facilities**

- 7.1 All students have equal access to the services and facilities provided by the University.
- 7.2 Personal tutors work sensitively with all students and recognise their specific needs.

- 7.3 Our catering services try to provide meals and beverages which take account of the cultural, religious and dietary needs of all students.
- 7.4 The Health Centre (where you can register as a patient) is a general practice maintained and monitored through the NHS.
- 7.5 The work of the Careers Advisory Service is monitored and scrutinised in respect of equal opportunities. All employers who recruit staff through the university must demonstrate equal opportunities practice in employment.
- 7.6 Our Disability Support Team provides:
  - assistance to students with disabilities so that they benefit from equal opportunities
  - assistance to academic staff who teach students with additional needsWhere practicable, materials in alternative formats, for example large print, based on each student's individual needs are made available.
- 7.7 We recognise the wide variety of religious faiths represented on campus and publish details of opportunities for religious worship for all students.
- 7.8 We review social facilities on a regular basis to ensure that no particular group of students is disadvantaged.
- 7.9 Our policy on transport and parking incorporates equal opportunities principles, particularly in relation to the needs of students with disabilities.
- 7.10 The Students' Union Equal Opportunities and Diversity Policy is consistent with ours.

## **8. Disciplinary Procedures**

- 8.1 Our Student Disciplinary Procedures are regularly reviewed to ensure the application of good practice and to monitor for discriminatory impact.

## **9. Monitoring**

- 9.1 Every year we monitor all applications, admissions and achievements by ethnic origin, gender, age and disability.
- 9.2 We regularly monitor the quality of the educational experience we offer students in accordance with our Quality Assurance Procedures.
- 9.3 Monitoring information is confidential and is used anonymously to compile statistical reports.

## **10. Training**

- 10.1 All University staff have access to this Guidance and have the opportunity for training appropriate to their role.

## **11. Student Harassment Advisers**

- 11.1 All forms of harassment are unacceptable. We seek to provide an environment where you can raise any concerns without fear. Our Student Services department and the Students' Union provide a team of trained Student Harassment Advisers to offer confidential help and advice to anyone who feels they have been bullied or harassed.

## **12 Student's Responsibilities**

12.1 We encourage you to adopt a positive attitude towards equal opportunities and the diversity within the University community.

## **Section D Teaching and Learning Equality Objectives**

In meeting the University's general and specific duties under the Equality Act, the University will seek to:

**a) Understand the equality and diversity issues arising from appeals, and to address any disproportionate impact on South Asian male students.**

The University will continue to explore and to address any disproportionate impacts relating to appeals, particularly relating to Asian male students. This will be done through data analysis and focus group work, and the implementation will be carried out by Registry working in partnership with academic schools and with the Student Union.

Progress will be measured through the annual analysis of appeals undertaken by Registry and reported to University Teaching and Learning Committee.

**b) Understand the equality and diversity issues arising from academic misconduct, and to address any disproportionate impact.**

Although it has not yet been shown there is any disproportionate impact from the processes around academic misconduct, including plagiarism, the University is conscious of the particular need to raise awareness and understanding on this issue. The University will continue to analyse data, better to understand the issues, and will work with academic schools and the student union to improve understanding and engagement with proper academic practice amongst all students.

Progress will be measured through the annual analysis of academic misconduct cases undertaken by Registry and reported to University Teaching and Learning Committee.

**c) Examine the options for the development of data to allow the University to understand better the impacts of its work on the other protected characteristics, beyond ethnicity, gender and disability.**

While the University has policies in place e.g. on maternity and on transgender issues, and although the monitoring of existing internal response mechanisms suggests no evidence for disadvantage, the University will examine ways to extend the data set available when considering these issues.

Progress will be measured through a consideration of data used in standard evaluation processes through University Teaching and Learning Committee.

## **University of Central Lancashire**

### **EQUALITY AND DIVERSITY POLICY**

The University of Central Lancashire aims to be an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported. To this end:

- we aim to provide equality of opportunity and are working towards equality of outcomes;
- we welcome diversity and encourage participation in higher education for all who can benefit from it;
- we aim to develop a diverse staff community;
- we recognise that individual members of the University community have inalienable human rights recognised under international law including the rights to privacy and freedom of expression;
- we aim to provide an environment which is as accessible as possible to all who seek to work at, to study at, or to provide or receive services from the University;
- we expect all our staff and students to display respect and tolerance for the views and dignity of others but recognise that this respect and tolerance can only flourish in an environment where unfair discrimination is not acceptable. The University will therefore challenge and not accept unfair discrimination or discriminatory behaviour particularly where it is based on age, disability, ethnicity, gender, gender reassignment, pregnancy or maternity, religion or belief, or sexual orientation;
- we aim to provide an inclusive student experience with curricula and learning, teaching and assessment methods which are accessible to all those with the required qualifications or experience;
- we will develop appropriate methods of community engagement to help us to understand the views and aspirations of local people and to promote the values of the University and the opportunities we can offer;
- we value the contribution of each individual and will seek to support and train staff and students to help them to understand and participate fully in the University community;
- we will maintain a single equality scheme so that there is a clear and coherent statement of values and overall objectives available to provide a context for specific actions to promote equality.

**Approved by Equality and Diversity Executive Group - 18 January 2011**

**Approved by Resources Committee - 9 March 2011**

**Leeds Metropolitan University**

**Equality Scheme**

**Race Equality Scheme  
2006-09**

	<b>Contents</b>		<b>Page</b>
<b>Section 1:</b>	<b>Introduction</b>		3
<b>Section 2:</b>	<b>Context</b>		
	Legislative framework		3
	University vision and character		4
	Where we are now		4
<b>Section 3:</b>	<b>Development of the Race Equality Scheme</b>		
	Planning and organisation		4
	Impact assessments		6
	Collecting evidence		7
	Involvement of ethnic minority staff and students		7
	Staff development		7
<b>Section 4:</b>	<b>Equality Action Plan</b>		8
<b>Section 5:</b>	<b>Monitoring and communication</b>		9
<b>Appendices</b>			
<b>Appendix 1</b>	<b>Examples of current race equality activity</b>		10
<b>Appendix 2</b>	<b>Internal and external sources of ethnicity data</b>		13

## **SECTION 1: INTRODUCTION**

Leeds Metropolitan University is committed to providing an inclusive and supportive environment where our diverse population of students and staff can learn and thrive, using their talents to the full, free from discrimination and harassment. We strive to promote equality of opportunity in all our policies, practices and procedures and will vigorously challenge unacceptable behaviour or conduct.

## **SECTION 2: CONTEXT**

### **The legislative framework**

1. The Race Relations Act 1976 was amended in 2000 to become the Race Relations (Amendment) Act 2000 (RRAA) and a code of practise came into effect on 31<sup>st</sup> May 2002. The Act places a **positive duty** on public bodies to be proactive in promoting racial equality with the aim of helping public authorities to improve equal opportunities in employment and to provide fair and accessible services. The Act includes both general and specific duties.
2. The general duty requires that we have due regard to the need to:
  - Eliminate unlawful discrimination
  - Promote equality of opportunity
  - Promote good relations between people of different racial groups
3. The specific duty requires that we
  - Prepare a policy statement for promoting race equality
  - Assess the impact of our policies, practices and procedures on staff and students of different racial groups
  - Monitor, by reference to those racial groups, the admission and progress of students and the recruitment and career progress of staff
  - Include in the a race equality policy statement arrangements for publishing that statement and the results of its assessment and monitoring
  - Take such steps as are reasonably practicable to publish annually the results of impact assessment and monitoring
4. In response to the RRAA, Leeds Met developed a Race Equality Policy Statement and a Race Equality Action Plan that demonstrated how we would achieve compliance with the legislation; both were published on the University website. The Policy Statement was updated in March 2004 and the Action Plan was reviewed and reported upon annually through the formal committees of the University.

## **University vision and character**

5. Equality and diversity is at the heart of Leeds Metropolitan University's Vision and Character:

*Leeds Met is striving to become a world class regional university, with world-wide horizons, using all our talents to the full*

Valuing diversity, widening participation, embracing diverse communities and a pervasive multicultural ethos are themes throughout the [Leeds Met Vision and Character Statement](#).

6. [Leeds Met Equals A to Z of Shared Expectations](#) states

*there should be no 'no go' zones for diversity, from the curriculum to extra-curricular activities, from the composition of sporting teams to the Students' Union, from physical access to food.... it means not restricting opportunities to one sector of society but opening up life chances for all. Diversity should be deep, not cheap*

7. The Leeds Met Equality Scheme will also align closely with the Corporate Plan and key corporate strategies, in particular the Assessment, Learning and Teaching (ALT), the Human Resources and the Estates strategies as described in the main document of the Equality Scheme.

## **Where we are now**

8. It is clear from a recent audit that there is a significant level of activity associated with race equality throughout the university. Some activity, for example, monitoring data, is embedded in normal business processes, while an exhibition, in the main reception building, to celebrate 'Discover Islam' week in March 2007, was the result of the efforts of individuals and their commitment to promoting racial harmony. It is our intention, through our Race Equality Scheme and Equality Action Plan, to bring together and support this activity and to ensure awareness across the institution. Appendix 1 of this Race Equality Scheme provides examples of activity and good practice that have already been identified.

## **SECTION 3: THE RACE EQUALITY SCHEME**

### **Planning and organisation**

9. We have reviewed and revised our Race Equality Policy and Race Equality Action Plan and created a Race Equality Scheme that has been incorporated into a single Equality Scheme and integrated action plan. The Race Equality Scheme is a visible, identifiable and coherent strand within this equality framework and the relevant actions in the Equality Action Plan are clearly marked.

10. We believe that this brings coherence and adds value to all strands of equality legislation from both the student and staff perspective. The Equality Scheme will align closely with the Corporate Plan and key corporate strategies, in particular the Assessment, Learning and Teaching and the Human Resources strategies.
11. The Equality Scheme and action plan will be subject to approval through the University's Governance Structure and will be formally approved by the Board of Governors in November 2007. Progress will be monitored closely in the first year and quarterly reports will be submitted to the relevant committees and groups. As a consequence we expect that regular amendments to the will be made (and publicised) and that both documents should be regarded as evolving.
12. The cross-institutional Equality and Diversity Group is chaired by the Pro-VC & Professor of Higher Education Diversity in Learning and Teaching and reports to the Vice-Chancellor and the Senior Executive Team. It has been established to advise on and monitor the development and implementation of the Race Equality Scheme and all aspects of equality and diversity. Annex G of the Equality Scheme provides terms of reference and membership of the Group.
13. Each faculty and major service area has nominated an Equality and Diversity Champion who will lead on equality and diversity and who will represent the faculty or service area on the Equality and Diversity Group. In addition, each faculty and service area has identified a senior forum where the monitoring of equality and diversity is a regular agenda item, presented by the Equality Champion.
14. An Equality and Diversity Manager was appointed in July 2006 to review the Race Equality Policy and Race Equality Action Plan and to co-ordinate the development and implementation of the Equality Scheme and action plan. Further appointments have been made and the Equality and Diversity Unit has been established. The structure can be found at annex G of the Equality Scheme
15. Representatives of the West Yorkshire HEIs, with similar responsibilities for equality and diversity, have formed a working group to share information, skills, knowledge, staff development and good practice.

### **Impact assessments**

16. A standard process (annex G) has been developed for undertaking impact assessments in accordance with the good practice guidance published in 2004<sup>1</sup>.

<sup>1</sup> 'Conducting impact assessments for equal opportunities in higher education: A guide to good practice' (HEFCE 2004/37).

- 17.Organisational structures are fluid and therefore functional areas have been used as a means of prioritising impact assessments. Some functional areas operate both centrally and at sub-institutional level, for example Assessment, Learning and Teaching, Corporate Communications, Finance, Human Resources.
- 18.The responsibility for undertaking impact assessments lies with the individuals responsible for the policies, practices or procedures. Where functional areas operate both corporately and at sub-institutional level, the individual responsible for the corporate function will take lead responsibility. **This approach does not absolve faculties and service areas from the responsibility of undertaking impact assessments** but aims to ensure that all impact assessments associated with the function are carried out systematically and with consistency across faculties and service areas.
- 19.Where appropriate, the named individuals will convene working groups with representation from faculties and service areas and the involvement of ethnic minority staff and students to facilitate this process.
- 20.A list of university functions has been identified and each has been screened for its potential to negatively impact on the different strands of equality.
- 21.A programme of training for relevant staff has been on-going since January 2007. Plans and timescales for completing assessments are detailed in the Equality Action Plan.
- 22.Assessment reports will be published on the University's equality and diversity website with a review date of between one and three years depending on the outcome of the assessment. Those policies that have been changed to mitigate adverse impact will be assessed annually to monitor the impact of the changes.

### **Collecting evidence**

- 23.An audit of existing internal and external sources of data and reports related to ethnic minority staff and students at Leeds Met and key external benchmarks has also been undertaken and appendix 2 sets out the most recent position at Leeds Met with relevant benchmarks.
- 24.We have reviewed the range and type of data that we need to produce or have access to in order to carry out impact assessments

and to inform action planning and prioritisation. Annex G sets out our intentions.

25. We will replace traditional paper-based employee opinion questionnaires with staff fora to gauge staff views on a range of people management issues. These will include specific prompts on aspects of equality and diversity at Leeds Met.

### **Involvement of ethnic minority staff and students**

26. The University is committed to involving the ethnic community of Leeds Met in the development, implementation and ongoing review of its Race Equality Scheme.

27. The involvement of ethnic minority staff and students will be by various means including questionnaires, focus groups, forums, committees, advising on or contributing to staff development and reviewing policies and procedures.

28. To this end the University has distributed an invitation to staff and students to register their interest in helping Leeds Met to ensure that we are a university that welcomes and celebrates diversity. The invitation covers all strands of diversity and provides options for the type and level of involvement and whether involvement is public or in confidence. Details and distribution is at annex E

29. Those who responded to the initial email invitation were invited to join a Race Equality Staff and Student Forum which will be chaired by visiting professor Harinder Bahra. Further recruitment will be through the Students' Union and Equality Champions

30. A Staff Unions Forum has also been established with representation from UCU and Unison. Regular meetings have taken place since December 2006 and the forum has had the opportunity to feed into the Race Equality Scheme and Equality Action Plan.

### **Staff development**

31. A key focus of the staff development programme for 2006-09 will be the assurance of equality and diversity schemes and action plans.

32. We have developed an integrated programme of staff development to ensure that staff have a clear awareness of issues relating to equality and diversity.

33. This will include identifying good practice in the incorporation of equality and diversity issues into the development and delivery of assessment, learning and teaching and research. Our intention is to make the curriculum accessible and representative and to raise awareness in students of equality and diversity issues.

- 34.The programme of staff development will be comprehensive and diverse to provide maximum accessibility and staff will be encouraged to attend via the staff appraisal process.
- 35.Staff development will, as far as possible, be contextualised and relevant to different groups of staff. Some elements of this staff development will be compulsory for key staff groups, for example, recruitment and selection training for chairs of recruitment panels.
- 36.At this stage we do not intend to make staff development compulsory for all staff or to set targets. However we will monitor and report upon the take-up and review this position at the end of 2006-07.
- 37.Staff who attend equality and diversity related staff development or training events will be able to claim credit towards the [Global Citizen Award](#).
- 38.A draft programme for 2006-07 can be found at annex G of the Equality Scheme.

#### **SECTION 4: THE EQUALITY ACTION PLAN**

- 39.A detailed action plan for 2006-07 to deliver our Equality Scheme within specified timescales by named individuals can be found at annex F of the Equality Scheme. Actions associated with the specific strands of equality are clearly indicated within the Action Plan.
- 40.The named individuals are responsible for leading the prescribed actions. **This approach does not absolve faculties and service areas of responsibility.** Where these actions are associated with pan-University operations the named individual will ensure faculty and service area involvement through the Equality and Diversity Champions.
- 41.Initially a major focus of the plan is on establishing process including the auditing and gathering of data and information, impact assessments and staff development.
- 42.The plan will be reviewed annually and amended in response to the qualitative and quantitative data and information that is gathered during the course of 2006-07 to include specific objectives to improve race equality.

#### **SECTION 5 MONITORING AND COMMUNICATION**

- 43.We will develop an Equality and Diversity webpage area on the University website that will be populated with information on all aspects of equality and diversity including examples of good

practice, details of staff development and links to other useful websites and information sources.

- 44.Signposting of the Equality Scheme and Action Plan's location on the Equality and Diversity webpage will be circulated to all Faculties and Met Office Service Areas
- 45.Faculties and Service will discuss, monitor and make decisions on equality and diversity issues and their responsibilities as set out in paragraph 13.
- 46.This Scheme within the University's overarching Equality Scheme and action plan will be reviewed in its entirety at least every three years. Progress against targets and objectives in the Action Plan will be reported on annually to the appropriate committees.
- 47.Reviews and progress reports on the Race Equality Scheme and action plan will be coordinated by the Equality and Diversity Manager. This will include the involvement of the proposed Staff and Student Race Equality Forum and formal monitoring by the Equality and Diversity Group. Monitoring reports will be submitted to the Vice-Chancellor and Senior Executive Team, the Board of Governors, Academic Board and appropriate committees.

## **Appendix 1**

### **Examples of current race equality activity**

#### **Data gathering**

1. The following annual reports are currently submitted to University committees for consideration:
  - Workforce recruitment monitoring analysis including ethnicity
  - Workforce profile analysis including ethnicity
  - Student profile analysis including ethnicity

#### **Staff recruitment**

2. Targeted advertising in specialist publications and websites is reviewed on a case by case basis. Positive statements are included in adverts where areas of particular under-representation are identified.
3. The University actively participates in local recruitment fairs, in Bradford, Dewsbury and Leeds, which traditionally attract a large number of black and minority ethnic groups.

#### **Staff development and training**

4. The following list is not exhaustive and does not include staff development that is delivered locally by faculties and service areas.
  - Recruitment training and refresher training is compulsory for all chairs of recruitment panels and those who regularly sit on panels. The training is reviewed annually to comply with legislation and good practice. In 2005-06 the two-day Recruitment and Selection training programme was delivered to 98 staff and the half day recruitment update session was delivered to 52 staff.
  - A workshop on equality legislation by the corporate solicitor was delivered to 19 senior managers and governors in October 2006.
  - A programme of 5 workshops on cross-cultural capability (CCC) including personal capability and capability within the curriculum is delivered each year as part of the corporate staff development programme. 13 staff attended the programme in 2005-06 (see paragraphs 5-6)
  - CCC is included in a module on the PG Cert in HE which all new academic staff must undertake within a year of appointment

## **Student Admissions**

5. The percentage of students of known ethnicity has been significantly improved by
  - revising the wording on registration contracts to provide the reasons for collecting the data
  - improving the registration process in 2005 and 2006 so that students can now update their data online.

## **Assessment, Learning and Teaching**

6. Cross Cultural Capability (CCC) seeks to encapsulate the values and the skills which enable us all to live and work effectively in a multicultural and globalising context; ground the student experience in an education context which is ethically based and foster a respect for diversity.
7. Objectives for CCC based course development and review across the institution are contained within the Corporate Plan and the Learning Teaching and Assessment Strategy:
  - The Assessment Learning and Teaching Strategy requires all courses going through approval or re-approval to address the CCC Guidelines.
  - The Corporate Plan requires CCC review of all courses to be completed by 2008 (5.2.1).Further details on guidelines, good practice and staff development is available on the [CCC website](#).

## **Student retention**

8. In 2003-04 Innovation North Faculty (with a high ethnic student population) carried out a series of focus groups for Asian students to identify any difficulties in applying to university and problems faced post entry. Findings were fed into the Faculty plan for student support and given to students liaison officers who are employed by the faculty to provide pastoral support.

## **Student employability**

9. Leeds Met has participated in the IMPACT project to improve the employability skills of BME students in HEIs in West Yorkshire and further information is available on the [Graduates Yorkshire website](#).

## **Student Services**

10. Recruitment adverts for student counsellors / associates encouraging applications from ethnic minority candidates resulted in the recruitment of 2 black and ethnic minority associate counsellors in 2004-05.

## Promoting Good Relations and Cultural Awareness

11.The University has engaged in a wide range of events and activities to celebrate our diverse population of staff and students and to promote and encourage good relations and cultural awareness. Some examples are:

- Partnership with the International Indian Film Academy and sponsor of the annual Film Academy Awards
  - 'Discover Islam' exhibition
  - Chinese New Year celebrations at the West Yorkshire Playhouse
  - Launch of Leeds Met South Asia partnership with a range of performances, screenings and presentations
  - Friends of India Tsunami appeal concert
  - Promotion of Black History Week
  - Active participation in Refugee Week
- Mentoring Refugees into Employment: 25 refugees have been mentored by Leeds Met and at least 3 have found employment (attempts to introduce more robust tracking of beneficiaries have met with difficulty).
- Launch of Leeds Met South Africa partnership with a range of performances, screenings and presentations
  - World Wide Horizons: [The Global Citizen Film Festival](#)
  - Leeds Met and Bradford City AFC Community Regeneration project providing the local community with:
    - a study centre attended by local pupils
    - a community health centre which hosted a Bangladeshi Women's Health Event
    - an Asian retail programme developed for Asian Trades Link.

12.[Global Citizen Awards](#) support those who want to engage positively with their world through volunteering, enjoy learning about themselves and their place in the global village, and try to live and work with people from many different cultures.

13.Many more examples of our activities and cultural partnerships can be found via our website homepage under International Reflections, Sporting Reflections and Community Reflections

## **Widening participation**

14. Aimhigher funded Ujima (black African Caribbean boys) and Larkia (Asian girls) initiatives offer one day HE taster and challenge days and 1 or 2 week summer schools to approximately 50 young people from the local community and schools each year. These include activities to engage parents and families.
15. In partnership with and as sponsor of the West Yorkshire project REEMAP (Raising Educational Ethnic Minority Awareness Project) a series of initiatives have taken place:
  - Over 400 young ethnic minority pupils in Supplementary Schools in Leeds have participated in workshops to raise awareness of HE in 2006-07.
  - 60 parents of the pupils attended an evening event
16. Leeds Met is a partner (with several other West Yorkshire HEIs) in the Education Leeds led project targeting 14–17 year-old BME students from schools in Leeds and Bradford. Tomorrow's Teachers Today is a rolling programme of aspiration and awareness raising activities to improve BME representation in the teaching profession.

## **Research**

17. Research into race equality as part of a wider diversity agenda or as a specific strand is endemic in Leeds Met's research community. Some examples can be found by following these links and more can be found by doing a web search on 'research and ethnicity'
  - [Research into Student Ethnicity and Employment](#)
  - [Legal Training and the Community](#)
  - [Race in sport](#)
  - Carnegie Research Institute, Centre for Diversity, Equity and Inclusion  
The Centre's research brings a critical approach to bear on policy and practice in order to promote social change that will redress inequalities. This large group of staff and research students draws on critical theory in a shared concern to promote a fair, equal and just society, including global society. 'Diversity, equity and inclusion' matches their central interests with current theoretical, policy and practice concerns around equity and social justice and has developed into other areas of research in education, leisure and sport around difference and diversity that might be characterised by class, ethnicity, age, disability and sexuality as well as geographic location.

## Appendix 2

### **Internal and external sources of ethnicity data**

#### **Ethnic Minority Staff Profile**

1. This is an [extract](#) from the annual monitoring report of the diverse workforce profile of the University at 1 August 2006, with comparative data from previous years.

#### **Staff Ethnicity Profile**

2. The 2001 Census statistics for Leeds give the following comparator when considering the ethnicity of the local community:

The “non-white population” [referred to as “Other” within this report] in Leeds has increased from 5.8% of the total population in 1991 to 8.2% in 2001 (partly as a result of the addition of “Mixed” ethnic groups to the 2001 census).

#### **All Staff Ethnicity Profile**

Ethnic Origin	Leeds Census 2001	Leeds Metropolitan University		
		01/08/04	01/08/05	01/08/06
Asian or Asian British	4.5%	3.5%	2.8%	2.8%
Black or Black British	1.4%	1.7%	2.0%	2.3%
Chinese or other ethnic group	0.8%	1.4%	1.3%	0.9%
Mixed	1.4%	0.9%	0.8%	1.0%
Total “Other” <sup>2</sup>	8.2%	7.5%	6.9%	7.0%
White (White British) (White Irish / White Other)	91.9% (89.2%) (2.7%)	87.5% (81.5%) (6.0%)	84.8% (77.2%) (7.6%)	86.3% (79.7%) (6.6%)
Data not available		5.1% (1.2% refused info)	8.2% (0.4% refused info)	6.6% (0.9% refused info)
Overall Staff Total		3435	3508	3562

#### Matters of Note

3. As the above table shows, the overall proportion of “Other” staff employed by the University at August 2006 is 7.0%, which although a slight increase from August 2005, continues to be under representative of the local community (8.2%) and the

---

<sup>2</sup> “Other” includes Mixed, Asian or Asian British, Black or Black British and Chinese or other ethnic group.

HE Sector (9.7%)<sup>3</sup>. It is also useful to note that the ethnicity profile for All First Year Home Students in 2003 was 12.6% "Other" compared with 78% White and 5.5% unknown.<sup>4</sup>

4. There is again an increase in the proportion of staff employed from a Black or Black British background at the University (2.3%), which is even more significant in comparison to the local population (1.4%). However, the proportion of Asian or Asian British staff remains at 2.8% and so particularly under representative of the local community (4.5%).
5. It is pleasing to note a decrease in the "not stated" ethnicity category, and the planned audit of staff personal details should help to reduce this further.
6. Although the overall proportion of "Other" staff at August 2006 is under representative of the local community, over the period 1 August 2005 to 31 July 2006, overall, the University has consistently exceeded the Census percentage (8.2%) in its external recruitment of new members of staff with an average of 13.1%. It should be noted that this statistic excludes the recruitment of part time lecturers, as the large recruitment each year in this area could skew the figures.

### **Analysis of Staff Groups by Ethnicity**

7. The following tables detail the same ethnicity information with the University staff split into the staff group categories of Support staff 1<sup>5</sup>, Support staff 2<sup>6</sup> and Academic. These are later supplemented by charts D - F, which show the percentages of staff by ethnicity within salary scales as at 1 August 2006.

#### **Support Staff 1 Ethnicity Profile**

Ethnic Origin	Leeds Census 2001	Leeds Metropolitan University		
		01/08/04	01/08/05	01/08/06
<b>Asian or Asian British</b>	<b>4.5%</b>	4.4%	3.3%	3.7%
<b>Black or Black British</b>	<b>1.4%</b>	1.8%	2.0%	2.2%
<b>Chinese or other ethnic group</b>	<b>0.8%</b>	0.4%	0.5%	0.3%
<b>Mixed</b>	<b>1.4%</b>	0.8%	0.9%	1.2%
<b>Total Other</b>	<b>8.2%</b>	<b>7.4%</b>	<b>6.7%</b>	<b>7.4%</b>
<b>White (White British) (White Irish/Other White)</b>	<b>91.9% (89.2%) (2.7%)</b>	89.4% (85.4%) (4.0%)	86.9% (81.7%) (5.2%)	87.4% (82.9%) (4.5%)
<b>Data not available</b>		3.2%	6.2%	5.2%

<sup>3</sup> DLA HR Benchmark 2005 Workforce Performance Indicators Report

<sup>4</sup> "Monitoring Widening Participation", Leeds Met Report produced by Marketing and Business Development, July 2005

<sup>5</sup> Support staff 1 includes administrative and learning support staff

<sup>6</sup> Support staff 2 includes manual and craft staff

## Support Staff 2 Ethnicity Profile

Ethnic Origin	Leeds Census 2001	Leeds Metropolitan University		
		01/08/04	01/08/05	01/08/06
Asian or Asian British	4.5%	7.0%	6.2%	5.0%
Black or Black British	1.4%	3.0%	5.3%	7.5%
Chinese or other ethnic group	0.8%	4.8%	4.4%	2.8%
Mixed	1.4%	0.3%	0.3%	0.3%
Total Other	8.2%	15.1%	16.2%	15.5%
White (White British) (White Irish/Other White)	91.9% (89.2%) (2.7%)	81.8% (79.4%) (2.4%)	78.5% (74.0%) (4.5%)	75.2% (72.1%) (3.1%)
Data not available		3.0%	5.3%	9.3%

## Academic Staff Ethnicity Profile

Ethnic Origin	Leeds Census 2001	Leeds Metropolitan University		
		01/08/04	01/08/05	01/08/06
Asian or Asian British	4.5%	2.2%	1.8%	1.9%
Black or Black British	1.4%	1.3%	1.5%	1.6%
Chinese or other ethnic group	0.8%	1.4%	1.3%	1.0%
Mixed	1.4%	1.0%	0.8%	1.0%
Total Other	8.2%	5.9%	5.4%	5.5%
White (White British) (White Irish/Other White)	91.9% (89.2%) (2.7%)	87.2% (79.1%) (8.1%)	84.6% (74.8%) (9.8%)	87.4% (78.9%) (8.6%)
Data not available		7.0%	10.0%	7.0%

### Matters of Note

8. These tables show that the percentages for the Black or Black British ethnic group remain higher than the local community, for all staff groups.
9. The breakdown by staff type illustrates that the general under representation of Asian or Asian British staff at the University is predominantly within the Academic staff category.

## Analysis of Salary Scales by Ethnicity

### Support Staff 1 Salary Scales by Ethnicity Profile (Chart D)

### Matters of Note

10. It is encouraging to see that the proportion of "Other" staff within the Principal Officer grade has continued to increase from 5.5% in August 2005 to 7.5% in August 2006.
11. Indeed within the main Support staff 1 salary scales (Scales 1-6, Senior Officer and Principal Officer), the proportion of "Other" staff is close to the Census 2001 data.

### **Support Staff 2 Salary Scales by Ethnicity Profile**

12. The percentage of “Other” staff within the lowest paid MG1LE grade remains high at 88% (although this is the largest grade group with 50% of all Support staff 2).
13. The known ethnicity for the Estates posts and MG6LE grades remains entirely white, although these have relatively low numbers of staff and low labour turnover, thus limiting the speed at which the profile can change.

### **Academic Staff Salary Scales by Ethnicity Profile**

14. The overall total “Other” population for academic staff at 1 August 2006 of 5.5% hides significant differences within each academic grade.
15. The proportion of “Other” Lecturers at Harrogate College at 1.1%, though significantly below the benchmarks mentioned, is not too dissimilar from the 2001 Census “Other” population resident within the Harrogate area (1.6%).
16. The proportion of “Other” staff amongst Lecturers and Researchers exceeds that of the local community and the HE sector (at 12.5% and 11.9%, respectively).

### **Senior Staff Salary Scales by Ethnicity Profile** (Principal Lecturers, Professors, Local managers, Senior managers)

Ethnic Origin	Leeds Census 2001	01/08/04	01/08/05	01/08/06
Asian or Asian British	4.5%	0.3%	1.0%	1.3%
Black or Black British	1.4%	0.3%	1.0%	0.9%
Chinese or other ethnic group	0.8%	1.0%	1.0%	0.3%
Mixed	1.4%	0.7%	0.7%	0.9%
Total Other	8.2%	2.3%	3.7%	3.4%
White (White British) (White Irish/Other White)	91.9% (89.2%) (2.7%)	97.0% (88.6%) (8.4%)	94.5% (86.4%) (8.1%)	93.8% (85.9%) (7.8%)
Data not available		0.7% (0.7% refused info.)	1.8% (0.6% refused info.)	2.8% (0.6% refused info)

17. The above table separates out the academic staff in the senior posts of Principal Lecturer, Professor and Management (previously targets have been set for this group). At 1 August 2006, it can be seen that the percentage of Other staff in these posts has failed to continue last year’s increase with a slight decrease to 3.4%, and so substantially below the Other population within the local community and the HE sector. However, if the external recruitment of staff to the very senior professor/management population is considered, then 8.3% of these new staff are in the Other ethnic group, thus virtually identical to the Census benchmark.

## Student applications by ethnicity

Source [UCAS website](#)

Numbers of applicants and accepted applicants by ethnicity.						Percentage of applicants and accepted applicants by ethnicity.					
Applicants						Applicants					
Ethnic group	2001	2002	2003	2004	2005	Ethnic group	2001	2002	2003	2004	2005
White	302,636	304,366	311,615	314,251	339,781	White	75.73%	75.74%	76.01%	76.03%	76.42%
Black	14,441	14,728	17,019	18,651	23,120	Black	3.61%	3.67%	4.15%	4.51%	5.20%
Asian	39,785	37,883	38,914	35,666	41,823	Asian	9.96%	9.43%	9.49%	8.63%	9.41%
Chinese	-	-	-	4,069	-	Chinese	-	-	-	0.98%	-
Mixed	6,841	7,523	8,365	9,260	11,571	Mixed	1.71%	1.87%	2.04%	2.24%	2.60%
Other	2,888	2,636	2,876	3,660	4,692	Other	0.72%	0.66%	0.70%	0.89%	1.06%
Unknown	33,054	34,718	31,179	27,777	23,643	Unknown	8.27%	8.64%	7.61%	6.72%	5.32%
<b>Total</b>	<b>399,645</b>	<b>401,854</b>	<b>409,968</b>	<b>413,334</b>	<b>444,630</b>	<b>Total</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>
Accepted Applicants											
Ethnic group	2001	2002	2003	2004	2005	Ethnic group	2001	2002	2003	2004	2005
White	249,422	252,663	255,754	257,139	279,118	White	76.63%	76.17%	76.59%	76.92%	77.48%
Black	10,273	10,699	12,372	13,120	16,065	Black	3.16%	3.23%	3.70%	3.92%	4.46%
Asian	32,074	31,140	31,683	28,551	33,548	Asian	9.85%	9.39%	9.49%	8.54%	9.31%
Chinese	-	-	-	3,417	-	Chinese	-	-	-	1.02%	-
Mixed	5,506	6,155	6,734	7,447	9,264	Mixed	1.69%	1.86%	2.02%	2.23%	2.57%
Other	2,209	2,060	2,201	2,751	3,583	Other	0.68%	0.62%	0.66%	0.82%	0.99%
Unknown	25,988	29,008	25,198	21,870	18,666	Unknown	7.98%	8.74%	7.55%	6.54%	5.18%
<b>Total</b>	<b>325,472</b>	<b>331,725</b>	<b>333,942</b>	<b>334,295</b>	<b>360,244</b>	<b>Total</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

## Student enrolments by ethnicity

Source: HESA

### Total enrolments 2005-06

Faculty	Asian or Asian British	Black or Black British	Chinese or other ethnic group	Mixed	White	Information refused	Not known	Grand Total
Carnegie Faculty of Sport & Ed	119	53	22	58	3159	324	132	<b>3867</b>
	3.08%	1.37%	0.57%	1.50%	81.69%	8.38%	3.41%	<b>100.00%</b>
Faculty of Arts & Society	289	130	56	98	4348	431	191	<b>5543</b>
	5.21%	2.35%	1.01%	1.77%	78.44%	7.78%	3.45%	<b>100.00%</b>
Faculty of Business And Law	666	188	317	82	3281	1541	190	<b>6265</b>
	10.63%	3.00%	5.06%	1.31%	52.37%	24.60%	3.03%	<b>100.00%</b>
Faculty of Health	208	231	21	54	3425	532	77	<b>4548</b>
	4.57%	5.08%	0.46%	1.19%	75.31%	11.70%	1.69%	<b>100.00%</b>
Innovation North	667	120	73	60	1896	445	171	<b>3432</b>
	19.43%	3.50%	2.13%	1.75%	55.24%	12.97%	4.98%	<b>100.00%</b>
Leslie Silver International Faculty	163	39	186	61	2441	2474	178	<b>5542</b>
	2.94%	0.70%	3.36%	1.10%	44.05%	44.64%	3.21%	<b>100.00%</b>
Yorkshire First Foundation	37	49	13	9	600	143	12	<b>863</b>
	4.29%	5.68%	1.51%	1.04%	69.52%	16.57%	1.39%	<b>100.00%</b>
<b>Total Number</b>	<b>2149</b>	<b>810</b>	<b>688</b>	<b>422</b>	<b>19150</b>	<b>5890</b>	<b>951</b>	<b>30060</b>
<b>Total Percentage</b>	<b>7.15%</b>	<b>2.69%</b>	<b>2.29%</b>	<b>1.40%</b>	<b>63.71%</b>	<b>19.59%</b>	<b>3.16%</b>	<b>100.00%</b>

### Total enrolments 2004-05

Faculty	Asian or Asian British	Black or Black British	Chinese or other ethnic group	Mixed	White	Information refused	Not known	Grand Total
Carnegie Faculty of Sport & Ed	116	47	16	52	2993	2	259	<b>3485</b>
	3.33%	1.35%	0.46%	1.49%	85.88%	0.06%	7.43%	<b>100.00%</b>
Faculty of Arts & Society	299	136	62	88	4290	2	283	<b>5160</b>
	5.79%	2.64%	1.20%	1.71%	83.14%	0.04%	5.48%	<b>100.00%</b>
Faculty of Health	238	229	32	51	3836	1	344	<b>4731</b>
	5.03%	4.84%	0.68%	1.08%	81.08%	0.02%	7.27%	<b>100.00%</b>

Innovation North	849	138	102	53	2018	2	340	<b>3502</b>
	24.24%	3.94%	2.91%	1.51%	57.62%	0.06%	9.71%	<b>100.00%</b>
Leslie Silver International Faculty	422	55	494	55	2866	2	331	<b>4225</b>
	9.99%	1.30%	11.69%	1.30%	67.83%	0.05%	7.83%	<b>100.00%</b>
Yorkshire First Foundation	57	53	16	16	945		73	<b>1160</b>
	4.91%	4.57%	1.38%	1.38%	81.47%	0.00%	6.29%	<b>100.00%</b>
Leeds Business School	728	216	749	82	3990		516	<b>6281</b>
	11.59%	3.44%	11.92%	1.31%	63.52%	0.00%	8.22%	<b>100.00%</b>
<b>Total Number</b>	<b>2709</b>	<b>874</b>	<b>1471</b>	<b>397</b>	<b>20938</b>	<b>9</b>	<b>2146</b>	<b>28544</b>
<b>Total Percentage</b>	<b>9.49%</b>	<b>3.06%</b>	<b>5.15%</b>	<b>1.39%</b>	<b>73.35%</b>	<b>0.03%</b>	<b>7.52%</b>	<b>100.00%</b>

#### Total enrolments 2003-04

Faculty	Asian or Asian British	Black or Black British	Chinese or other ethnic group	Mixed	White	Information refused	Not known	Grand Total
Faculty of Cultural And Educational Studies	233	114	96	74	5040	210	365	<b>6132</b>
	3.80%	1.86%	1.57%	1.21%	82.19%	3.42%	5.95%	<b>100.00%</b>
Faculty of Health And Environment	446	348	97	116	7910	856	275	<b>10048</b>
	4.44%	3.46%	0.97%	1.15%	78.72%	8.52%	2.74%	<b>100.00%</b>
Innovation North	925	140	98	47	2292	113	288	<b>3903</b>
	23.70%	3.59%	2.51%	1.20%	58.72%	2.90%	7.38%	<b>100.00%</b>
Harrogate College	10	3	1	3	342	14	11	<b>384</b>
	2.60%	0.78%	0.26%	0.78%	89.06%	3.65%	2.86%	<b>100.00%</b>
Leslie Silver International Faculty	263	30	374	13	1684	157	40	<b>2561</b>
	10.27%	1.17%	14.60%	0.51%	65.76%	6.13%	1.56%	<b>100.00%</b>
Leeds Business School	726	176	623	75	3859	381	243	<b>6083</b>
	11.93%	2.89%	10.24%	1.23%	63.44%	6.26%	3.99%	<b>100.00%</b>
Office for Leeds and Yorkshire				1	7		1	<b>9</b>
	0.00%	0.00%	0.00%	11.11%	77.78%	0.00%	11.11%	<b>100.00%</b>
<b>Total Number</b>	<b>2603</b>	<b>811</b>	<b>1289</b>	<b>329</b>	<b>21134</b>	<b>1731</b>	<b>1223</b>	<b>29120</b>
<b>Total Percentage</b>	<b>8.94%</b>	<b>2.79%</b>	<b>4.43%</b>	<b>1.13%</b>	<b>72.58%</b>	<b>5.94%</b>	<b>4.20%</b>	<b>100.00%</b>

**Full time new entrant undergraduate progression for 2005-06, showing non continuation by ethnicity**

NB Does not include students whose module marks have not been rolled.

Faculty	Ethnicity	Base Numbers	Non Continuation
	Asian or Asian British	34	22
	Black or Black British	15	27
	Chinese or other ethnic group	7	29
	Mixed	14	7
	Not given (UK domicile)	34	21
	Not Recorded	46	19
	Overseas Domicile	4	
	White	1,128	11
<b>Carnegie Faculty of Sport &amp; Ed</b>		<b>1,282</b>	<b>12</b>
	Asian or Asian British	87	21
	Black or Black British	25	22
	Chinese or other ethnic group	16	31
	Mixed	46	20
	Not given (UK domicile)	49	15
	Not Recorded	44	15
	Overseas Domicile	24	25
	White	1,312	12
<b>Faculty of Arts &amp; Society</b>		<b>1,603</b>	<b>13</b>
	Asian or Asian British	38	18
	Black or Black British	29	3
	Chinese or other ethnic group	5	20
	Mixed	18	12
	Not given (UK domicile)	14	29
	Not Recorded	11	36
	Overseas Domicile	14	21
	White	559	14
<b>Faculty of Health</b>		<b>688</b>	<b>14</b>
	Asian or Asian British	161	19
	Black or Black British	38	8
	Chinese or other ethnic group	15	7
	Mixed	24	13
	Not given (UK domicile)	29	14
	Not Recorded	59	22
	Overseas Domicile	28	7
	White	633	11
<b>Innovation North</b>		<b>987</b>	<b>13</b>
	Asian or Asian British	46	25
	Black or Black British	14	46
	Chinese or other ethnic group	14	14
	Mixed	17	21

	Not given (UK domicile)	33	9
	Not Recorded	82	15
	Overseas Domicile	89	16
	White	542	16
<b>Leslie Silver International Faculty</b>		<b>837</b>	<b>17</b>
	Asian or Asian British	211	24
	Black or Black British	56	15
	Chinese or other ethnic group	26	48
	Mixed	33	29
	Not given (UK domicile)	33	36
	Not Recorded	409	15
	Overseas Domicile	47	26
	White	947	17
<b>Leeds Business School</b>		<b>1,762</b>	<b>19</b>
	Asian or Asian British	2	
	Chinese or other ethnic group	1	
	Mixed	5	20
	Not given (UK domicile)	3	33
	Not Recorded	1	
	White	89	22
<b>Yorkshire First Foundation</b>		<b>101</b>	<b>21</b>
<b>Leeds Met Total</b>		<b>7,260</b>	<b>15</b>

**Full time new entrant undergraduate progression for 2004-05, showing non continuation by ethnicity**

NB Does not include students whose module marks have not been rolled.

Faculty	Ethnicity	Base Numbers	Non Continuation
	Asian or Asian British	35	25
	Black or Black British	9	22
	Chinese or other ethnic group	3	33
	Mixed	23	9
	Not given (UK domicile)	24	23
	Overseas Domicile	9	22
	White	891	10
	Not Recorded	1	
<b>Carnegie Faculty of Sport &amp; Ed</b>		<b>995</b>	<b>11</b>
	Asian or Asian British	117	27
	Black or Black British	25	8
	Chinese or other ethnic group	20	10
	Mixed	29	24
	Not given (UK domicile)	53	19
	Overseas Domicile	29	17
	White	1,153	16
	Not Recorded	4	
<b>Faculty of Arts &amp; Society</b>		<b>1,430</b>	<b>17</b>

Asian or Asian British	48	40
Black or Black British	32	10
Chinese or other ethnic group	3	67
Mixed	7	17
Not given (UK domicile)	13	31
Overseas Domicile	6	33
White	429	12
<b>Faculty of Health</b>	<b>538</b>	<b>15</b>
Asian or Asian British	270	16
Black or Black British	44	19
Chinese or other ethnic group	36	14
Mixed	25	4
Not given (UK domicile)	52	21
Overseas Domicile	29	10
White	662	14
Not Recorded	6	60
<b>Innovation North</b>	<b>1,124</b>	<b>15</b>
Asian or Asian British	50	18
Black or Black British	12	50
Chinese or other ethnic group	49	27
Mixed	13	62
Not given (UK domicile)	22	27
Overseas Domicile	78	22
White	457	21
Not Recorded	10	30
<b>Leslie Silver International Faculty</b>	<b>691</b>	<b>23</b>
Asian or Asian British	213	15
Black or Black British	58	13
Chinese or other ethnic group	234	12
Mixed	31	20
Not given (UK domicile)	40	21
Overseas Domicile	83	29
White	1,144	11
Not Recorded	39	11
<b>Leeds Business School</b>	<b>1842</b>	<b>13</b>
Asian or Asian British	1	
Chinese or other ethnic group	1	
Mixed	1	100
Not given (UK domicile)	1	
Overseas Domicile	1	
White	46	16
<b>Yorkshire First Foundation</b>	<b>51</b>	<b>16</b>
<b>Leeds Met Total</b>	<b>6671</b>	<b>15</b>

**Full time new entrant undergraduate progression for 2003-04, showing non continuation by ethnicity**

NB Does not include students whose module marks have not been rolled.

Faculty	Ethnicity	Base Numbers	Non Continuation
	Asian or Asian British	80	18
	Black or Black British	24	35
	Chinese or other ethnic group	22	9
	Mixed	35	9
	Not given (UK domicile)	83	28
	White	1,440	14
	Not Recorded	34	21
<b>Faculty of Cultural and Educational Studies</b>		<b>1,718</b>	<b>15</b>
	Asian or Asian British	10	20
	Black or Black British	2	50
	Chinese or other ethnic group	58	22
	Mixed	1	
	Not given (UK domicile)	3	
	Overseas Domicile	14	
	White	49	19
	Not Recorded	15	36
<b>Centre for Language Studies</b>		<b>152</b>	<b>20</b>
	Not given (UK domicile)	2	
	White	12	17
	Not Recorded	4	
<b>Harrogate College</b>		<b>18</b>	<b>11</b>
	Asian or Asian British	335	32
	Black or Black British	47	36
	Chinese or other ethnic group	30	13
	Mixed	18	28
	Not given (UK domicile)	56	28
	Overseas Domicile	2	
	White	695	19
	Not Recorded	45	14
<b>Faculty of Information and Engineering Systems</b>		<b>1,228</b>	<b>23</b>
	Asian or Asian British	185	25

Black or Black British	34	27
Chinese or other ethnic group	164	9
Mixed	20	30
Not given (UK domicile)	58	22
Overseas Domicile	3	33
White	1,084	15
Not Recorded	129	10
<b>Leeds Business School</b>	<b>1,677</b>	<b>16</b>
<b>Leeds Met Total</b>	<b>6,555</b>	<b>17</b>

**Total enrolments 2005-06 first degree award classification by ethnicity**

Ethnicity High Level	Good Honours	Other Honours	Unclassified	Grand Total
Asian or Asian British	113	236	12	<b>361</b>
	31.30%	65.37%	3.32%	<b>100.00%</b>
Black or Black British	24	61	8	<b>93</b>
	25.81%	65.59%	8.60%	<b>100.00%</b>
Chinese or other ethnic group	27	147	8	<b>182</b>
	14.84%	80.77%	4.40%	<b>100.00%</b>
Mixed	22	34	2	<b>58</b>
	37.93%	58.62%	3.45%	<b>100.00%</b>
White	1714	1309	107	<b>3130</b>
Information refused	140	262	54	<b>456</b>
	30.70%	57.46%	11.84%	<b>100.00%</b>
Not known	87	105	11	<b>203</b>
	42.86%	51.72%	5.42%	<b>100.00%</b>
<b>Total Number</b>	<b>2127</b>	<b>2154</b>	<b>202</b>	<b>4483</b>
<b>Total Percentage</b>	<b>47.45%</b>	<b>48.05%</b>	<b>4.51%</b>	<b>100.00%</b>

**Total enrolments 2004-05 first degree award classification by ethnicity**

Ethnicity High Level	Good Honours	Other Honours	Unclassified	Grand Total
Asian or Asian British	92	210	17	<b>319</b>
	28.84%	65.83%	5.33%	<b>100.00%</b>
Black or Black British	22	46	6	<b>74</b>
	29.73%	62.16%	8.11%	<b>100.00%</b>
Chinese or other ethnic group	62	235	25	<b>322</b>
	19.25%	72.98%	7.76%	<b>100.00%</b>
Mixed	21	30	1	<b>52</b>
	40.38%	57.69%	1.92%	<b>100.00%</b>
White	1678	1383	125	<b>3186</b>
	52.67%	43.41%	3.92%	<b>100.00%</b>
Not known	119	154	17	<b>290</b>
	41.03%	53.10%	5.86%	<b>100.00%</b>
<b>Total Number</b>	<b>1994</b>	<b>2058</b>	<b>191</b>	<b>4243</b>
<b>Total Percentage</b>	<b>47.00%</b>	<b>48.50%</b>	<b>4.50%</b>	<b>100.00%</b>

**Total enrolments 2003-04 first degree award classification by ethnicity**

Ethnicity High Level	Good Honours	Other Honours	Unclassified	Grand Total
Asian or Asian British	94	195	29	<b>318</b>
	29.56%	61.32%	9.12%	<b>100.00%</b>
Black or Black British	27	41	13	<b>81</b>
	33.33%	50.62%	16.05%	<b>100.00%</b>
Chinese or other ethnic group	38	178	11	<b>227</b>
	16.74%	78.41%	4.85%	<b>100.00%</b>
Mixed	18	25	4	<b>47</b>
	38.30%	53.19%	8.51%	<b>100.00%</b>
White	1677	1282	211	<b>3170</b>

	52.90%	40.44%	6.66%	<b>100.00%</b>
Information refused	24	97	13	<b>134</b>
	17.91%	72.39%	9.70%	<b>100.00%</b>
Not known	174	143	13	<b>330</b>
	52.73%	43.33%	3.94%	<b>100.00%</b>
<b>Total Number</b>	<b>2052</b>	<b>1961</b>	<b>294</b>	<b>4307</b>
<b>Total Percentage</b>	<b>47.64%</b>	<b>45.53%</b>	<b>6.83%</b>	<b>100.00%</b>

# **THE UNIVERSITY OF LEEDS**

## **Equality and Diversity Policy**

*Set out below is the University's Equality and Diversity Policy, which applies to staff and students alike. The Equality and Diversity Statement set out at paragraph 2 below is forwarded to all applicants for posts within the University.*

*The University has also established a separate Single Equality Scheme and Action Plan, which are available via the University website [www.equality.leeds.ac.uk/university-policies](http://www.equality.leeds.ac.uk/university-policies).*

### **Why the University is committed to equality and diversity**

1. The rationale for the University's commitment to equality and diversity includes:

- an understanding of the importance of opening the University up to all sections of the community and of identifying, using and developing the skills and talents offered by members and potential members of the University, to their and the University's benefit;
- the awareness that, in addition to being illegal and immoral, discrimination is also wasteful;
- the recognition of the negative impact on individuals of the effects of discrimination in terms of educational attainment, career progression, self-fulfilment and self-esteem.

### **Equality and Diversity Statement**

2. The University of Leeds is proud to be a multi-cultural community. We value diversity, and are determined to ensure:

- that we treat all individuals fairly, with dignity and respect;
- that the opportunities we provide are open to all;
- that we provide a safe, supportive and welcoming environment – for staff, for students and for visitors.

We recognise that we still have work to do to secure a truly inclusive community, and we are committed to a wide-ranging plan of action to tackle discrimination and to promote diversity.

### **Discrimination**

3. The University will not tolerate discrimination against individuals on the basis of gender, gender identity or gender reassignment status, race, colour or ethnic or national origin, religion or equivalent belief system, disability, sexual orientation, social class, age (subject to the usual conventions on retirement), marital/civil partnership status, pregnancy/maternity or family responsibilities or as a result of any conditions or requirements that do not accord with the principles of fairness and natural justice. Further information on the University's approach to tackling

discrimination - which includes guidance for staff and students and information on procedures - can be found in the University's Policy on Dignity and Mutual Respect.

## **Status of the policy**

4. This policy forms part of the formal contract of employment for staff and part of the formal agreement between students and the University. All members of the University must abide by this policy - albeit that those in senior or managerial positions or with specific responsibilities for recruitment, selection, training, appraisal and promotion should be especially mindful of the policy - and any failure to comply could result in disciplinary proceedings.
5. All visitors to the University, together with those contracted to work at or for the University, will be expected to comply with this policy. This includes those with honorary contracts or 'Visitor' status, for example, members of NHS staff who teach University students and Visiting Professors and Fellows.

## **Corporate and individual responsibilities**

6. The University's corporate responsibilities under this policy, together with the responsibilities of individual members of the University, are set out below.

### **Corporate responsibility**

6. Responsibility for ensuring that the University meets its legal obligations in respect of legislation relating to equality and diversity rests with the University Council. In practice, however, the management of these obligations is delegated to University officers - and in particular to the Director of Human Resources and the Head of the Equality Service - and to committees, especially the Equality and Diversity Committee.
7. Nonetheless the University is responsible as a corporate entity for putting into place mechanisms and procedures - and for encouraging a culture and environment - that accords with its statutory obligations and commitment to equality of opportunity. In furtherance of this responsibility it has - in addition to establishing this policy:
  - drawn up a Single Equality Scheme setting out actions to be taken in respect of its obligations under current equalities legislation.
  - established an associated Policy on Dignity and Mutual Respect;
  - established a Diversity Action Plan (part of the Single Equality Scheme), which identifies a range of actions for implementation during 2009 -2012 (in the first instance).

### **Deans of faculty and heads of school/service**

8. Deans of faculty and heads of school/service are accountable to the University Council for ensuring compliance with the Equality and Diversity Policy within their

own areas but may, however, delegate responsibility for this matter to heads of academic sub-units where this is appropriate.

9. Specifically - *and in addition to their responsibilities as individual members of the University* - deans of faculty and heads of school/service (or academic sub-unit, where appropriate) are responsible for:

- fostering an environment in which compliance with this policy is regarded as integral to the work of the resource centre or department;
- ensuring - as part of the development of this environment - the production and implementation of faculty Diversity Plans;
- giving serious consideration to complaints of harassment or discrimination.

### **Responsibilities of individual members of the University**

10. In order to ensure that the Equality and Diversity Policy is put into practice, individual members of the University:

- should seek actively to promote equality of opportunity for others and strive to create an environment in which academic goals may be pursued without fear or intimidation;
- must not discriminate unfairly in the way they provide or procure services on behalf of the University;
- must not discriminate unfairly if involved in the recruitment, promotion and management of staff or in the selection and supervision of students;
- must neither practice unfair discrimination or harassment nor encourage other staff or students to do so;
- must not victimise any person who has complained of harassment or unfair discrimination, or who has given information in connection with such a complaint.

### **Corporate support**

11. Corporate support for the University's commitment to equality of opportunity is provided, *inter alia*, by the following.

- The Head of the University's Equality Service and the staff of that service have responsibilities for developing equality and diversity strategies, policies and procedures; for providing practical help and advice to ensure that they are effectively implemented and to ensure 'reasonable adjustment' in the work and study environments; and for delivering change initiatives.
- The University requires chairs of Appointing and Promotions Committees to attend training in equality and diversity principles.
- The University has established an Equality and Diversity Committee to monitor the way in which its policies are put into practice and to recommend

improvements. Data, conclusions and recommendations arising from monitoring exercises, for example, those required as part of the University's specific duties under equalities legislation, together with the outcome of any impact assessments, will be reported to the University's Equality Committee (which in turn reports to Council) and to other committees as appropriate. Furthermore, individuals may draw to the attention of the Committee any matters of policy or general principle by addressing them to the Secretary, Equality and Diversity Committee, Equality Service, Social Sciences Building.

## Further information

12. Further copies of this policy can be found on the Equality Unit website <http://www.equality.leeds.ac.uk/university-policies/>. Further information and advice is available from staff in the Equality Service (☎ 0113 3433927, 📩 equality@leeds.ac.uk).

KAA  
Updated November 2010



## Liverpool Hope University

### Equality and Diversity Policy

Approved by:	University Council
Date approved:	14.04.2011
Revised ( <i>statutory changes</i> )	18.02.2012

Consistent with its Mission, Liverpool Hope strives to be a University where the individual and individuality matter. We hold students, staff and visitors in high regard and we seek to foster a working and learning environment that recognises and respects difference.

### **Scope of Policy**

This policy applies to all students, staff and visitors to the University along with those contracted to work at or for the University.

## **The law**

It is unlawful to discriminate directly or indirectly in recruitment or employment with employees or through the admissions and overall student experience for students because of age, disability, sex, gender reassignment, pregnancy, maternity, race (which includes colour, nationality and ethnic or national origins), sexual orientation, religion or belief, or because someone is married or in a civil partnership. These are known as "protected characteristics". Appendix 1 identifies types of unlawful discrimination. Liverpool Hope fully adheres to the requirements of the Equality Act including section 149 – public sector Equality Duty.

## **Commitment**

Hope is committed to the principles of equality and diversity as well as the prevention of discriminatory practices (even inadvertent). Within this context the University seeks to ensure that individuals to whom this policy applies :

- are treated with respect and dignity
- find it possible to participate fully in the life of the University
- are recognised for the varied contributions that contribute to Hope's mission
- have equal access to opportunities so as to maximise their personal, academic and professional development

Underpinning this approach is the principle that no individual covered by this policy will receive less favourable treatment on the grounds of sex, marital status, gender reassignment, racial group, disability, sexual orientation, religion or belief, age, socio-economic background, trade union membership, or any other irrelevant distinction.

## **Responsibility**

The University Council has overall responsibility for ensuring that Hope operates within this framework and delegates detailed consideration of policy development in this area to its Staffing Committee.

Responsibility for implementation of this policy lies with the Rectorate and Senior Management Teams and for monitoring of its success with Staffing Committee and the Equal Opportunities Sub Committee.

The University recognises that all of its staff and students have a duty to support and uphold the principles contained in this policy and supporting policies and schemes. The commitment of all members of the community is required to make the policy a success. Every employee is required to assist the University to meet its commitment to provide equal opportunities in employment and avoid unlawful discrimination.

Employees can be held personally liable as well as, or instead of, the University for any act of unlawful discrimination. Employees who commit serious acts of harassment may be guilty of a criminal offence.

Acts of discrimination, harassment, bullying or victimisation against employees or customers are disciplinary offences and will be dealt with under the Company's disciplinary procedure. Discrimination, harassment, bullying or victimisation may constitute gross misconduct and could lead to dismissal without notice.

In addition, all teaching staff are responsible for:

- promoting equality and diversity through their teaching programmes and through relations with students, staff and the wider community;
- ensuring that the curriculum covers the knowledge, skills and values which students need to tackle discrimination when they meet it and to help them to understand and value diversity;

and

- ensuring that materials used to deliver the curriculum are accessible to a diverse range of students and adjusted to meet specific needs, and that they are free from sexist, racist and other discriminatory assumptions, images and languages, unless they are being studied as examples of such.

Staff with responsibility for research governance are responsible for ensuring that research undertaken by the university does not contravene this policy.

## **Breach of Policy**

The University will take seriously any incidents of non-adherence to the Equality and Diversity policy by staff, students and visitors. Any instances of non adherence will be investigated and where appropriate will be considered under the appropriate disciplinary policy for staff or students. With regard to any breach of the policy by visitors, the University will take appropriate action in relation to the nature of the incident.

Students who have concerns about unlawful discrimination, harassment or bullying are advised to consult the Code of Student Discipline and contact a member of the Students' Union, Student Services, their Course Tutor, Personal Tutor, or Head of Department.

## **Monitoring and Review**

This policy will be reviewed by the University's Equal Opportunities Sub Committee ensure its effectiveness in achieving equality of opportunity. Monitoring and review activity will include:

- collecting, analysing and publishing monitoring information for both staff and students;
- publishing annual reports detailing progress towards the actions set out in the university's single equality action plan;
- reviewing equality impact assessments; and
- consulting with staff and students about equality and diversity issues at the university

## **Communication**

The Equality and Diversity Policy is available to all staff and students of the University, both in hard copy and on the University Secretary's Office website. If alternative formats of the Policy are required please contact the University Secretary's Office.

The Equal Opportunities Sub Committee may from time to time supplement approved policy with guidelines that will be disseminated to relevant staff and students.

## **Complaints**

Any complaint involving staff will be taken seriously and dealt with in a timely and sensitive manner, in accordance with the appropriate grievance and disciplinary procedures.

With regards to any student complaints these can be raised via the students' complaints procedures and/or the code of student discipline.

The above policies can be found on the University website.

## **Appendix 1**

### **Types of unlawful discrimination**

**Direct discrimination** is where a person is treated less favourably than another because of a protected characteristic. An example of direct discrimination would be refusing to employ a woman because she is pregnant.

In limited circumstances, employers can directly discriminate against an individual for a reason related to any of the protected characteristics where there is an occupational requirement. The occupational requirement must be crucial to the post and a proportionate means of achieving a legitimate aim.

**Indirect discrimination** is where a provision, criterion or practice is applied that is discriminatory in relation to individuals who have a relevant protected characteristic (although it does not explicitly include pregnancy and maternity, which is covered by indirect sex discrimination) such that it would be to the detriment of people who share that protected characteristic compared with people who do not, and it cannot be shown to be a proportionate means of achieving a legitimate aim.

**Harassment** is where there is unwanted conduct, related to one of the protected characteristics (other than marriage and civil partnership, and pregnancy and maternity) that has the purpose or effect of violating a person's dignity; or creating an intimidating, hostile, degrading, humiliating or offensive environment. It does not matter whether or not this effect was intended by the person responsible for the conduct.

**Associative discrimination** is where an individual is directly discriminated against or harassed for association with another individual who has a protected characteristic (although it does not cover harassment because of marriage and civil partnership, and pregnancy and maternity).

**Perceptive discrimination** is where an individual is directly discriminated against or harassed based on a perception that he/she has a particular protected characteristic when he/she does not, in fact, have that protected characteristic (other than marriage and civil partnership, and pregnancy and maternity).

**Third-party harassment** occurs where an employee is harassed and the harassment is related to a protected characteristic (other than marriage and civil partnership, and pregnancy and maternity), by third parties such as clients or customers. For an employer to be liable:

- the harassment must have occurred on at least two previous occasions (although not necessarily by the same harasser or suffering the same type of harassment);
- it must be aware that the previous harassment has taken place; and
- it must have failed to take reasonable steps to prevent harassment from happening again.

**Victimisation** occurs where an employee is subjected to a detriment, such as being denied a training opportunity or a promotion because he/she made or supported a complaint or raised a grievance under the Equality Act 2010, or because he or she is suspected of doing so. However, an employee is not protected from victimisation if he or she acted maliciously or made or supported an untrue complaint. There is no longer a need for a complainant to compare his or her treatment with someone who has not made or supported a complaint under the Equality Act 2010. For example, if a blind employee raises a grievance that the employer is not complying with its duty to make reasonable adjustments, and is then systematically excluded from all meetings, such behaviour could amount to victimisation.

**Failure to make reasonable adjustments** is where a physical feature or a provision, criterion or practice puts a disabled person at a substantial disadvantage compared with someone who does not have that protected characteristic and the employer has failed to make reasonable adjustments to enable the disabled person to overcome the disadvantage.

## **Appendix Two**

### **STUDENTS**

Arrangements for the recording of oral lectures/seminars by students with specific learning difficulties/disabilities

Code of Practice On Freedom Of Speech

Code of Student Discipline

Equal Opportunities Policy

The provision of Special Assessment Arrangements for Students with a Disability, Illness, Injury or Adverse Personal Circumstances

Student Mental Health - a University Policy and Guidelines

### **STAFF**

Disciplinary rules and procedures for Capability and Conduct

Equal Pay Policy Statement

Grievance Procedure

Recruitment and Selection Policy

Sickness Absence Monitoring Policy

Staff development policy and procedures

Staff Harassment Policy

Stress Management Policy

## **Appendix Two continued**

### **STUDENTS AND STAFF**

Communications Policy

Data Protection Policy

Health and Safety Policy

Inclusive Language

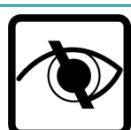
This is not an exhaustive list of policies.

## Human Resources

# Diversity & Equality of Opportunity Policy

2007

Title:	Diversity & Equality of Opportunity Policy
Department:	Human Resources
Author:	Amy Causley
Date of Approval:	2007
Approved by:	Diversity & Equality Committee
Date Uploaded:	2007
Date of Equality Impact Assessment	
Review Date	2011



This document is available in alternative formats upon request. Please contact Darren Mooney via 0151 795 5975 or email [Darren.mooney@liv.ac.uk](mailto:Darren.mooney@liv.ac.uk)

## Policy Approval Record

Version	Date	Author
Version 1	2007	Amy Causley
Version 2	September 2011	Darren Mooney

## Diversity & Equality

Due regard has been taken in the development of this document, and the final version complies with the Diversity & Equality of Opportunities Policy. For further enquiries contact Darren Mooney (Darren.mooney@liv.ac.uk)



## **Contents**

SUMMARY .....	4
INTRODUCTION.....	5
LEGAL FRAMEWORK .....	6
FREEDOM OF SPEECH .....	7
LEADERSHIP AND MANAGEMENT .....	8
PROMOTING DIVERSITY .....	11
ENSURING EQUALITY OF OPPORTUNITY .....	12
OTHER RELEVANT UNIVERSITY DOCUMENTS.....	14
REVIEW OF THE POLICY.....	15
COMMUNICATION AND TRAINING .....	15
MANAGEMENT OF IMPLEMENTATION .....	15
BREACHES OF THE POLICY .....	16
APPENDIX A: PROTECTED CHARACTERISTICS .....	18
APPENDIX B: GLOSSARY OF TERMS .....	23
APPENDIX C: LEGISLATIVE FRAMEWORK.....	32
APPENDIX D: EQUALITY POLICY FRAMEWORK.....	33



## Diversity & Equality of Opportunity Policy

### SUMMARY

#### ***PROMOTING EQUALITY, DELIVERING INCLUSION, ELIMINATING DISCRIMINATION***

The University of Liverpool is committed to promoting an environment which recognises and values people's differences, capitalises on the strengths of those differences and supports all staff and students in maximising their potential to succeed.

The University works to ensure that staff and students are not disadvantaged on the grounds of any of the nine protected characteristics defined in the Equality Act 2010. These being the Protected Characteristics of Age, Disability, Gender Reassignment, Marriage & Civil Partnership, Pregnancy & Maternity, Race, Religious Belief & Non-Belief, Sex and Sexual Orientation.

The University is committed to eliminating the defined categories of unlawful discrimination of Direct Discrimination (including by Association and Perception), Indirect Discrimination, Discrimination arising from a Disability, Failure to make disability related reasonable adjustments, Harassment (including by Association and Perception), Victimisation, and Instructing, inducing or causing discrimination.

The University is committed to implementing the requirements set out in the Public Sector Equality Duty. The duty requires the University to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it, with a specific requirement to tackle prejudice, and promote understanding.

The University recognises that this policy relates to all of its functions with specific reference to employment, the provision of education, and the provision of goods and services.

It is the duty of each member of staff and every student not to engage in discriminatory behaviour and to implement this policy. Any breach of this policy will be dealt with in accordance with the relevant student or staff disciplinary policies.

## INTRODUCTION

1. The University of Liverpool is committed to promoting an environment which recognises and values people's differences, capitalises on the strengths of those differences people bring to the institution and supports all staff and students in maximising their potential to succeed.
2. Specifically the University is committed to creating an inclusive learning and working environment for people with the Protected Characteristics of:
  - Age
  - Disability
  - Gender Reassignment
  - Marriage & Civil Partnership
  - Pregnancy and Maternity
  - Race
  - Religion & Belief and Non Belief
  - Sex; and
  - Sexual Orientation

Refer to [Appendix A](#) for descriptions of the Protected Characteristics.

3. In promoting a community in which all staff and students feel able to contribute and develop their knowledge and skills fully the University will be proactive in its work with external partners to ensure that the University is accessible and viewed by everyone as a desirable place to work and study.
4. The University is committed to providing a positive, professional environment in which work is carried out against a background of mutual respect for the experiences, abilities and skills of all individuals. In doing so the University will take action against any individual responsible for perpetrating forms of discrimination as

identified in the legislation and the appropriate University policy (see [Appendix B](#) for useful terms in identifying discrimination).

5. Individual members of staff and students have a responsibility to draw to the attention of their line manager or Head of Department any incidences of harassment, bullying, direct or indirect discrimination or victimisation in order that action can be taken.

## LEGAL FRAMEWORK

6. The **Equality Act 2010** created 9 Protected Characteristics. The University recognises its requirements to eliminate the following types of unlawful discrimination:

- Direct Discrimination
- Direct Discrimination based on Perception and Association
- Indirect Discrimination
- Discrimination arising from a Disability
- Failure to make a disability related reasonable adjustment
- Harassment
- Harassment based on Perception and Association
- Victimisation
- Instructing, inducing or causing discrimination

Definitions of what these types of discrimination are is outlined in [Appendix B](#)

7. In addition, for the benefit of the Equality Act the University is recognised as a Public Authority. The **Public Sector Equality Duty**<sup>1</sup> requires the University to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it, having due regard, in particular, to the need to:

---

<sup>1</sup> The Equality Act 2010, Section 149(1)

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
  - take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
  - encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it, with a specific requirement to:
  - tackle prejudice, and
  - promote understanding

8. The Equality Act Public Sector **Specific Duties**<sup>2</sup> require the University to:
  - Set Equality Objectives to eliminate unlawful discrimination and promote equality. The objectives are required to be specific and measurable<sup>3</sup>
  - To collect relevant equality data on staff and customers and publish this data (no later than the 31<sup>st</sup> December 2011 and then) annually.
  - All information published must be in a format that is accessible to the public.
9. The University recognises that the scope of the Equality Act 2010 includes:
  - Employment
  - Provision of Goods and Services
  - Provision of Education

Further details of the legislation are given in [Appendix C](#).

## FREEDOM OF SPEECH

---

<sup>2</sup> The Equality Act 2010 (Specific Duties) Regulations 2011

<sup>3</sup> Equality objectives must be published by the 6<sup>th</sup> April 2012 and reviewed at least every 4 years.

10. The University has adopted a [Code of Practice on Freedom of Speech](#) which states how it will meet its duty to secure freedom of speech within the law.

## **LEADERSHIP AND MANAGEMENT**

11. All members of staff and students have a responsibility to ensure that legislation is complied with and that this policy is adhered to. The following individuals and groups have particular responsibilities as detailed below:

a. Council

The Council is responsible for ensuring that:

- The University complies with all duties placed on it by legislation.
- This Policy and its related strategies, statements and procedures are implemented.
- The processes are set in place to ensure that all are aware of their individual responsibilities.

To facilitate the Council in fulfilling its duties, it is represented on the Diversity and Equality Committee.

b. The Vice-Chancellor

The Vice-Chancellor is responsible for:

- Promoting general awareness of this Policy both internally and externally.
- Requiring managerial action to implement the Policy.
- Ensuring that all staff are aware of their responsibilities and accountabilities under the Policy, that they are given appropriate

training that is evaluated and monitored and that they are adequately supported in order for them to fulfil these responsibilities.

- Ensuring that action is taken should any cases of discrimination or harassment occur.

c. University Committees

All University Committees in the exercise of their remits are to show due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

d. Diversity and Equality Committee

The Diversity and Equality Committee has the following responsibilities:

- To direct and review the strategic focus for Diversity and Equality, relevant policy and associated action plans
- To ensure that the needs of all groups of staff and students are considered during policy development and implementation.
- To develop mechanisms and structures through which diversity and equality can be embedded within the employment lifecycle and student experience.
- To co-ordinate action plans and monitor progress through reports and use of management information.

- To set benchmarks against which the University can monitor its performance in this area.
- To fulfil specific responsibilities as set out in Equality Schemes and the Diversity and Equality of Opportunity Policy and advise on compliance with relevant legislation.

The Diversity and Equality Committee reports to the Student Experience Committee and the Corporate Services and Facilities Committee.

**e. Diversity and Equality Team**

Acting on behalf of the Academic Secretary and the Director of Human Resources, the Diversity and Equality Team is responsible for developing and reviewing policies to promote a positive environment in which to work and study, that are informed by robust monitoring mechanisms and by consultation with those affected by the policies.

**f. Staff**

All members of staff should:

- Comply with their legal obligation under the Equality Act 2010 and this policy to refrain from unlawful discrimination and harassment.
- To familiarise themselves with this policy and other appropriate policies and action plans such as the Dignity at Work and Study Policy.
- Challenge unlawful behaviour by the University, members of staff or students either directly, through the appropriate management structure (line manager or head of department) or the appropriate complaints procedure.
- If applicable, be aware of their managerial responsibilities to manage diversity and equality in the workforce and amongst the student body
- To anticipate disabled access to the University and take appropriate action to proactively remove barriers.

- To have due regard to the need to eliminate unlawful discrimination; promote equality between different groups and foster good relations.
- Promote a positive environment in which to work and study
- Be prompt, efficient, effective and courteous in their dealings with fellow members of staff, students and visitors to the University.
- Keep up to date with equality legislation; student and staff support mechanism and issues in this area by attending training and taking advantage of information opportunities as appropriate.

**g. Students**

All students should:

- Comply with their legal obligation under the Equality Act 2010 and this policy to refrain from unlawful discrimination and harassment.
- To familiarise themselves with this policy and the Dignity at Work and Study Policy.
- Challenge unlawful behaviour by the University, members of staff or students either directly, through the appropriate department structure (programme leader, head of department or Executive Pro Vice Chancellor of Faculty) or through the appropriate complaints procedure.
- Promote a positive environment in which to work and study.
- Be prompt, efficient, effective and courteous in their dealings with fellow students, members of staff and visitors to the University.

**h. Contractors and Services**

All contractors, professional, statutory and accredited bodies and those who provide services to the University are expected to comply with the relevant legislation.

**PROMOTING DIVERSITY**

12. The University is proactive in seeking to attract a staff and student body that reflects the communities it serves, and in so doing to maximise the pool of talent from which it is drawing its staff and students.
13. Ongoing monitoring of the composition of our staff and student body by the Diversity and Equality Committee allows the University to judge its success in promoting a culturally diverse University community and to take positive action as necessary to ensure that we are meeting our objectives in this area.
14. To achieve its aim of creating an environment that fosters excellence, the University strives to capitalise on the skills and competencies of all staff within the organisation and in doing so ensure that all types of contribution are valued. Matters of equality and diversity will therefore be embedded within all institutional strategy documents.

## **ENSURING EQUALITY OF OPPORTUNITY**

### **15. University Governance**

The University is committed to a fair and transparent approach to filling vacancies on its Council. Vacancies for lay members are advertised and members appointed by an appropriately constituted selection committee.

### **16. Students:**

- Ensuring equality of opportunity is a guiding principle behind all of the University's policies and procedures. Of particular importance to the diversity and equality agenda, in the context of our student body, are the departmental admissions policies which support the institutional admissions policy, and the discussion of diversity and equality issues

as a requirement of programme approval, annual programme monitoring and periodic review.

- The University is committed to providing its staff with the appropriate training to support their work in this area.
- The Diversity and Equality Committee monitors the following internally generated statistics to ensure that our policies are effective and to enable action to be taken when necessary:

Applications and admissions by department

Degree classifications by department

Retention rates by department

Complaints and appeals by department

First destination statistics

- In addition, the Committee monitors the institutional performance against national benchmarks produced by the Higher Education Statistics Agency.

#### **17. Staff:**

- The University of Liverpool is committed to offering equality of opportunity and equal pay for work of equal value. Underpinning this commitment is a review of the University's advertising strategy to ensure that employment opportunities are effectively promoted, a review of the institution's recruitment, selection and appointment processes and a comprehensive role evaluation scheme, which addresses the roles of academic and support staff.
- The University has implemented a professional development and review process, which applies to all categories of staff and through which the equality of opportunity agenda is taken forward by ensuring a

consistent approach to performance review, reward, access to training and development opportunities, and the identification of individuals for undertaking senior roles. An extensive training programme supports this development.

- The introduction of the professional development and review process illustrates the University's approach to embedding diversity and equality of opportunity within its business practices.
- The Diversity and Equality Committee monitors the following internally generated statistics to ensure that our policies are effective and to enable action to be taken when necessary:

Enquiries, applications and appointments

Workforce analysis

Promotions

- In addition, the committee monitors the institutional performance against national benchmarks.

#### 18. Visitors

The University will continue to work towards making its campus, facilities and services accessible and creating an environment in which visitors are treated with respect.

### **OTHER RELEVANT UNIVERSITY DOCUMENTS**

19. This Policy is underpinned by a number of institutional strategies and policies within which diversity and equality are embedded. A list of such documents is available in [APPENDIX D](#).

## **REVIEW OF THE POLICY**

20. This Policy will be reviewed annually by the Diversity and Equality Committee.

## **COMMUNICATION AND TRAINING**

21. The Policy will be communicated through Heads of Department, the Guild of Students, and the University's website. It is also be available upon request from:

Diversity & Equality Team  
Human Resources Department  
Hart Building  
University of Liverpool  
Mount Pleasant  
Liverpool  
L3 5TQ

22. Training on this policy and the practical implications of the legislation will be made available to staff through the Organisational Development & Diversity Team in Human Resources.

## **MANAGEMENT OF IMPLEMENTATION**

23. The production of timely and accurate management information informs the development of policy and allows the University to monitor the effectiveness of policies.

24. The University collects equalities information for both staff and students at various stages. Staff can update their own details via TULIP (an online package accessed via the staff intranet) which

then informs the HR database. Staff without internet access were sent monitoring forms to complete.

25. The action plans associated with this Policy indicates how the University intends to improve the way it collects information and uses it to inform policy development.
26. The University recognises the need for both consultation and analysis of management information to promote the consideration of equalities issues. To improve this process and help to ensure consistency in how impact of policy and decision making is assessed, the University has purchased an on line tool to support Equality Impact Assessment. Implementation of this across the University structures is a key element of the action plans and wider Diversity and Equality framework.
27. The Policy and progress against the action plans will be monitored through the committee structure on an annual basis and the relevant committees will be responsible for taking corrective action as appropriate. The primary committees and groups responsible for this Scheme are the Diversity and Equality Committee and Planning and Resources Committee.

## **BREACHES OF THE POLICY**

28. It will be the responsibility of all staff, students and associated stakeholders to observe the Policy, to act in a way consistent with its aims and to report any breaches to their line manager, Head of Department or, in the case of external stakeholders, the Diversity and Equality Officer.
29. Any reported breaches of the Policy will be dealt with in accordance with the appropriate University policy, specifically harassment,

complaints, grievance and disciplinary policies. Copies of these policies are available on the University's website.

## **APPENDIX A: PROTECTED CHARACTERISTICS**

- **Age**

Age is defined by reference to a person's age group. An age group can mean people of the same age or people of a range of ages. Age groups can be wide (for example, 'people under 50'; 'under 18s'). They can also be quite narrow (for example, 'people in their mid-40s'; 'people born in 1952'). Age groups may also be relative (for example, 'older than me' or 'older than us').

- **Disability**

Disability is defined as:

"a physical or mental impairment which has a substantial and long-term, adverse effect on the ability to carry out normal day-to-day activities".

Physical or mental impairment includes sensory impairments (hearing, sight etc), progressive conditions (motor neurone disease), organ specific, developmental (dyslexia, dyspraxia), learning difficulties, mental health conditions, or impairments produced by injury to the body. Long-term means that the impairment has lasted or is likely to last for at least 12 months or for the rest of the affected person's life. Substantial means more than minor or trivial. Normal day-to-day activities of activities that an average person would do on a regular or daily basis such as sleep, walk, talk, write, get washed etc.

Conditions which are specifically protected include:

- Cancer (from the point of diagnosis)
- HIV+ (from the point of diagnosis)
- Multiple Sclerosis (from the point of diagnosis)
- Severe disfigurement
- Certified blind

In most circumstances a person who has had a disability is protected, as well as people who may be receiving treatment which reduced or removed the substantial impact, but if that treatment stopped the effect would become substantial.

Conditions which are specifically excluded include:

- Visual impairments corrected by glasses
- Addiction to nicotine, alcohol or other substances
- Tendency to set fires, steal, physical or sexual abuse
- Exhibitionism
- Voyeurism

- Tattoos and non medical piercings

- **Gender Reassignment**

Gender reassignment is defined as people who are proposing to undergo, are undergoing, or have undergone a process (or part of a process) to reassign their sex by changing physiological or other attributes of sex such as name and appearance. The legal end point of this process is when a person acquires a Gender Recognition Certificate which legally changes all records of their birth gender, though this is not a requirement. A Transsexual person is someone with the protected characteristic of gender reassignment.

Within a work context unlawful treatment against a transsexual person includes discrimination because of:

- Absence from work due to sickness or injury related to gender reassignment
- Absence from work for another reason due to gender reassignment
- **Marriage & Civil Partnership**

A person who is married or in a civil partnership has the protected characteristic of marriage and civil partnership.

- **Pregnancy and Maternity**

Pregnancy and maternity is defined as:

- a woman who is pregnant,
- and woman who has been pregnant,
- a woman who has given birth within 26 weeks,
- is breastfeeding a child up to 26 weeks of age

The date from which a woman gave birth is defined as:

- The day she gave birth to a live child.
- The day she gave birth to a dead child which occurred more than 24 weeks of the pregnancy period.

The definition and criteria outlined above relate to the provision of goods, services and public functions, the disposal of premises, education and associations.

Within a work context a woman is protected from unlawful discrimination because she:

- is pregnant,

- because of illness which is a result of the pregnancy,
- is on compulsory maternity leave
- is planning to take ordinary or additional maternity leave
- is taking ordinary or additional maternity leave
- has taken ordinary or additional maternity leave

It is unlawful for an employer to subject a woman to unfavourable treatment during the protected period. The protected period starts when a woman becomes pregnant and continues until the end of her maternity leave, or until she returns to work if that is earlier.

- **Race**

The definition of race includes:

- colour,
- nationality and
- ethnic or national origins.

The definition of a race also includes reference to a particular racial group, and a racial group can include more than one distinct racial groups e.g. Black Afro/Caribbean people could include Jamaicans, Cubans, Haitians etc

In specific circumstances caste can be added to the definition of race by the government, but currently this is not applicable.

Nationality (or citizenship) is the specific legal relationship between a person and a state through birth or naturalisation. It is distinct from national origins

Everyone has an ethnic origin but the provisions of the Act only apply where a person belongs to an 'ethnic group' as defined by the courts. This means that the person must belong to an ethnic group which regards itself and is regarded by others as a distinct and separate community because of certain characteristics such as a long shared history and a cultural tradition of its own.

The courts have confirmed that the following are protected ethnic groups:

- Sikhs,
- Jews,
- Romany Gypsies,
- Irish Travellers,
- Scottish Gypsies, and
- Scottish Travellers.

- **Religion & Belief and Non Belief**

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief.

'Religion' means any religion and includes a lack of religion. The term 'religion' includes the more commonly recognised religions in the UK such as:

- Baha'i faith,
- Buddhism,
- Christianity,
- Hinduism,
- Islam,
- Jainism,
- Judaism,
- Rastafarianism,
- Sikhism and
- Zoroastrianism.

It is for the courts to determine what constitutes a religion. A religion need not be mainstream or well known to gain protection as a religion. However, it must have a clear structure and belief system. Denominations or sects within religions, such as Methodists within Christianity or Sunnis within Islam, may be considered a religion.

'Religious belief' goes beyond beliefs about and adherence to a religion or its central articles of faith and may vary from person to person within the same religion.

For a philosophical belief to be protected under it must:

- be genuinely held;
- be a belief and not an opinion or viewpoint based on the present state of information available;
- be a belief as to a weighty and substantial aspect of human life and behaviour;
- attain a certain level of cogency, seriousness, cohesion and importance;
- be worthy of respect in a democratic society, not incompatible with human dignity and not conflict with the fundamental rights of others.

Case law, in very limited and specific circumstances has recognised that Philosophical beliefs can include:

- A belief in the importance of public service broadcasting<sup>4</sup>
- Climate change and its effects<sup>5</sup>
- Opposition to fox hunting and hare coursing<sup>6</sup>

<sup>4</sup> [Maistry v BBC ET/1313142/2010](#)

<sup>5</sup> [Grainger plc and others v Nicholson UKEAT/0219/09/ZT](#)

- **Sex**

Sex is a protected characteristic and refers to a male or female of any age. In relation to a group of people it refers to either men and/or boys, or women and/or girls.

- **Sexual Orientation**

Sexual orientation is a protected characteristic. It means a person's sexual Orientation (romantic and physical attraction) towards:

- persons of the same sex (that is, the person is a gay man or a lesbian);
- persons of the opposite sex (that is, the person is heterosexual); or
- persons of either sex (that is, the person is bisexual).

Sexual orientation discrimination includes discrimination because someone is of a particular sexual orientation, and it also covers discrimination connected with manifestations of that sexual orientation. This may include someone's appearance, the places they visit or the people they associate with.

---

<sup>6</sup> [Hashman v Milton Park \(Dorset\) Ltd \(t/a Orchard Park\) ET/3105555/2009](#)

## APPENDIX B: GLOSSARY OF TERMS

The information contained within this section is for information only and provides an introduction to these terms. Please contact the Diversity & Equality Team for clarification on any particular term or practical implications.

- [Bullying](#)
- [Direct Discrimination](#)
- [Discrimination arising from a Disability](#)
- [Harassment](#)
- [Indirect Discrimination](#)
- [Institutional Discrimination](#)
- [Instructing, causing or inducing discrimination](#)
- [Objective Justification](#)
- [Occupational Requirement](#)
- [Positive Action](#)
- [Protected Characteristic](#)
- [Reasonable Adjustment](#)
- [Victimisation](#)

- **Bullying**

Actions, criticism or personal abuse, either in public or private, that humiliates, denigrates, undermines, intimidates or injures the recipient.

- **Direct discrimination**

Direct discrimination occurs when “a person treats another person less favourably than they treat or would treat another because of a protected characteristic”.

A comparison must be made with how they have treated other people or would have treated other people without that [protected characteristic](#) in similar circumstances. If it is shown that the person has a clear disadvantage then the treatment is likely to be less favourable.

The Comparator must:

- Have no material differences between their circumstances and the person
- The circumstances that lead to the treatment must be the same or similar
- It is not required that both are identical in every way.

- If there is not an actual comparator a hypothetical comparator can be used.

Behaviour that is automatically considered Direct Discrimination includes racial segregation and there is no need for a comparator. Direct discrimination can occur even when the victim and the perpetrator share the same protected characteristic. It does not matter what a person's motive or intentions are and it does not matter whether the treatment was conscious or unconscious. Less favourable treatment of a person based on stereotypes related in a protected characteristic, whether or not that stereotype is accurate, would also be considered direct discrimination, and unfavourable treatment cannot be based on another criterion which is discriminatory e.g. an external rule by a funding body.

Discrimination that is related to the perception that someone has a protected characteristic and the association with someone with a protected characteristic is also covered by this. Associated discrimination can also include:

- When the person campaigned to help someone with a protected characteristic
- Refused to act in a way that disadvantage someone with a protected characteristic

Direct Discrimination based on Perception and Association does not apply to Marriage & Civil Partnership or Pregnancy & Maternity (this would be covered by sex)

The Equality Act allows for Direct Discrimination in certain circumstances. These are:

- *More favourable treatment of disabled people* – it is not discrimination to treat a non disabled person less favourably than a disabled person (e.g. reasonable adjustments)
- *Age* – If the University can show that there is a 'proportionate means of achieving a legitimate aim' (the objective justification test) then direct discrimination on age can be lawful by applying age based rules and practices.
- *Occupational requirements* – a general exception where it is a genuine requirement for a job for someone to have a particular protected characteristic, for example to be a women, be blind, to be Asian etc.
- **Discrimination arising from a disability**

Discrimination arising from a disability occurs when you treat a disabled person unfavourably because of something connected with their disability and cannot justify such treatment as a proportionate means of achieving a legitimate aim. This is different to direct and indirect discrimination.

- **Harassment**

Harassment is unwanted conduct that may create the effect (intentionally or unintentionally) of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment which interferes with an individual's learning, working or social environment or induces stress, anxiety, fear or sickness on the part of the harassed person.

Unwanted or unwelcome conduct covers a wide range of behaviours and includes spoken or written words of abuse, imagery, graffiti, physical gestures, facial expressions, mimicry, jokes, pranks, acts affecting a person's surroundings etc.

There are three specific types identified within the Equality Act.

1. Harassment related to a [protected characteristic](#)

Examples of harassment include:

- Ageism
- Disability related harassment
- Homophobia
- Racism
- Religious related harassment
- Sexism
- Transphobia

Harassment also includes situations where the victim does not have the protected characteristic but is subject to unlawful behaviour. This includes when:

- The person is associated with someone with a protected characteristic
- The person is wrongly perceived assumed to have a protected characteristic.
- The person is known not to have the protected characteristic but is subjected to harassment related to that protected characteristic
- The unwanted conduct is not directed at a particular person but at another or no one in particular.
- The unwanted conduct is related to their protected characteristic, but not because of their protected characteristic.

## 2. Sexual Harassment

Sexual harassment occurs when a person engages in unwanted conduct which is of a sexual nature. This can include verbal, non-verbal or physical conduct including unwelcome advances, touching, forms of sexual assault, sexual jokes, displays of pornography, emails of a sexual nature etc.

### 3. Less favourable treatment for rejecting or submitting to unwanted conduct

The third type of harassment occurs when a person is treated less favourably by the University because they had submitted to, or rejected unwanted conduct of a sexual nature, or unwanted conduct which is related to sex or gender reassignment, and that unwanted conduct violates the persons dignity or created an intimidating environment etc.

For all three types of harassment, if the purpose of subjecting the person to the conduct is to violate their dignity or create an intimidating etc environment then this will be sufficient to establish unlawful harassment.

Regardless of the intention, unwanted conduct will also amount to harassment if it has the effect of creating any of the unlawful circumstances outlined previously.

In deciding whether conduct had had that effect, each of the following must be taken into account:

- *The perception of the person* – that is, did they regard it as violating their dignity etc. This is a subjective question and depends of their opinion.
  - *What the other circumstances of the incident are* – circumstances that may be relevant are personal circumstances (health, mental health, culture norms, previous experiences etc), the environment in which the conduct took place, the situation of the incident.
  - *Whether it is reasonable for the conduct to have had that effect* – this is an objective test, would a normal person expect the incident to be harassment etc
- 
- **Indirect discrimination**

Indirect discrimination occurs when a provision, criterion or practice is neutral on the face of it, but its impact particularly disadvantages people with a [protected characteristic](#). For Indirect Discrimination to take place, four requirements must be met:

1. The University applies (or would apply) the provision, criterion or practice equally to everyone within the relevant group including a particular person.
2. The provision, criterion or practice puts, or would put, people who share a protected characteristic at a particular disadvantage when compared to people who do not have that characteristic
3. The provision, criterion or practice, puts or would put, the person at that disadvantage; and
4. The University cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

If the four criteria above have been met, the next step is to consider a comparison between people with the PC and those without it. As with Direct Discrimination the circumstances of the two must be sufficiently similar for comparison, and there must be no material differences in circumstances.

The intention of the indirect discrimination does not matter; it is still illegal unless it can be objectively justified.

If the University can show that the provision, criterion or practice is a ‘proportionate means of achieving a legitimate aim’, then this will not amount to discrimination. This is known as the objective justification test.

Generalisation will not be sufficient to provide justification. Deciding if the provision *et al* is a proportionate means of achieving a legitimate aim follows two stages

1. Is the aim of the provision criterion & practice legal and non-discriminatory, and one that represents a real, objective consideration?
2. If the aim is **legitimate**, is the means of achieving it **proportionate** (e.g. appropriate and necessary) in all the circumstances?

Indirect discrimination does not apply to the protected characteristic of pregnancy or maternity.

- **Institutional discrimination**

Institutional discrimination is defined as the collective failure of an organisation to provide a professional and appropriate service to people because of who they are. This is often a result of the policies, procedures and culture of an institution and is often linked to [indirect discrimination](#).

- **Inducing, instructing or causing discrimination**

It is unlawful to instruct someone to discriminate against, harass or victimise another person because of a protected characteristic or to instruct a person to help another person to do an unlawful act. Such an instruction is unlawful even if not acted upon.

An inducement may amount to no more than persuasion and need not involve a benefit or loss. Nor does the inducement have to be applied directly: it may be indirect. It is enough if it is applied in such a way that the other person is likely to come to know about the inducement. This duty exists even where the relationship has ended, for example ex-employees or ex-students.

The Equality Act makes it unlawful to knowingly help someone to discriminate against, harass or victimise another person. Someone who knowingly assists will be considered as carrying out the act themselves.

- **Objective Justification**

To show objective justification, the employer would be required to demonstrate that the requirement adopted:

- corresponded to a real need;
- was appropriate with a view to achieving that need; and
- was necessary to achieve that need.

- **Occupational Requirement**

In certain circumstances it is lawful for an employer to require a job applicant or worker to have a particular protected characteristic, provided certain statutory conditions are met.

The University may apply, in relation to work, a requirement to have a particular protected characteristic if the University can show that having regard to the nature or context of the work:

- The requirement is an occupational requirements
- The application of the requirement is a proportionate means of achieving a legitimate aim
- The applicant or worker does not meet the requirement; or.
- Except in the case of sex, the University has reasonable grounds for not being satisfied that the applicant or worker meets the requirements.

The requirement must not be a sham or pretext and there must be a link between the requirement and the job. Examples include Jobs that require

someone of a particular sex for reasons of privacy, decency or personal services.

Where the position relates to an organised religion there are allowed exceptions based on sex, transsexuals, marriage and civil partnership and sexual orientation. For the University of Liverpool this is unlikely to occur in most situations.

- **Positive Action**

Positive action is whereby an organisation can implement certain strategies to tackle a particular disadvantage by a particular Protected Characteristic group. This can be taken where it is shown that a particular group:

1. Experience a disadvantage connected to that characteristic; or
2. Have needs that are different from the needs of persons who do not have that protected characteristic; or
3. Have disproportionately low participation in an activity compared to others who do not share that protected characteristic.

This is not positive discrimination (recruiting or admitting someone simply because they are black for example) which is illegal. Treating disabled people more favourable is never illegal. Positive action is optional.

The University may take any action which is proportionate to meet the stated aims. The stated aims are:

- Enabling or encouraging persons who share the PC to overcome or minimise that disadvantage (actions to remedy disadvantage)
- Meeting those needs (actions to meet needs)
- Enabling or encouraging persons who share a PC to participate in that activity (actions to encourage participation in activities)

Actions may be taken when any one or all of these conditions exist. In order to take action the University must reasonably think that one of the above conditions applies. Some indication or evidence will be required to demonstrate this. It does not have to be sophisticated statistical data or research nor does it have to be specific to the University and could involve benchmarking with similar institutions or national data profiles.

The Equality Act does not limit what type of actions can be taken, as long as they satisfy the conditions above and are a **proportionate** way of achieving the aims of overcoming genuine disadvantage.

Proportionate refers to the balancing of competing relevant factors. These will vary depending on the basis for the positive action. Other relevant factors will include the objective of the action, the cost of the action taken,

the seriousness of the disadvantage, the impact such action may have on other protected groups. The University needs to consider:

- Is the action an appropriate way to achieve the stated aim?
- If so, is the proposed action reasonably necessary to achieve the aim (in all the circumstances)?
- Would it be possible to achieve the aim as effectively by other actions that are less likely to result in less favourable treatment of others?

Unlimited positive action is not proportionate. Any action will need to be reviewed regularly.

- **Protected Characteristic**

Under the Equality Act 2010, the following [protected characteristics](#) are grounds upon which discrimination is unlawful; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief (including lack of belief), sex and sexual orientation.

- **Reasonable adjustment**

To avoid as far as possible by reasonable means the disadvantage which a disabled person experiences because of their disability. There is a duty to take anticipatory and continuing positive steps to ensure disabled people can fully participate in the education and other benefits, facilities and services provided by the University. The aim is to avoid substantial disadvantages by making reasonable adjustments to the provision, criterion, practice or physical features; and to provide auxiliary aids.

Discrimination occurs when the University fails to comply with the duty to make reasonable adjustments in relation to disabled people.

A substantial disadvantage is one that is more than minor or trivial and whether a disadvantage exists is a question of fact and is assessed using an objective basis. The comparison for reasonable adjustments is between the disabled person and non disabled people. There is no right to find a similar comparator with the same circumstances.

The duty only applies where the University knows or is likely to know that a person is disabled, but it must take all necessary steps to find out if a person is disabled. A failure to take reasonable steps to find out will not be a defence.

What steps are reasonable depends on the circumstances of the individual situation in question. There is no onus on the disabled person to suggest what the adjustments should be. If an adjustment increases risk to health

and safety of any person this would be a relevant factor in deciding what is reasonable.

Some factors that may need to be considered are:

- The effectiveness of any particular adjustments
- The practicality of the adjustments
- The costs of the adjustments (financial or otherwise such as disruption)
- The extent of the available resources to carry out the adjustments
- The type and size of the organisation

The University cannot justify a failure to make reasonable adjustments, only to state that such adjustments were 'unreasonable'.

- **Victimisation**

The person does not have to have a particular protected characteristic in order to be protected against victimisation, but the victimisation must be linked to a protected characteristic. People are protected if they:

- Bring proceedings under the Act (a complaint about discrimination)
- Give evidence or information in connection with proceedings brought under the Act;
- Do anything which is related to the provisions of the Act
- Make an allegation (whether or not express) that another person has done something in breach of the Act.

Detriment in the context of victimisation generally means anything which the individual might reasonably consider changes their position for the worse or puts them at a disadvantage. This could include rejected for promotion, denied an opportunity, excluded from opportunities, overlooked etc. Victimisation does not require a comparator.

## **APPENDIX C: LEGISLATIVE FRAMEWORK**

On the 1<sup>st</sup> October 2010 the [Equality Act 2010](#) came into force and replaced the pre-existing equality law, which were repealed. The main acts being the:

- Equal Pay Act 1970
- Sex Discrimination Acts 1975, 1986
- Race Relations Act 1976 (amended 2000)
- Disability Discrimination Act 1995 (amended 2001, 2005)
- The Employment Equality (Religion and Belief) Regulations 2003
- The Employment Equality (Sexual Orientation) Regulations 2003
- Employment Equality (Age) Regulations 2006
- Equality Act 2006 (*only sections were appealed*)

The Equality Act 2010 streamlined equality law to provide standard definitions and remove duplication. It also strengthened equality protected across the defined protected characteristics.

The Equality Act is structured into sections which outline prohibited behaviour including in the areas of the provision of goods and services and public functions, employment, education, disposal of housing and public transportation.

Other legislation that relates to the rights of staff and students include:

- Rehabilitation of Offenders Act 1974 as amended
- Criminal Justice Public Order Act 1986 amended 1995
- Employment Rights Act 1996
- Protection from Harassment Act 1997
- Public Interest Disclosure Act 1998
- The Human Rights Act 1998
- Maternity and Parental Leave etc. Regulations 1999
- Part Time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- Employment Act 2002 including Fixed Term Workers (Prevention of Less Favourable Treatment) Regulations
- Civil Partnership Act 2004
- Gender Recognition Act 2004
- The Racial and Religious Hatred Act 2005

## **APPENDIX D: EQUALITY POLICY FRAMEWORK**

The Diversity & Equality of Opportunity Policy provides an overarching framework for the University's approach to equality. Supporting this policy is a number of additional Policies, Statements and Action Plans. These are:

- Dignity at Work & Study Policy
- Disability Equality Scheme & Action Plan
- Gender Equality Scheme & Action Plan
- Race Equality Scheme & Action Plan
  - Age Equality Policy Statement
  - Religion & Belief Equality Policy Statement & Action Plan
  - Sexual Orientation Equality Policy Statement & Action Plan
- Maternity Leave Policy
- Paternity Leave Policy
- Adoption Leave Policy
- Parental leave Policy
- Compassionate, Domestic and Personal Leave Policy

### **Other University Documents**

- Student Charter
- Staff Charter
- Student Complaints Procedure
- Student Appeals Procedure
- Student Discipline Procedure
- Staff Grievance Procedure
- Staff Disciplinary Procedure
- Recruitment and Selection Handbook
- Institutional Admissions Policy and Departmental Admissions Policies.
- Code of Practice on Freedom of Speech
- Professional Development and Review Procedure
- Annual Review Procedure



## contact details

### General equality and diversity enquiries:

Moni Akinsanya  
LJMU Equality and Diversity Adviser  
Tel: 0151 231 3551  
Email: [m.m.akinsanya@ljmu.ac.uk](mailto:m.m.akinsanya@ljmu.ac.uk)

### Student enquires:

Student Advice and Wellbeing Team  
Tel: 0151 904 6055/6056/6057  
Email [studentadvice@ljmu.ac.uk](mailto:studentadvice@ljmu.ac.uk)

Liverpool Students' Union  
Tel: 0151 231 4900  
Fax: 0151 231 4918  
Email: [studentsunion@ljmu.ac.uk](mailto:studentsunion@ljmu.ac.uk)



# equality, dignity and respect

Liverpool John Moores University (LJMU) promotes an environment where everyone is treated equally and with dignity and respect.

Our equality and diversity policies embrace staff, students, visitors, contractors, partners, in fact everyone that is associated with the University. We operate a policy of zero tolerance towards any form of discrimination or harassment in line with the requirements of the Equality Act 2010 and European Union anti-discriminatory legislation.

The University recognises the valuable contribution made by staff and students to learning, teaching, support services, research, consultancy, enterprise, widening participation, administration and management. However, LJMU expects these contributions to be made equitably and without regard to gender, race, colour, ethnic or national origins, age, disability, sexual orientation, religion, belief or other relevant distinction.

Action will be taken against anyone breaking the University's equality and diversity policies.

For more details go to: [www.ljmu.ac.uk/EOU](http://www.ljmu.ac.uk/EOU)

**Protection for all:** LJMU is committed to providing a safe working and learning environment where discrimination or harassment does not occur on the basis of age, disability, race, sex, pregnancy and maternity, gender reassignment, marriage or civil partnership status, religion or belief, sexual orientation

# the world in one city... ...the world in one university

Liverpool is a multi-racial and multi-cultural city supporting a diverse range of religions and communities. LJMU too is a melting pot of people, ideas, and cultures. Our staff and students come from over 100 countries around the world, each bringing their own little slice of home to Liverpool and creating a truly unique and supportive community.

The two cathedrals – Anglican and Catholic – may dominate the skyline but Greek orthodox, Unitarian and numerous European churches can be found across Liverpool. The mosque at 8 Brougham Terrace was the first to be established in England and the Al Arhma mosque near the city centre can hold up to 1,000 people. Liverpool has a thriving Jewish community too, with numerous synagogues, including the Princes Road Synagogue, one of the finest buildings in the city.

The city's China Town is the oldest in Europe and Liverpool has well established Nigerian and Somalian communities. Plus there's a thriving Sikh community, a Hindu temple on Edge Lane and smaller but no less active Buddhist communities.

there is no history of tensions between  
religions in Liverpool and in general  
**religious diversity** is welcomed in this  
safe and vibrant city





# support for students and staff

Page 530

## Spiritual support

LJMU's Spiritual Support team offers confidential, non-judgmental pastoral care and support to students and staff of all beliefs and backgrounds. For more information, go to: [www.ljmu.ac.uk/chaplaincy/](http://www.ljmu.ac.uk/chaplaincy/)

## Counselling services for students

LJMU's Counselling Service is a free and open to all students. This team of qualified counsellors offers one-to-one and group sessions plus general counselling advice. A Drop-in service is available Monday to Friday between 2pm and 3pm during semesters. For more information, call **0151 904 6123** or email [counselling@ljmu.ac.uk](mailto:counselling@ljmu.ac.uk)

## Staff helpline

LJMU appreciates that juggling home and work life can often be difficult and the First Assist telephone counselling helpline service is available to any member of staff who wishes to seek independent confidential help and advice on a wide range of personal issues. This confidential service is available 24 hours a day 365 days per. For further details, please see the LJMU Staff Handbook: [www.ljmu.ac.uk/staffhandbookLJMU.htm](http://www.ljmu.ac.uk/staffhandbookLJMU.htm)

## Quiet spaces

The University has facilities for quiet meditation and prayer in each of its three campuses: City, Mount Pleasant and I M Marsh.

The quiet spaces in Mount Pleasant and I M Marsh are designed to be multi-faith. The facilities at Byrom Street in the City Campus are restricted to Muslim prayers only.

For more information, please contact Student Advice and Well-being: **0151 904 6055/6056/6057**, email [studentadvice@ljmu.ac.uk](mailto:studentadvice@ljmu.ac.uk)

LJMU was the first university in the UK to achieve the **Investors in People Work-Life Balance Model award** and offers a range of initiatives that are open to all staff, men and women, young and old, with and without caring responsibilities.





# staff and students working together

Our staff support networks serve as social networks, contribute to policy development and raise awareness of equality activities. Student Sabbatical Officers assist with embedding equality and diversity across the University. Both the Equality and Diversity and Student Advice and Wellbeing teams work to ensure that all staff and students are treated with dignity and respect.

To help students raise their awareness of equality and diversity and their responsibility to promote equality, an equality and diversity awareness course is also available to all students on the University's virtual learning environment, Blackboard, via the community tab.

An 'Equality and Diversity in the Workplace' module is also available staff through out Centre for Staff Development. For more information, go to: [www.ljmu.ac.uk/csd/](http://www.ljmu.ac.uk/csd/)

## Staff network groups

LJMU's staff network groups contribute proactively to policy development, decision making and inclusivity across the University. They also provide useful networking opportunities for staff.

- Disability Equality
- Lesbian, Gay, Bisexual and Transgender Staff
- Cultural Diversity

To see detailed equality statements and to find out more about group activities, go to: [www.ljmu.ac.uk/EOU](http://www.ljmu.ac.uk/EOU)

# Liverpool directory

## Places of Worship

---

### Anglican

---

#### St James Church

Corner of Upper Parliament Street and Park Road, Liverpool L8  
Tel: 0151 708 8559

#### St Brides Church

Corner of Percy Street and Catharine Street, Liverpool L8  
Tel: 07932 543 900

### Baha'i

---

3-5 Langdale Road  
Off Smithdown Road / Ullet Road Junction  
Liverpool L15 3LA  
Tel: 07989029172  
Web: [www.bahai.org/liverpool](http://www.bahai.org/liverpool)

### Buddhist

---

Dulzlin Buddhist Centre  
25 Aigburth Drive, Liverpool L17  
Tel: 0151 726 8900  
Web: [www.meditationliverpool.org.uk](http://www.meditationliverpool.org.uk)

### Evangelical, Gospel and Pentecostal

---

Frontline Evangelical Church  
Corner of Lawrence Road and Wellington Road, Liverpool L15  
Tel: 0151 733 3373  
Web: [www.frontline.org.uk](http://www.frontline.org.uk)

#### Deeper Christian Life Ministries

Solway Street East (off Lodge Lane), Toxteth, Liverpool L8 0TY  
Tel: 0151 709 6245  
Web: [www.deeperlife-liverpool.org.uk](http://www.deeperlife-liverpool.org.uk)

#### Grace Family Church

216-220 Aigburth Road, Liverpool L19 3QG  
Tel: 0151 728 9870  
Web: [www.gfc-liverpool.org](http://www.gfc-liverpool.org)

### Liverpool Chinese Gospel Church

11 Great George Square, Liverpool L1  
Temple of Praise  
Oakfield Road, Anfield, Liverpool L6  
Web: [www.templeofpraise.org.uk/contact-us/](http://www.templeofpraise.org.uk/contact-us/)

### Greek Orthodox

---

#### Church of St Nicholas

3 Berkley Street, Liverpool L8  
Tel: 0151 709 9543

### Hindu

---

#### Hindu Centre

253 Edge Lane, Liverpool L7 2PH  
Tel: 0151 263 7965

### Jewish

---

#### Childwall Hebrew Congregation

Dunabin Road, Liverpool L15  
Tel: 0151 722 2079

#### Liverpool Old Hebrew Congregation

Princes Road Synagogue, Liverpool L8  
Tel: 0151 709 3431

#### Merseyside Jewish Community

Web: [www.liverpooljewish.com](http://www.liverpooljewish.com)

### German Church

---

#### German Church of Liverpool

Canning St and Bedford St, Liverpool L8  
Tel: 0151 677 2024

### Methodist

---

#### Princes Park, Methodist Church

Beaconsfield Street, Liverpool L8  
Tel. 0151 727 2035  
Web: [www.liverpoolfirstumc.org/](http://www.liverpoolfirstumc.org/)

### Muslim

---

#### Liverpool Al-Rahma Mosque

29-31 Hatherly Street, Liverpool L8  
Tel: 0151 709 2560  
Web: [www.alrahma-mosque.com](http://www.alrahma-mosque.com)

### Liverpool Mosque and Islamic Institute

8 Cramond Avenue, Liverpool L8  
Tel: 0151 734 1222

### Quaker

---

#### Quaker Meeting House

22 School Lane, Liverpool L1  
Tel: 0151 709 6957  
Web: [www.liverpoolquakers.org.uk](http://www.liverpoolquakers.org.uk)

### Roman Catholic

---

#### Philip Neri Church

Philip Neri House, 30 Catharine Street, Liverpool L8  
Tel: 0151 709 3858

### Sikh

---

#### Guru Nanak Gurdwara and Sikh Community Centre

16 Wellington Avenue, Liverpool L15  
Tel: 0151 327 6710

## Useful Liverpool links

---

### Age Concern Liverpool

Sir Thomas House  
5 Sir Thomas Street, Liverpool,  
Merseyside L1 6BW  
Tel: 0151 330 5678  
Web: [www.ageconcernliverpool.org.uk](http://www.ageconcernliverpool.org.uk)

### All Together Now

The Bradbury Centre, Youens Way,  
Liverpool L14 2EP  
Tel: 0151 230 0307  
Fax: 0151 220 4446  
Email: [info@alltogethernow.org.uk](mailto:info@alltogethernow.org.uk)  
Web: [www.alltogethernow.org.uk/index.htm](http://www.alltogethernow.org.uk/index.htm)

### Child Tax Benefits

Liverpool One-Stop-Shop, Municipal Buildings,  
Dale Street, Liverpool L2 2DH  
Tel: 0151 233 3002  
Web: [www.liverpool.gov.uk/one\\_stop\\_shops](http://www.liverpool.gov.uk/one_stop_shops)

### Chung Wah Supermarket

8 Hardy Street, Liverpool L1 5EF  
Tel: 0151 709 2637  
Web: [www.chungwah.co.uk](http://www.chungwah.co.uk)

### Daisy UK

Tuebrook Hope Centre, 1b Snaefell Avenue,  
Liverpool L13 7HA  
Tel: 0151 220 2319  
Web: [www.daisyuk.com](http://www.daisyuk.com)

### Green Bank Sports Academy

Greenbank Lane, Liverpool L17 1AG  
Tel: 0151 280 7757  
Web: [www.greenbanksportsacademy.co.uk/](http://www.greenbanksportsacademy.co.uk/)

### Homotopia

Everyman Annexe, 15 Hope St, Liverpool L1 9BH  
Tel: 0151 709 6484  
Email: [info@homotopia.net](mailto:info@homotopia.net)

### Liverpool Charity and Voluntary Services LCVS

151 Dale Street, Liverpool, L2 2AH  
Tel: 0151 227 5177  
Email: [infor@lcvs.org.uk](mailto:infor@lcvs.org.uk)  
Web: [www.lcvs.org.uk](http://www.lcvs.org.uk)

### Liverpool Register Office

The Cotton Exchange, Old Hall Street,  
Liverpool L3 9UF  
Tel: 0151 233 4978  
Web: [www.liverpool.gov.uk/index.asp](http://www.liverpool.gov.uk/index.asp)

### Matta's International Foods

51 Bold Street, Liverpool L1 4EU  
Tel: 0151 709 3031

### Polish Food Stores

270 Picton Road, Wavertree, Liverpool L15 4LP

### Women in Business North West (Ellen Kerr)

Tel: 07966 308 405  
Email : [ellie@womeninbusiness.co.uk](mailto:ellie@womeninbusiness.co.uk)

# **THE UNIVERSITY OF MANCHESTER**

## **Equality and Diversity Policy**

If you require this document in an alternative format please contact the Equality and Diversity Team on 0161 306 5857 or email [equalityanddiversity@manchester.ac.uk](mailto:equalityanddiversity@manchester.ac.uk)

## **Purpose**

1. The University is committed to providing an environment free from discrimination, bullying, harassment or victimisation, where all members of its community are treated with respect and dignity. It aims to create a culture of diversity within its community, providing a dynamic working and learning environment, where all members are valued for their contribution and individuality.
2. We are committed to providing equality of opportunity for all, irrespective of:
  - age
  - disability
  - ethnicity (including race, colour and nationality)
  - gender (including gender reassignment, marital status, pregnancy or maternity)
  - religion, belief
  - sexual orientation (including civil partnership status)

## **Scope**

3. The University is a multi-functional organisation operating in a local, national and international context.
4. The policy is applicable to all staff, students and applicants. The principles of non-discrimination and equality of opportunity also apply to the way in which staff and students should treat each other, visitors, contractors, sub-contractors, service providers, suppliers, former staff and students and any other persons associated with the functions of the University.
5. We will work to ensure that all of our students, employees and visitors, as well as those who seek to apply to work or study with us or who have previously worked or studied with us, are treated fairly and are not subjected to unlawful discrimination by the University.

## **Aim**

6. The University's aim is to promote equality of opportunity for all, through the following objectives:
  - mainstreaming equality into the University's strategic and planning agenda;
  - complying with its legal obligations;
  - having an effective data monitoring and analysis process that supports this policy;
  - systematically assessing the impact on equality in our policies, procedures and practices at the University;
  - involving staff, students and other stakeholders in the development and delivery of our equality objectives;
  - ensuring that managers and staff undergo appropriate equality training and development for their role;
  - promoting equality and diversity through internal and external communications;
  - ensuring staff and student support services are, as far as reasonably possible, accessible to all;
  - ensuring that both existing staff and students, as well as those who seek to apply to work or study with us, are treated fairly and that individuals are judged solely on merit and by reference to their skills, abilities, qualifications, aptitude and potential;

- ensuring that staff, students and their unions' representatives are provided with appropriate forums e.g. the University Equality and Diversity Forum and staff network groups, to discuss equality and diversity issues and raise any concerns;
- ensuring that all contractors and service providers operating on behalf of the University are aware of this policy and expected to adhere to it.

### **Implementation**

7. The University community as a whole, shares responsibility for the successful application of this policy, whilst specific responsibility falls on managers and tutors who are professionally involved in staff and student support, development and supervision.
8. The University is committed to developing initiatives to support all minority groups that have been disadvantaged in the past and to help address some of the imbalances which still exist between its staff and student populations and the Manchester community. The University will not, however, permit positive discrimination.
9. The University will seek to ensure that all staff and students have equal access to the full range of institutional facilities and that adjustments to working and learning practices are considered wherever reasonably possible in order to accommodate a more diverse community.
10. Any staff member or student who believes that he/she may have been the victim of discrimination, harassment or victimisation shall have full right of protection under the University's Dignity at Work and Study Policy and Procedure. The University is committed to finding resolution for complaints under this policy.
11. The University of Manchester will work in partnership with its recognised trade unions and the Students' Union as well as external organisations where appropriate to combat all forms of unlawful discrimination.

### **Role and Responsibilities**

12. The Board of Governors have ultimate accountability for compliance with the University's equality obligations. The Registrar and Secretary has overall formal responsibility for this policy. Day to day operational responsibility for this policy and its implementation has been delegated to the Equality and Diversity Team.
13. Staff and students have a responsibility to:
  - Challenge inappropriate behaviour or any discrimination;
  - Report unacceptable behaviour in accordance with the Dignity at Work and Study procedure.
14. Managers and tutors have a responsibility to:
  - Set a good example by treating all members of the University with dignity and respect;
  - Correct unacceptable behaviour;
  - Ensure staff and students know how to report discrimination, bullying and harassment. Ensure that reporting incidents does not result in victimisation;

- Deal with complaints fairly, thoroughly, quickly and confidentially;
  - Ensure that due consideration is given to equality and diversity within their sphere of influence.
15. The Equality and Diversity Team has the responsibility of considering all existing and emerging equality legislation with a view to identifying relevant issues, which are then translated into key University policies. The Team is also responsible for:
- Developing and supporting the implementation of the University's Equality Scheme through involvement and consultation;
  - Data monitoring, analysis and policy development;
  - Designing and delivering training and awareness raising campaigns;
  - Providing advice, support and guidance on related issues.
- 16.

### **Complaints**

16. Any cases of harassment, discrimination or bullying will be taken very seriously by the University. Any member of staff or students found guilty of unlawful discrimination or harassment will be subject to disciplinary action, including where appropriate, dismissal for gross misconduct. Any member of the public, visitor or service provider involved in discrimination or harassment, appropriate or serious action will be taken.
- 17.
18. There is a confidential support and information service available from the University's network of voluntary Harassment Advisors.
19. The Dignity at Work and Study Policy can be downloaded from <http://www.campus.manchester.ac.uk/equalityanddiversity/dignityatworkstudy/> and contains the normal procedure to follow for staff or students who wish to make a complaint of discrimination, bullying or harassment.
20. Members of the public should address their complaint to the University service in question, in the first instance.
21. The Equality and Diversity Team will be happy to help with enquiries relating to discrimination, harassment, bullying or victimisation.

### **Internal monitoring and auditing**

22. **Annual report**
- The University's internal monitoring process is an important way of determining whether measures taken by the University to combat harassment, discrimination and victimisation are effective, and plays an important part in ensuring equality and diversity are properly promoted and protected within the University.
  - Monitoring will take place both through the annual report of the University's Single Equality Scheme and in relation to other actions outside the scope of the Equality Scheme where appropriate in the light of the aims and objectives of this Policy.

### **Single Equality Scheme**

23. The Single Equality Scheme outlines how the University will respond to its public equality duties and builds on the achievements of the previous Disability, Gender and Race Equality Schemes. The key objectives of the Scheme have been identified in order to support the integration of equality of opportunity into all areas of the University and are directly linked to the University's overarching strategic agenda. For further information visit: <http://www.campus.manchester.ac.uk/equalityanddiversity/singleequalitiescheme/>

#### **Further Information**

24. Further information and support is available from the following:

- the appropriate Human Resources Manager
- the appropriate Student Faculty Officer
- the Equality and Diversity Team
- a trade union or student's union representative

#### **Review and update arrangements**

25. This policy does not form part of any employment contract and an annual review will take place to monitor the effectiveness of this policy, normally in December. The policy may also be amended from time to time to reflect and take account of changes in legislation.

<b>Document control box</b>	
Policy title:	Equality and Diversity Policy
Date approved:	November 2010
Approving body:	HR Sub Committee of the Planning and Resources Committee
Version:	
Supersedes:	Equality and Diversity Policy for Staff and Students
Previous review dates:	
Next review date:	December 2011 (annual, or upon any significant change)
Related Statutes, Ordinances, & General Regulations	<ul style="list-style-type: none"> <li>• University Statute XIII Part VI Grievance Procedure</li> <li>• University Ordinances XXVIII Staff Grievance Procedure, Pursuant to Statute, XIII Part VI</li> <li>• University Student Regulation XVIII Student Complaint</li> </ul>
Equality relevance outcome:	High <sup>1</sup>
Related policies:	Dignity at Work and Study Policy Disciplinary and Dismissal Procedure for Support Staff
Related procedures	Dignity at Work and Study Procedure for staff and students
Related guidance:	
Related information:	<p>Reporting: Student report to senate  <a href="http://www.campus.manchester.ac.uk/studentexperience/appeal_stats.htm">http://www.campus.manchester.ac.uk/studentexperience/appeal_stats.htm</a></p> <p>Student Satisfaction Survey  <a href="http://www.campus.manchester.ac.uk/studentexperience/surveyresults/0506/results.htm">http://www.campus.manchester.ac.uk/studentexperience/surveyresults/0506/results.htm</a></p>
Policy owner:	Director of Human Resources
Lead contact:	Head of Equality and Diversity



## **HUMAN RESOURCES DEPARTMENT**

# **EQUALITY AND DIVERSITY POLICY**

**Date: September 2010**

## **1. OUR COMMITMENT**

- 1.1 Manchester Metropolitan University is committed to being an organisation which values diversity, promotes equality of opportunity and is free from unlawful discrimination on any grounds. Therefore the purpose of this policy is to ensure equality and fairness for all the protected characteristics identified within the Equality Act 2010:
- Age
  - Disability;
  - Gender re-assignment
  - Marriage and civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief (including no belief)
  - Sex
  - Sexual orientation
- 1.2 We also recognise that equality issues are complex and disadvantage can occur for a wide range of reasons such as cultural and economic background, physical and social environment and ill health which may limit an individual's opportunity to access education or employment. We will take account of these issues in our approach to ensuring equality of opportunity for all.

**(See Appendix 1: New Equality Legislation coming into effect in October 2010).**

- 1.3 The University will continue to follow codes of practice and guidelines issued by the Equality & Human Rights Commission (EHRC), Government Equalities office (GEO) and the Equality Challenge Unit (ECU).
- 1.4 We will be proactive in all matters relating to equality of opportunity and diversity. We value and will celebrate the richness brought to our institution by a diverse population of staff, students and partners. We recognise and will seek to reflect the positive contributions brought to the University by the variety of its staff and students.
- 1.5 We will continue to strive to provide an environment in which people want to work and to be a model employer leading in good employment practice. MMU is committed to enabling each member of staff to achieve their full potential in an environment characterised by dignity and mutual respect. We will not tolerate discrimination, victimisation, bullying or harassment of any kind by any party (this includes conduct near the workplace and at work-related social functions where relevant). Any action found to be in breach of any of these would be addressed in accordance with University Policies and Procedures.
- 1.6 We also recognise that the behaviours through which diversity is evident must be consistent with the values that underpin this policy document. MMU's values can be found within the MMU Institutional Strategic Plan 2007-2020 (*The 2020 Vision*): [www.mmu.ac.uk/about/strategic-plan/sec03.html](http://www.mmu.ac.uk/about/strategic-plan/sec03.html)

1.7 Equality and Diversity strengthens all of our work and is at the heart of what we are and what we do.

## 2. SCOPE

2.1 The University acknowledges the following basic rights for all members and prospective members of its community:

- to be treated with respect and dignity;
- to be treated fairly with regard to all functions, procedures, assessments and choices;
- to receive encouragement to reach their full potential.

2.2 The policy applies to all employees, potential employees, students, and visitors, as well as any persons associated with the functions of the University.

2.3 The University takes its responsibility to these people seriously and seeks to ensure that they are treated with respect.

2.4 The policy applies to all areas of employment including recruitment applications, short-listing, selection, promotion, training, benefits, capability and performance, discipline, grievance, absence, conditions of service and reasons for termination of employment.

2.5 This policy is supported by the University's (Single) Equality Scheme (SES) and Action Plan ([www.mmu.ac.uk/humanresources/equalities](http://www.mmu.ac.uk/humanresources/equalities)). Through them we aim to achieve the following objectives:

- To promote dignity, respect and understanding within the University and the wider community as well as promote good relations between different groups.
- To attract, select and retain a diverse range of talented people to study at the University. To create an environment that encourages and supports all students to actively engage with the University and realise their full potential.
- To attract, select and retain a diverse range of skilled and competent people to work at the University. To create an environment that encourages and supports all staff to actively engage with the University and realise their full potential.
- To ensure campus buildings and infrastructure reflect the diverse needs of the University's community and provide an accessible and inclusive learning and working environment.
- To ensure that all the University's policies, practices and procedures are equality proofed.

**This policy informs the following University policies:**

- Bullying and Harassment in the Workplace Policy

- Recruitment and Selection Policy
- Staff Disciplinary Procedure
- Sickness Absence Code of Practice and Guidance Notes for Managers
- Staff Grievance Policy
- Student Complaints Policy

### **3. RESPONSIBILITIES**

- 3.1 An Equality & Diversity Policy cannot succeed without the active support of the entire University community. The responsibility for delivering the policy extends to every member of the organisation including management, those with an explicit remit for diversity, and individual members of staff. The implementation of this policy is therefore a shared responsibility amongst staff employed by MMU. In addition, key individuals have specific responsibilities as set out below:
- Overall responsibility for the Policy will sit with the Vice Chancellor and the Director of HR. This includes responsibility for ensuring that the policy is communicated, implemented, monitored and continuously reviewed according to legislation.
  - The Governing body will oversee the Universities progress with the policy through regular agenda items at meetings of the Board. An identified member of the Board is responsible for taking the lead on equality and diversity matters.
  - The Diversity and Equal Opportunities Committee (DEOC) has a responsibility for ensuring that our aims regarding equality and diversity are met, for fostering a working and learning environment in which all staff and students can fulfil their potential and for driving forward the implementation of the policy. The Staff Equality Fora<sup>1</sup> will support the implementation of the Policy, Equality Scheme and action plan. Their role will include consultation and involvement with equality proofing university policies through their involvement in Equality Impact Assessments (EIAs).

The Head of Organisation Development, Training and Diversity (ODTD) will ensure that staff and managers are aware of their responsibilities under this Policy and provide appropriate training and support to enable them to fulfil them.

- Directorate, Heads of Department, managers and supervisors are responsible for promoting equality and diversity to students and staff. Additionally, line managers are responsible for ensuring that staff identified as having specific

---

<sup>1</sup> Networks include: BME, Disabled, Gender and LGBT

responsibilities engage with the policy and carry out actions arising from the Equality Scheme Action plan.

- The Chief Operating Officer and Financial Director will have responsibility for putting in place rigorous procurement systems for ensuring all contractors and tendering organisations comply with the University's Equality & Diversity Policy
  - Trade Unions will provide advice, support and representation for their members. Engage with the University to promote equal opportunities and prevent unlawful discrimination.
  - All members of staff, students, partners, service providers and suppliers in the University are expected to comply with the policy and action plan to ensure fair, equal and appropriate treatment in all aspects of work and study.
- 3.2 In our work to create a world-class University, we aim to support the needs of all members of our community and achieve the highest possible standards in education delivery, employment practices and decision-making.

## 4. IMPLEMENTATION

- 4.1 The Head of ODTD is responsible for the overall implementation and monitoring of the policy and the Scheme's action plan and will provide progress reports on an annual basis. The Equality and Diversity Team within ODTD will provide support to those responsible for delivering specific actions.
- 4.2 All students should be provided with information about the policy on registration and abide by its principles.
- 4.3 New employees must receive information on equal opportunities obligations and provisions from their managers at an early stage in their employment. The MMU Induction Programme includes Equality and Diversity awareness. All employees should familiarise themselves with this policy and ensure their practices are consistent with its contents and legislation. A continuing programme of equality and diversity training is provided to all staff. Individual members of staff should inform their line manager, their HR Advisor and/or Trade Union representative if they think that unlawful discrimination is taking place.
- 4.4 In order to ensure their effectiveness, all university policies and procedures will be monitored and reviewed through undergoing an Equality Impact Assessment (EIA). MMU provides EIA training, guidance and support for policy owners.

## 5. COMMUNICATION

- 5.1 It is important that employees at all levels are aware of this policy in order to comply with its requirements. A copy is available on the internet and copies must be made available to staff who have limited access to a computer.

ensure representation of equality groups and try to improve the options to eradicate discrimination (refer to The *E&D Communication, Consultation & Engagement Strategy* for further information).

- 5.3 An Annual Report drafted by the E&D Team will be made available on the progress of the SES and Action Plan and will be published on the University website (it will be made available to members of the public on request). The report will include specific measures adopted to promote equal opportunities, progress on priorities; the outcome of the relevant year's monitoring of statistics, targets and EIAs.
- 5.4 The Policy will be published online and made available in hard copy and alternative formats as required.

## **6. COMPLAINTS**

- 6.1 The University will take seriously any instances of non-adherence to the Equality and Diversity policy by students, staff or visitors. The University will ensure that all staff and students are given opportunities to pursue reasonable means to follow procedures should they feel they are experiencing discrimination. Complaints of discrimination on the grounds of the areas covered by this policy should be brought using the appropriate Grievance Procedures for staff and students.
- 6.2 Any instances of non-adherence will be investigated and where appropriate will be considered under the relevant disciplinary policy for staff or students. With regard to any breach of the policy by visitors, the University will take appropriate action in relation to the nature of the incident.
- 6.3 Cases involving bullying and harassment in the workplace may be referred initially to one of the Anti-Bullying & Harassment Advisors (ABHA) named on the list found in the Bullying & Harassment at Work Policy or on the Equalities website. Should this approach not lead to a satisfactory resolution of the problem, information on how to proceed with a complaint is given in the guidelines.
- 6.4 Applicants for employment concerned about the application of the policy should consult the Human Resources Department.

## **POLICY AUTHOR AND OWNER:**

**Mona Patel**  
**Equality & Diversity Officer**

**Josie Elson**  
**Head of Organisation Development, Training & Diversity**

**Drafted:** September 2010

**Review Date:** October 2011

### New Equality Legislation coming into effect in October 2010

From the 1<sup>st</sup> of October, the first phase of new equality law in the Equality Act comes into force. Within the legislation, the definitions around disability and discrimination have been amended. The main new areas are:

- **Direct disability discrimination** - applies to workforce (as previously) and now with regard to the provision of goods and services. Although discrimination in the provision of goods and services because of age is not yet covered by the Equality Act 2010, it should be included as a matter of good practice.
- **Indirect disability discrimination** – is now the same as for gender and race e.g. requiring that employees be six feet tall, as this would disproportionately disadvantage women.
- **Discrimination arising from disability** – If a decision, policy, function or course of action results in a negative impact relating to the person's actual disability i.e. if the disability itself was adversely affected, not the individual directly e.g. locating signs in a position that makes it difficult for wheelchair users to read.
- **'Reasonable adjustments'** - now goes further. Previously grounds for a duty to make 'reasonable adjustments' were if for e.g. access to a building would be impossible without a ramp. Now the duty will be in effect if disabled people are found to be at a 'substantial disadvantage'.
- **People who support a disabled person to make a complaint** - who subsequently allege they are being mistreated as a consequence, now only have to show that they have been treated 'badly' i.e. they do not have to provide as much evidence as they did previously
- Extending **positive action** in recruitment
- Measures to make **gender pay** discrepancies more transparent
- Widening definition of direct discrimination and harassment to cover claims based on "**association**" and "**perception**" for all protected grounds, including sex, pregnancy and maternity, sexual orientation, or gender reassignment but not marriage and civil partnership, and pregnancy and maternity.
  - Discrimination by '**association**' is where an individual is directly discriminated against or harassed for association with another individual who has a protected characteristic
  - Discrimination by '**perception**' is where an individual is directly discriminated against or harassed based on a perception that he or she has a particular protected characteristic when he or she does not, in fact, have that protected characteristic

- New powers for **Employment Tribunals** – decisions will no longer just benefit the individual but will apply to other members of the workforce in similar situations.
- **Victimisation** occurs when an employee is subjected to a detriment, such as being denied a training opportunity or a promotion because he or she made or supported a complaint or raised a grievance under the Equality Act 2010, or because he or she is suspected of doing so, or being about to do so. The definition is no longer based on less favourable treatment
- **Third-party harassment** occurs where an employee is harassed and the harassment is related to a protected characteristic (although this does not cover harassment because of marriage and civil partnership, and pregnancy and maternity), by third parties such as clients or customers. For an employer to be liable, the harassment must have occurred on at least two previous occasions; it must be aware that the previous harassment has taken place; and it must have failed to take reasonable steps to prevent harassment from happening again.

# **'Listen!'**

**University of Salford  
Equality and Diversity Strategy**

**2012/16**

***“Confucius said, 5 centuries before Christ, “do not do unto others what you would not like them to do to you”***

***When in Jerusalem “in that tortured city where you see these three faiths (Christianity, Judaism and Islam) jostling so uneasily together you also become aware of the profound connection between them”<sup>1</sup>***

***“For me, forgiveness and compassion are always linked: how do we hold people accountable for wrongdoing and yet at the same time remain in touch with their humanity enough to believe in their capacity to be transformed?”<sup>2</sup>***

***“It would be nice to feel that we are a better world, a world of more compassion and a world of more humanity, and to believe in the basic goodness of man.”<sup>3</sup>***

<sup>1</sup> Karen Armstrong – TED 2008

<sup>2</sup> Bell Hooks - Author

<sup>3</sup> Barbara Walters - Journalist

## Contents

Section	Title	Page
	University's Equality agreements	4
1	Overview of previous listen	5
2	Theme of Compassion	6
3	Article 26 Project - opening the door to higher education for student seeking sanctuary	7
4		9
5	Objectives	15
Appendix A	Legislation	18
Appendix B	Events Calendar 2012	20
Appendix C	Communication Plan	21
Appendix D	Criteria for applying for funding	27

The University's Equality agreements:-

- Our Equality and Diversity Strategy 'Listen' is the overarching approach looking at how we will be delivering against our objectives. This document aims to explain how equality objectives have been determined, what improvements will be achieved and how progress will be measured over the next 4 years.

- The main driver behind the document is realising our vision

"The University of Salford will be, by 2017, an outstanding University renowned for the quality of its engagement, humanity, global reach and leadership in research, innovation and education."

And our value of:

Diversity, humanity, fairness and respect

- We will ensure that the design, delivery and commissioning of programs and services are fair, equitable and accessible
- The document also outlines: a) compliance with the public sector equality duty, within the Equality Act 2010 b) improvement of the University's performance in relation to Equality and Diversity, as defined in our Key Performance Indicators
- Equality objectives have been devised following consideration of multiple information sources (equality monitoring, results of consultation and engagement with staff and students, collective understanding of the issues the protected groups in the University are facing).
- Equality objectives have been developed on a service level and form an integral part of the business planning process and although the objectives are set for 4 years, the actions and milestones will be reviewed annually in line with the business planning cycle to ensure they remain challenging and reflective of current developments and circumstances.
- Wherever possible the objectives are SMART (specific, measurable, achievable, realistic and timed), however, in some circumstances milestones rather than measurable targets have been used.

## **Section 1 - Overview of previous listen**

*"Respecting the value of people addresses unfair discrimination at its point of germination and promotes the development of a successful environment for work and study. Focusing on the merits that an individual brings to the university breaks away from the tendency to make normative assumptions about the inherent superiority of long-dominant groups"<sup>4</sup>*

Following on from the implementation of our first 'Listen' strategy in 2010/11, good progress has been made in our work on the equality and diversity agenda.

Some of the key developments have included:-

- Updating and progressing our work in relation to Equality Analysis, making continual review part of normal working
- Progression on implementation of the recommendations coming out of the two reports commissioned on LGBT and Disability issues.
- Becoming one of Stonewalls Top 100 employers
- Holding the first national conference sharing good practice re LGBT progression
- Celebrating Black History and LGBT months
- Development of an Independent Mediation Service
- Further consolidation and development of staff networks, the network of equality and diversity coordinators and new approaches to tackling bullying and harassment

In order to comply with the requirements of the Specific duties, to publish relevant equality statistics by January 2012, much work was undertaken in Governance Services Unit with the Support of the Planning and Performance Unit to produce a set of data that gave an overall profile of our staff and students relating to their protected characteristics. A comprehensive report was presented to Executive and Council for their approval and sign off of the recommendations.

The report can be found at: <http://www.equality.salford.ac.uk/monitoring>

Governance Services Unit also produced the Action Plan arising from our Listen! strategy. The action plan was integrated into a new planning process that will enable us to ensure that Equality and Diversity becomes an integral part of our business planning process and is not seen as a standalone issue. Following a six month review of the actions the progress is as below.

	Completed	Concern
<b>47</b>	<b>14</b>	<b>0</b>

A more comprehensive breakdown of the Equality and Diversity Action Plan can be found at:  
<http://www.equality.salford.ac.uk/plan>

<sup>4</sup> VC Martin Hall

## **Section 2 – Theme of Compassion**

Compassion - sympathetic pity and concern for the sufferings or misfortunes of others:<sup>5</sup>

Synonyms - benevolence, consideration, empathy, fellow feeling, grace, humanity, kindness, lenity, mercy, sympathy, tenderness,

This strategy ‘Listen! II builds on the work of the first ‘Listen!’ equality and diversity strategy which “set out a programme for recognizing, respecting and enacting the opportunities brought to the university by the diversity of our students and staff.”

Following on and building on the theme of listening, we are taking the theme of Compassion as our underpinning theme.

In 2008 Karen Armstrong a British author, won the TED (Technology, Entertainment and Design) Prize and made her wish to the TED community to help her create, launch, and propagate a Charter for Compassion.

**“The principle of compassion** lies at the heart of all religious, ethical and spiritual traditions, calling us always to treat all others as we wish to be treated ourselves. Compassion impels us to work tirelessly to alleviate the suffering of our fellow creatures, to dethrone ourselves from the centre of our world and put another there, and to honour the inviolable sanctity of every single human being, treating everybody, without exception, with absolute justice, equity and respect”.

**“We urgently need** to make compassion a clear, luminous and dynamic force in our polarized world. Rooted in a principled determination to transcend selfishness, compassion can break down political, dogmatic, ideological and religious boundaries. Born of our deep interdependence, compassion is essential to human relationships and to a fulfilled humanity. It is the path to enlightenment, and indispensable to the creation of a just economy and a peaceful global community.”<sup>6</sup>

Whilst this charter was born out of the need to bring world religions back to their route messages of compassion; what does the message of compassion, in its wider concept mean to us in the University of Salford?

Whilst the term compassion may not be one that is widely used within the University, examples of how it is put into practice throughout the different courses we offer are visible. For example, empathy is the underlining message and ethos for all those entering the College of Health and Social Care; we will be collating case studies throughout the year to highlight the different examples within the university around the theme of compassion, both from a personal perspective and within examples of our academic portfolio.

<sup>5</sup> Oxford dictionary

<sup>6</sup> Excerpt from Charter for Compassion

### **Section3 – Example of Compassion in Action**

#### **Article 26 Project - opening the door to higher education for students seeking sanctuary**

The University has launched, via the Student Information Directorate, the Article 26 Project, a project that highlights effectively how the University is putting the theme of compassion into practice.

Article 26 of the Human Rights Act 1998, states:

- (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- (3) Parents have a prior right to choose the kind of education that shall be given to their children.

In partnership with the Helena Kennedy Foundation, the University is offering support for people who are seeking sanctuary to commence an undergraduate degree course starting from 2012.

The Helena Kennedy Foundation exists to overcome social injustice by providing financial bursaries, mentoring and support to disadvantaged students from the further and adult education sectors, enabling them to complete their studies in higher education and move on successfully into employment.

They do this by

- Taking **social action** to increase the number and enhance the value of bursaries awarded each year.
- Encouraging **social mobility** by increasing the range and types of student support available, particularly for talented students from non-traditional backgrounds.
- Promoting **social justice** by offering more opportunities for students and graduates to participate in peer mentoring, work shadowing, and personal skills training; and by extending the reach of our student support volunteers network

Their overall aim is to make a practical contribution to government policies on social justice, widening participation in education and equality and diversity.

The Article 26 project is aimed at students who will be either:

- An asylum-seeker, or the partner/dependent of an asylum-seeker; or
- A person or the partner/dependent of someone who sought asylum in the UK and has been granted temporary status, e.g. DLR (discretionary leave to remain) awarded on the basis of a claim for asylum.

If successful they will be provided with:

- Full tuition fee waiver by the University until such time as their status in the UK is resolved and they can access student finance
- A Personal Support Plan to enable them to identify and overcome barriers to achievement on their degree course
- Group support and training to cover topics including 'Minimising the impact of the Asylum Process on their higher education course'
- Further training and mentoring provided by the Helena Kennedy Foundation – which has 13 years' experience of supporting students. Examples of the training sessions include confidence building, interview skills, revision techniques, stress management and public speaking
- A small grant, if needed, to help with their travel and study costs

## **Section 4 - Events Calendar**

### **How will the events programme support the Listen! strategy?**

The events programme is a key mechanism through which the Listen! Strategy will be communicated to stakeholders. The programme for 2012-2013 aims to move engagement by our staff, students and local communities from the observing stage through to endorsing, contributing and owning the University's approach to equality and diversity. As such, the programme seeks to offer a diverse range of participatory opportunities that engage at different levels.

During 2012-2013 the events programme will be guided by the cross cutting theme of compassion. Activities will be informed by a desire to explore the meaning of and practical application of related concepts such as: awareness, understanding, empathy, listening, reflecting, justice, equity, respect and interdependence.

### **Audiences**

Vital to the successful application of the Listen! Strategy will be an understanding of who our audiences are. Audience development activity will therefore form an important part of our events programme development over the next year. We will work with Internal and Student Communications teams to identify appropriate methodologies, as well as exploring techniques such as ambassador schemes for harnessing the power of “word of mouth”.

### **Structure**

The events programme offers the opportunity to develop a model for managing the Listen! events in the future. Events and projects should acknowledge and relate to the diversity of audiences within the scope of the Listen! strategy. We will offer a portfolio of events that work at different levels:

#### **Trailblazer Events**

- A series of high profile events aimed at raising awareness of the Listen! Strategy and the theme of Compassion to the University community and the external community

#### **Staff Network Events**

- More focused events that engage staff with specific issues
- Organised by the individual staff networks in response to the needs and interests of their members

#### **Creative Engagement Programme (Internal)**

- Workshops and participatory projects aimed at encouraging staff to take ownership of the strategy and apply their learning to their own professional practice
- The programme will be delivered alongside meaningful consultation and partnership building with departments/units.

### **The Arts Programme**

- The Arts Programme has been developing and delivering creative engagement projects for 8 years and is a key tool for the University to communicate with the public. The exhibition, music, engagement and youth arts strategies already delivered by the team will contribute and support the core activities of the Listen! Strategy.
- The Arts Programme's various participatory projects will act as a focal point for engaging local communities with the issues being raised by the Listen! Strategy and offer knowledge exchange opportunities between the university and our neighbours
- The Arts Programme also has extensive experience of marketing events and projects and can support this crucial part of making the Listen! Strategy accessible and relevant to the widest audience.

### **Management**

#### **Events Steering Group<sup>7</sup>**

- Purpose:
  - To identify key themes/issues/opportunities
  - To decide on a programme of events
  - Individual members to take responsibility for specific areas of delivery if appropriate
  - To develop partnerships (internal/external) that will further the programme's aims & objectives

#### **Events Team/Arts Programme**

- Purpose:
  - To develop and deliver the events programme
  - To support the Staff Networks to deliver their own events
  - To design and deliver a marketing strategy for the programme

### **Proposed Event Programme 2012-2013**

<sup>7</sup> The Events Steering Group will be made up of Staff network , Events team, student representatives and will be chaired by GSU

The following list is by no means an exhaustive list. Alternative Events will be programmed in as and when required.

### **Trailblazer Events**

A number of events are already in development for 2011/2012 based on models delivered last year. These events will be adapted to respond to the Year of Compassion theme whilst maintaining their distinct identities. In future years, the Trailblazer Event could evolve to encompass:

#### **LGBT History Month, February 2012**

- Storytelling workshop exploring the relationship between sexuality and other cultural identities. Participants will record stories using “guerrilla” writing techniques.

#### **Black History Month, October 2012**

- A conference exploring the relationship between compassion, faith and sexuality is currently being planned in partnership with organisations such as IMAAN, the LGBT charity supporting gay Muslims. The conference will aim to situate compassion within race, faith, gender and sexuality discourses.

### **Staff Network Events**

The networks are already developing their own programme of events but will be encouraged to incorporate the Year of Compassion themes. The steering group and events team will offer support in this.

#### **Holocaust Memorial Day, 27<sup>th</sup> January 2012**

- The national theme for Holocaust Memorial Day is “Speak Up; Speak Out”. Our event will therefore respond to this inherently compassionate theme by reflections being made on the many Holocausts (The Shoah, The Parajmos, The Gay Holocaust, the Disabled Holocaust) perpetrated by the Nazis and their resonance in a contemporary context.

#### **International Women’s Day, 8<sup>th</sup> March 2012**

- This event will incorporate engagement with the *Global Peace Initiative of Women* supported by the Charter for Compassion.

#### **Desert Island Spirituality, April 2012**

- The group will initially read *12 Steps to a Compassionate Life* by Karen Armstrong but will hopefully evolve into a long term group that engages with a wide range of equality & diversity related literature.

**International Day for Disabled People, 2<sup>nd</sup> December 2012**

**International Day Against Homophobia & Transphobia (IDAHO), 17<sup>th</sup> May 2012**

### **Creative Engagement Programme (Internal)**

The purpose of an internal creative engagement programme is to offer staff and students a range of meaningful opportunities to participate in dialogue and to contribute creative ideas to the Listen! Strategy. The programme will utilise arts based activities to engage audiences and will be rooted in the work of the University's Arts Programme. Projects will aim to offer medium to long term engagement opportunities with tangible outcomes e.g. exhibitions, presentations, etc.

The Creative Engagement Programme will work at two levels: Participatory Projects and creative events developed by the Arts Programme. In 2012/2013 we will focus the programme on developing a bank of stories recording the individual work/life experiences of our staff and students. We will seek to develop a small number of pilot partnerships with individual teams and departments who will participate in 3 overarching projects:

### **Pilot “Story Bank” Project**

#### ***Who do you think you are? Storytelling Workshops***

- A series of storytelling/creative writing workshops that encourage participants to explore individual and collective identities and the experiences that shape people and communities.
- Workshops will follow the Writing Lives model successfully

### **Suitcases**

- A storytelling/photography project using objects to explore individual and community identities within the context of fleeing persecution/conflict.
- Ask yourself which 6 objects you would pack if you had to leave your home in a hurry. If you had to reduce what defines you to the contents of a small suitcase, what would they look like?
- Process could lead to a cross-campus exhibition as part of National Refugee Week 2012.

## **The Human Library**

- Successfully piloted by the Staff Faith Forum in 2011, the Human Library is an opportunity for marginalised stories to be told and for individuals to engage in constructive dialogue. We will seek to develop the model further through hosting the event again in greater partnership with internal teams/departments and external organisations.

## **Arts Programme**

The Arts Programme will contribute to the Listen! Events Programme by programming exhibitions, engagement projects and viral marketing campaigns that facilitate dialogue around the theme of compassion.

### **Albert Adams “Incarceration” & “The Burden” Exhibitions, April/May 2012**

- Albert Adams was born in Johannesburg in 1929. Unable to pursue his education as an artist because of the apartheid policy he moved to the UK in 1953 to study at the Slade School of Art. Adams is recognized today as a gifted Expressionist painter and printmaker. His politically charged painting ‘South Africa 1959’ in the collection of Johannesburg Art Gallery is known as ‘the South African Guernica’.
- In two linked exhibitions the University of Salford looks at Adams’ remarkable body of work. ‘Incarceration’ highlights his response to acts of political oppression and recent atrocities, ranging from Darfur to Abu Ghraib and the imprisonment of political prisoners on Robben Island. ‘The burden’ offers an overview of Adams life and career and his exploration of his own sense of identity. As well as paintings and prints, this exhibition features African and Asian artworks collected by Adams as well as studio artefacts and archive material.

### **Relevant Arts Programme Engagement Projects**

- *Yemeni Roots, Salford Lives*  
A HLF funded project exploring the heritage and culture of the Yemeni community in Eccles. The project will culminate in an exhibition at MediaCity during Black History Month 2012.
- *Secret Gardens: Festival of Mass Narratives*  
The University of Salford in partnership with the Quays Participation Group will facilitate a month long celebration of story and storytelling marking the 100<sup>th</sup> anniversary of Salford born Francis Hodgson Burnett’s publication of *The Secret Garden*. Events will aim to explore individual and community identities and aspirations through the theme of secret gardens, physical and metaphysical.

## **Marketing & Communicating the Listen Strategy Events Programme**

Communicating the message of the Listen! Strategy and encouraging engagement with its diverse activities poses a significant challenge.

### **Be Kind Campaign**

Primary engagement strategy for ‘Listen!’ to get students and staff engaged with the Listen! programme. It will be focused around an interactive web page where staff and students can log acts of compassion and empathy that they have seen carried out or carried out themselves. At all the events outlined in the calendar staff and students will be able to sign up by wearing one of the ‘be kind’ badges.

## **Section 5 - Objectives**

- **Objective 1:** Promoting diversity in the workplace via our E&D strategy ‘Listen’
- **Objective 2:** Promoting diversity at Council and Executive level.
- **Objective 3:** Developing our people with the support of focused training.
- **Objective 4:** Embedding equality in the work we are doing to transform our University via the transformation board and the use of Equality Analysis
- **Objective 5:** Continuing to closely monitor the disproportionate outcomes for BME students in academic misconduct cases seeking where possible to reduce that disproportionality.
- **Objective 6:** Improving how we respond to those in the University with a disability.
- **Objective 7:** Better understanding the needs of our staff and students via questionnaires
- **Objective 8:** Encouraging a more diverse representation of staff and students

### **Objective 1: Promoting diversity in the workplace via our Equality and Diversity Strategy “Listen”**

Whilst the Equality Act does not require us to write an equality strategy, in order to show transparency and continuity, we will continue to tie in our Equality and Diversity work via our Listen Strategy.

Our workforce diversity data will be published annually and we will continue to monitor recruitment outcomes and trends. We will continue to look at our approach to recruitment advertising so that we reach a more diverse group of potential applicants.

### **Objective 2: Promoting Diversity at Council and Executive level.**

Our publishing diversity data will be presented to Executive and Council to ensure they are kept aware of emerging equality and diversity trends and will use positive action measures to increase the diversity of applications when recruiting for new members of Council.

We will provide equality and diversity input to new Council and Executive committee members and provide the Council and Executive with equality analysis/annual reports so that they are able to take account of equality progression and integration within the University.

### **Objective 3: Developing our people with the support of focused training**

We will be delivering focused learning and development activities which support and embed the changes in culture and skills required to support our staff and students. This will include mandatory training for those in specific roles who will be advised of this requirement.

We will deliver a range of training and development programmes to build the competence and confidence of staff on equality and diversity and will build the leadership and decision-making skills of our senior managers.

### **Objective 4: Embedding equality in the work we are doing to transform our University via the transformation board and the use of Equality Analysis**

In accordance with University policies and procedures, the impact of each major change identified within the Transformation Programme will be assessed to ensure that it meets the requirements of the Equality & Diversity Policy. Each project will be required to undertake the assessment and present this to the PMO prior to proceeding with implementation.

### **Objective 5: Continuing to closely monitor the disproportionate outcomes for BME students in academic misconduct cases seeking where possible to reduce that disproportionality.**

We will continue to monitor the experiences of our BME students, who are disproportionately more likely to go through the academic misconduct process than their white peers, and put resources in place to support them through the academic process.

### **Objective 6: Improving how we respond to those in the University with a disability**

We will build on the work that is ongoing to ensure that we get better at providing reasonable adjustments; we will distribute the 'disability at work' booklet produced by HR with the support of our Staff Network SUDS to new inductees and staff across the University.

We will work closely with Estates to address accessibility issues by setting up a staff/student disability access group. We have established a sound working relationship with Students Union and will continue to consult and engage with them in this area so that we are able to address issues at the earliest opportunity.

### **Objective 7: Better understanding the needs of our staff and students via questionnaires**

We began work in 2008 to improve our understanding of the needs of our staff and will be building on this work by following up on our staff opinion surveys and will publish not only the results but work undertaken to tackle any issues raised through the surveys.

We will put in place the mechanisms to begin to review and monitor the number of staff (and their protected characteristics) that have informal resolution of issues before embarking on formal Grievance or Disciplinary procedures

We will ensure that managers carry out exit interviews so that we can review why staff are leaving the organisation (across the protected characteristics)

**Objective 8: Encouraging a more diverse representation of staff and students**

We will use Equality Analysis as a tool for monitoring and reviewing our recruitment procedures to ensure they are fit for purpose.

## **Appendix A - Legislation**

### **Equality Act 2010<sup>8</sup>**

Under the Equality Act there have been a number of changes to some of the protected characteristics.

#### **Disability (new definition and changes)**

The Act has made it easier for a person to show that they are disabled and protected from disability discrimination. Under the Act, a person is disabled if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities, which would include things like using a telephone, reading a book or using public transport.

The Act includes a new protection from discrimination arising from disability.

This states that it is discrimination to treat a disabled person unfavourably because of something connected with their disability (e.g. a tendency to make spelling mistakes arising from dyslexia). This type of discrimination is only justifiable if an employer can show that it is a proportionate means of achieving a legitimate aim.

The Act also includes a new provision which makes it unlawful, except in certain circumstances, for employers to ask about a candidate's health before offering them work.

#### **Gender reassignment (new definition)**

The Act provides protection for transsexual people. A transsexual person is someone who proposes to, starts or has completed a process to change his or her gender. The Act no longer requires a person to be under medical supervision to be protected – so a woman who decides to live as a man but does not undergo any medical procedures would be covered.

It is discrimination to treat transsexual people less favourably for being absent from work because they propose to undergo, are undergoing or have undergone gender reassignment than they would be treated if they were absent because they were ill or injured.

Age; Marriage/Civil Partnerships; Pregnancy/Maternity, Race; Religion and Belief, Sex; Sexual Orientation (**no Changes**)

### **Some key changes we need to know about**

#### **Positive action**

<sup>8</sup> Acas Equality Act Guidance

As with previous equality legislation, the Equality Act allows you to take positive action if you think that employees or job applicants who share a particular protected characteristic suffer a disadvantage connected to that characteristic, or if their participation in an activity is disproportionately low.

#### Extension of employment tribunal powers

#### Equal pay – direct discrimination

The Equality Act retains the framework that was previously in place. This means that in most circumstances a challenge to pay inequality and other contractual terms and conditions still has to be made by comparison with a real person of the opposite sex in the same employment. However, a change in the Equality Act allows a claim of direct pay discrimination to be made, even if no real person comparator can be found

#### Pay secrecy

The Act makes it unlawful for you to prevent or restrict your employees from having a discussion to establish if differences in pay exist that are related to protected characteristics.



## Events Calendar 2012

Month	Trailblazer Event	Staff Network	Internal/Creative Engagement Programme	The Arts Programme
January		Holocaust Memorial Day		
February	Launch of LGBT History Month	LGBT History Month		
March				Albert Adams Exhibition
April		Desert Island Spirituality		
May		IDAHO		
June				Secret Gardens: Festival of Mass Narratives
September	Conference – Faith and Sexuality			
October	Black History Month		Human Library	Yemeni Roots: Salford Lives Exhibition
November		Armistice Day	Anti - Bullying Week	
		Day of Remembrance for Transgender People		
December		International Day for Disabled People	Suitcases Project Workshop (phase 1)	
		Diversity Week	Be Kind Campaign launch	

# Equality and Diversity Strategy - “*Listen!*” – Communications Plan

## 1. Context

- The University’s new Equality and Diversity Strategy - *Listen!* - sets out a programme of five dimensions of work for ensuring full compliance with both existing and new equality legislation and regulations as well as acknowledging the need to recognise and respect individuals. The associated action plan is linked closely to the University’s six strategic goals which are:-
- **Goal 1** – Transforming learning and teaching:
- **Goal 2** – Transforming research and innovation:
- **Goal 3** – Transforming engagement:
- **Goal 4** – Our people:
- **Goal 5** – Transforming infrastructure and services:
- **Goal 6** – Internationalising the University

At the very heart of the strategy is a focus on compassion; being open to other points of view and being willing to challenge the status quo. *Listen!* is founded in the current equalities legislation, implementation guidelines and established models of good practice but it also focuses on the importance of development and celebration not just compliance

The Equality Act of 2010 provides the basis for a consolidate approach to equality and the Act replaces nine major pieces of legislation and around 100 other measures.

In line with this legislation and guidance and with growing practice across the public sector, the University’s Listen! Strategy will engage with appropriate stakeholders, take account of relevant evidence and of the impact of policies and practices and be realised through appropriate action plans

By aligning *Listen!* with current legislation and models of good practice, the University can focus on the nine separate protected characteristics – identified in law and through regular reporting the University will measure its progress and adapt its strategy accordingly. The nine protected characteristics are: age, disability, sex, gender re-assignment, pregnancy and maternity, race, religion or belief, sexual orientation and marriage and civil partnership. The University will also give due regard to socio-economic status as the 10<sup>th</sup> equality strand which is acknowledged in good practice guidelines.

*Listen!* will ensure that there will not be a compliance dominated approach with an emphasis on target setting which could create an environment of resentment through punitive reporting when targets are not achieved. It has been informed by consultation and information collected over the previous five years. There has been further consultation with the Staff networks, and the Engagement and Consultation Forum and Senate.

## **2. The five dimensions of work**

The five dimensions of work are the bedrock of the strategy and are:

1. **Distributed leadership and local action.** This dimension will focus on the interpretation of the University's overall work in equality and diversity in the context of the work of schools, professional departments and student organisations. The network of Equality and Diversity co-ordinators that has been set up will work with leaders and managers to ensure that the strategy is meaningful for everyone.
2. **Support and protection.** Providing support and protection for staff and students is key to the success of the *Listen!* strategy. The University will continue to encourage the formation of staff and student networks that provide support for minorities, advocacy and serve as "critical friends" of leadership. As well as the five staff networks, an independent mediation service has been set up to deal with issues through advice, mediation and informal resolution.
3. **Continual institutional improvement.** A continual process of improvement is necessary through the review and revision of policies and practices and the training and development of managers at all levels. We are committed to the full implementation of Equality Analysis (EA) required by the equalities legislation. EAs are an opportunity to keep policies and practices under continuing review.
4. **Keystone development programme.** As part of the strategy a running series of events, colloquia, exhibitions, performances and debates will be the keystone development programme holding together and animating our Strategy. A full programme of events for each academic year will be developed and our Chancellor will play a lead role.
5. **Communication, measurement and reporting.** Communicating the various aspects of *Listen!* will be integrated into the University's Communications Strategy. Measuring our progress will form part of our overall key performance indicators. The experience of staff and students of equality and diversity will be measured by our satisfaction surveys.

A new Equality and Diversity Advisory Group has been set up comprising directors, theme leads, students union and governance to support the VC who has lead management responsibility for Equality and Diversity. The Equality and Diversity Strategy is linked to the six primary goals in the University's Strategic Plan with clear, key performance measures.

## **2. The University's position**

- Our Equality and Diversity Strategy 'Listen' will be the overarching approach looking at how we will be delivering against these objectives. This document aims to explain how equality objectives have been determined, what improvements will be achieved and how progress will be measured over the next 4 years.
- We will ensure that the design, delivery and commissioning of programs and services are fair, equitable and accessible

- The main drivers behind the document are: a) compliance with the public sector equality duty as outlined in the Equality Act 2010  
b) Improvement of the University's performance in relation to Equality and Diversity.
- Equality objectives have been devised following consideration of multiple information sources (equality monitoring, results of consultation and engagement with staff and students, collective understanding of the issues the protected groups in the University are facing).
- Equality objectives have been developed on a service level and form an integral part of the business planning process and although the objectives are set for 4 years, the actions and milestones will be reviewed annually in line with the business planning cycle to ensure they remain challenging and reflective of current developments and circumstances.
- Wherever possible the objectives are SMART (specific, measurable, achievable, realistic and timed), however, in some circumstances milestones rather than measurable targets have been used.

### **3. Objectives**

The objectives of the communications plan are as follows:

- Promote the University as a champion of equality and diversity with key stakeholder groups including employees and students
- Promote its achievements to date in the equality and diversity areas
- Promote the commitment to engagement and consultation with all key stakeholders
- Ensure alignment between the Strategic Plan and the Equality and Diversity Strategy and particularly with the vision, mission and values embedded in the Strategic Plan which include:
  - Diversity, humanity, fairness and respect
  - The highest academic, professional and ethical standards
- Acknowledge the results from the staff experience and student experience surveys i.e. complaints of discrimination and bullying and harassment and the need to improve significantly in those areas.

### **4. Key messages are:**

- The University takes its commitment to equality and diversity very seriously.
- It is leading from the top: our VC, Martin Hall is personally committed to driving through these changes and commitments
- The key to delivering the agenda successfully is leadership. We are suggesting that each manager will demonstrate commitment by the following:
  - Taking on clear, measurable targets in their performance appraisal

- Engaging in dialogue with students and staff who identify themselves by that particular protected characteristics

#### **4. Stakeholders/audiences**

The stakeholder groups are as follows:

- Employees
- Students
- Media
- Local community

#### **6. Timings and approach**

The Equality and Diversity Scheme and supporting strategy, together with this draft communications plan will go before the EDAG on the 16<sup>th</sup> January, 2012. Once approval has been given, it is planned to begin communicating the strategy from the beginning of April

The approach will be open and direct, acknowledging areas for improvement and development, areas of good practice and progress over the last year,

#### **7. Channels of communication**

In any form of engagement/consultation, face to face is regarded as the most appropriate means of communication. However, given the scale of the challenge and the other priorities the University is pursuing at present, the following channels of communication are suggested. These are as follows:

##### Employees:

- Staff Channel via US Online
- US Online news bulletin to all employees
- US Online monthly update to all employees
  
- Leadership Updates for staff
- Via VC Breakfast briefing
- Via staff networks (BME, Disabled, LGBT, SSWAN, Faith Forum)
- Via the Equality and Diversity co-ordinators

##### Students

- Student Channel
- Students' Union
- Via LGBT network and other liberation societies

## Media

- Targeted media releases
- Top story on home page of website
- Equality and Diversity website

## Community

- Local partners such as Salford Equality Network and Salford City Council
- Local MP
- Equality and Diversity website

## **8. Champions/Advocates**

It is suggested that to support the equality and diversity key messages, champions of equality and diversity should be appointed, alongside VC Martin Hall,

In addition, the representatives of the University's staff networks should also be encouraged to play a key role in promoting the importance of the exercise.

## **Events funding criteria – for Listen!**

In order to apply for funding under the ‘Listen!’ programme event planners must meet the following criteria:-

- Meeting at least one equality objective, as outlined in the Strategy document
- Engage with the theme for ‘Listen!’ which in 2012 is ‘Compassion’
- How the event will meet the general duty as outline in the Equality Act 2010<sup>9</sup>
- How the need for the event was identified, evidence of consultation
- Plan of delivery
- What support is required centrally, both financially and resources
- Clearly articulate audience and how engagement is going to happen
- Marketing

<sup>9</sup> The General duty is the elimination of discrimination, harassment and victimisation, advances the equality of opportunity and promotes good relations between groups.



---

SHARPENS YOUR THINKING

## **An Inclusive Culture informed by Race Equality**

### **Race Equality Policy (REP) 2010-2013**

## **Accessible Information**

This document is accessible electronically and in large print. If you require an alternative format, please contact Telephone-Minicom Student and Learning Services (0114) 225 394.

## **Contents**

Introduction	4
Legal context	5
Key themes of the REP	5
Community Involvement	6
University Governance, Leadership, and Management	7
Information gathering	7
Equality Impact Assessments	8
Annual review	8
Appendix 2-Equality and Diversity reporting structure	19

## **Introduction**

1. Sheffield Hallam's Race Equality Policy (REP) 2003 sets out the University's vision for Race Equality. The REP aimed to initiate action and lay the foundations for the future progression of Race Equality. The revised Race Equality Policy and Action Plan 2010-2013 will build upon the achievements of the first policy, and set out the key priorities for the University in fulfilling the Race Equality Duty. The embedding of Race Equality throughout the University will ensure that policies, procedures, practice and behaviours are all conducive to achieving equality for people of all ethnicities, racial groups and nationalities.
2. The Corporate Plan welcomes the increasing diversity of students over the next decade and identifies creating a 'high quality, vibrant and challenging learning experience' for all those students as one of its key goals. The Plan also recognises that 'the future success of the University will be delivered by its staff' and that recruiting, developing and retaining a diverse range of people and maximising everybody's potential by creating a productive environment in which all are valued, where talents are utilised, is one of the essentials for achieving that success.
3. The REP Action Plan has been designed to enable the University to make significant progress towards achieving its vision of race equality and to measure that progress. The actions outlined have been identified by involving staff, students, staff responsible for relevant services and community networks in Sheffield City. The actions will be reviewed and reported on annually, and staff and students from all ethnic backgrounds will be involved at every stage of development.
4. The Plan is categorised by the lead service provider for a related set of actions for which the provider is primarily but not exclusively, responsible. The objectives are broad in scope but will lead to more specific action plans for each area and developed by the lead service provider. The actions cover specific staff and student issues as well as ones which are of more general impact.
5. The University will undertake the steps set out in the Plan. The Plan is considered to be a living document and it is therefore accepted that if aspects of the plan cannot be achieved within the timescale, the objective/objectives will be revised and reported.
6. The University is working towards the development of a Single Equality Scheme in anticipation of the enactment of the Single Equality Bill. Race equality will be considered an interconnected strand of the Single Equality Duty. There will be a number of actions which are relevant to all the protected characteristics and

some which are specific to particular strands. Highlighted in this action plan are some specific actions which relate to all or most strands and some which are more specific.

## **Legal Context**

7. The Race Relations Act (1976) as amended by the Race Relations (Amendment) Act (RRAA) 2000 prescribes that a person is 'protected against discrimination, segregation, and victimisation on the grounds of racial origin, ethnic grouping, colour and national origins (*Protection on the grounds of nationality is subject to compliance with immigration law*).'
8. The RRAA (2000) and subsequent (Statutory Duties) order 2001 placed a legal duty on public bodies, (inclusive of Universities) to promote race equality. The duty means that for all relevant functions and policies, the University must aim to:
  - ❖ Eliminate unlawful racial discrimination
  - ❖ Promote equality of opportunity
  - ❖ Promote good relations between people of different racial groups
9. The duty is applicable to both staff and students and provides protection in the areas of employment, study, the provision of goods, facilities and services.
10. Public bodies must comply with both the general duty to promote race equality and the specific duty.

## **General Duty**

11. The General duty set out above involves the University ensuring that the core principles of race equality are embedded in to all of the following functions:
  - ❖ Recruitment, admission and enrolment of students
  - ❖ Curriculum design and delivery
  - ❖ Assessment and academic progress
  - ❖ Student Complaints, appeals, and disciplinary processes
  - ❖ Staff recruitment and selection
  - ❖ Career progression, appraisal and staff development
  - ❖ Staff grievance and disciplinary processes
  - ❖ Public procurement and partnership with communities
  - ❖ Cultural environment

## **Specific Duty**

12. The Specific Duty provides that the University:
  - ❖ Publish a race equality policy which sets out how the University will meet the race equality duty
13. Information on how Sheffield Hallam will assess, monitor and evaluate the impact of relevant policies on staff and students from different racial groups. (*Categories of racial groups are defined as the Census category groups.*)
  - a. *'The race equality duty with regard to employment states that public bodies including Universities must monitor staff by racial group for staff in post, applications for employment, and promotion and training. Employers who have in excess of 150 employees must also monitor for performance appraisals, grievances, disciplinary action, and reason for leaving employment to be published annually'.*
14. Take steps as are reasonable practicable to publish the results of the information and data gathering processes annually.

## **Key themes of the Race Equality Policy and Action Plan 2010-2013**

15. Race Equality remains a key priority for the University and it will continue to demonstrate commitment to a vibrant and advancing race equality framework; and it is recognised the changing demographic of the local, regional and national population will have a significant impact on the way that the University carries out its corporate plan objectives. The University is an innovative and modern University with a growing national and international presence, it is therefore accepted that the Race Equality Policy should be reflective of and aligned with improving the UK and international student experience, and managing and developing a diverse and culturally informed workforce. The Key themes of the Race Equality Policy are:

- ❖ A diverse, talented and culturally informed workforce
- ❖ The BME Student Experience
- ❖ Internationalisation

## **Involvement**

16. The REP Action Plan has been developed with the involvement and participation of the University Community, in order to set out the actions Sheffield Hallam will take to achieve and maintain an inclusive environment informed by race equality.

17. A race equality consultation took place in May 2010 to assess which measures need to be put in place in order for us to actively promote and embed race equality throughout the University. The University will continue to involve staff and students and BME communities throughout the life cycle of the race equality action plan and the initial consultation will be seen as the start of this process.

### **University Governance, Leadership and Management**

18. The Board of Governors has ultimate legal accountability for compliance with the Race Equality Duty and relevant legislation, and it will receive annual progress reports on the REP in conjunction with reports on other equality and diversity issues.
19. Strategic leadership is provided by the Secretary and Registrar who is a member of the University Executive Group. The Secretary and Registrar exercises delegated responsibility and accountability to the Vice-Chancellor and the Board of Governors.
20. The Equality and Diversity Strategy Group chaired and led by the Secretary and Registrar, will be responsible for co-ordinating the annual review of the REP and the development of subsequent Schemes. The University's Equality and Diversity Team provide advice, guidance and support to the Equality and Diversity Strategy Group on relevant legislation and developments in Equality and Diversity.
21. Faculties and Departments are responsible for undertaking actions as identified in the University's REP Action Plan and for implementing the outcomes of University and local equality impact assessments. As with all significant developments this will be organised through the University's business planning process.

### **Information gathering**

22. Comprehensive and accurate qualitative and quantitative information is crucial as it enables the University to identify issues and measure progress in achieving equality.
23. One important part of this is the outcome of consulting with and involving the University community through focus groups activity, the National Student Survey, and the Employee Opinion Survey both of which are analysed by protected characteristics.
24. Quantitative data on the student and staff 'life cycle' is collected and analysed. Currently the University has more data about students than staff but the aim is to develop a comprehensive range of statistics, covering the recruitment, development, progression and retention of staff by race, and the recruitment,

progression, retention, the recruitment of a diverse spectrum of students and degree attainment of students.

25. A final source of information is from Equality Impact Assessments, which will inform the REP Action Plan.

### **Equality Impact Assessments**

26. Equality Impact Assessments (EIA's) are a tool which enables the University to measure how we are meeting our legal duties under Equalities Legislation. An EIA is essentially an evaluation of impact of a particular, policy, procedure or practice on the protected characteristic groups (currently gender, racial/ethnic, disability groups).
27. EIA's are a legal requirement and the University Executive Group has agreed the process by which EIA's will be implemented. The Equality and Diversity Strategy Group, chaired by the Secretary and Registrar, is overseeing progress on EIA's and an EIA Working Group has been established to support the development of the programme.
28. Senior managers across the University are in the process of establishing policies and practices for EIA's and the timescales for undertaking them. This process is being facilitated by the EIA co-ordinator based in the University Secretariat who is providing briefing sessions, guidance materials, and advice.
29. An electronic system has been purchased to enable the University to record and publish results of EIA's.

### **Annual Review**

30. Annual reports are planned for the three year period 2010-2013 under the existing legislation and the Equality Act 2010 under the Single Equality Duty.

The Annual report will include:

- ❖ Progress against the actions in the Action Plan;
- ❖ Key achievements and examples of good practice;
- ❖ Analysis and results of information gathered;
- ❖ Identification of gaps in information and knowledge and plans to address them;
- ❖ Progress on undertaking impact assessments and information about relevant outcomes and actions from impact assessments.

## Race Equality Policy Action Plan 2010-2013

Appendix 1

### Student and Learning Services: Pre-enrolment and Outreach, UK Recruitment, School and College Partnerships

Objective	Implementation	Outcome	Review/Deadline	Responsibility/Joint Responsibility	Monitoring/Evaluation
<b>SLS1:</b> To conduct an equality impact assessment of the recruitment and outreach services with due regard to gender ethnicity and disability	To evaluate the impact of UK recruitment and outreach activities.  To provide an evidence base for good practice and to report to the EDSG on how these activities are promoting the three existing equality duties.	<b><i>Improving the Student Experience</i></b>	To be reviewed once every three years	Head of Pre-enrolment  EIA Lead for Student and learning Services	Director of Student and Learning Services
<b>SLS2:</b> To identify minority ethnic groups which may be under-represented in the University as a whole or in parts of the University and identify and undertake outreach and recruitment	Analyse the student recruitment data  Identify target groups  Investigate good practice in other institutions in outreach activities directed at	<b><i>Improving operational effectiveness</i></b>  Compliance with the general and specific race equality duty, by	To be reviewed and reported on annually	Head of Pre-enrolment Services  UK Recruitment and Outreach manager  School and College Partnership Manager	Director of Student and Learning Services

activities designed to increase the representation	particular groups  Design and implement outreach activities designed to encourage those groups to apply.	ensuring that race equality is embedded into our core student processes			
--	--	---	--	--	--

## Marketing

Objective	Implementation	Outcome	Review/Deadline	Responsibility/Joint Responsibility	
<b>MK1:</b> To create and promote a University-wide campaign which promotes Diversity and Inclusivity.	Work in Partnership with and involve a broad spectrum of people from diverse backgrounds from within the University and external community groups  Under-representations of specific equality groups should be taken in to account and inform the	<b>Raising our Profile</b>	To be completed April 2011 and reviewed annually	Head of UK Student Marketing	Director of Marketing

	<p>brief for the campaign.</p> <p>Current Equalities Reports and data should be used as a guide to under-representation</p>				
<b>MK2:</b> To carry out an audit of current marketing processes to assess at which points race equality is being promoted. Current Sheffield Hallam equality data can be used to indicate under-representation of specific racial groups.		<p><b>Raising our profile</b></p> <p><b>Improving operational effectiveness</b></p>	To be completed by April 2011 and reviewed annually	Head of UK Student Marketing	Director of Marketing

## Inclusive Practice

Objective	Implementation	Outcome	Review/Deadline	Responsibility/Joint Responsibility	Monitoring/Evaluation
<b>IP1:</b> To ensure that gender, race and disability equality is mainstreamed into Inclusive Practice delivery and guidelines.	Ensuring that Gender Equality is implemented during :  Curriculum design and development  Learning and teaching activities  The Learning and Teaching Institute to develop an action plan around inclusive practice	<b><i>Improving the Student Experience</i></b>	To be reviewed annually	The Head of the LTI	Director of Student and Learning Services

## Student Academic Achievement

Objective	Implementation	Outcome	Review/Deadline	Responsibility/Joint Responsibility	Monitoring /Evaluation
To develop and implement ways of improving the student achievement of	Identify underachieving groups	<b><i>Improving the Student Experience</i></b>  <b><i>Raising</i></b>	Action plan to be developed	To be led by the PVC Development and Society  LTI	Academic Board

underachieving ethnic minority groups.	<p>groups</p> <p>Investigate best practice in other institutions in improving performance of particular groups</p> <p>Develop and implement ways of improving the achievement of identified groups.</p>	<i>achievement</i>		Equality and Diversity team	
--	---	--------------------	--	-----------------------------	--

### **Secretary and Registrar's Department: Strategic Planning and Intelligence/ Registry Services/ University Secretariat**

Objective	Implementation	Outcome	Review/Deadline	Responsibility/Joint Responsibility	Monitoring /Evaluation
<b>SRD1:</b> To work with the Equality and Diversity Team to identify the key student data (relating to gender, disability and race) which needs to be collected, analysed and reported, covering the	<p>Identification of need, of current availability, of further collection, reporting and analysis required.</p> <p>Allocation of responsibilities</p>	<b><i>Improving the Student Experience</i></b>	To be reviewed annually	Head of Strategic Planning and Intelligence, Deputy Secretary, Deputy Secretary	Secretary and Registrar

student journey from recruitment to award, and aspects of the student experience such as appeals, complaints, academic conduct, fitness to practise and discipline. And to identify appropriate responsibilities for undertaking the work and timescales.	Production of reporting schedules				
---	-----------------------------------	--	--	--	--

## University Secretariat

Objective	Implementation	Outcome	Review/Deadline	Responsibility/Joint Responsibility	Monitoring/Evaluation
<b>US1:</b> To plan and organise a race equality consultation to involve staff and students in the further development and delivery of the policy		<b>Improving the student experience</b>  <b>Managing and developing our people</b>	Ongoing throughout 2010-2013	Deputy Secretary  Equality and Diversity Officer	Secretary and Registrar

<p><b>US2:</b> To establish a race equality working group comprising of key stakeholders from across the University</p>	<p>E&amp;D Team to initiate first meeting and contact stakeholders</p> <p>The working group will address training in promoting race equality</p> <p>Improving the BME student and staff experiences</p> <p>Improving the International student experience</p> <p>Promoting good relations between racial groups</p>	<p><b>Improving the student experience</b></p> <p><b>Managing and developing our people</b></p> <p><b>Raising our Profile</b></p>	<p>Ongoing throughout 2010-2013</p> <p>First meeting to be held October 2010</p>	<p>Deputy Secretary Equality and Diversity Officer</p>	<p>Secretary and Registrar</p>
---	---	---	--	--	--------------------------------

## Human Resources

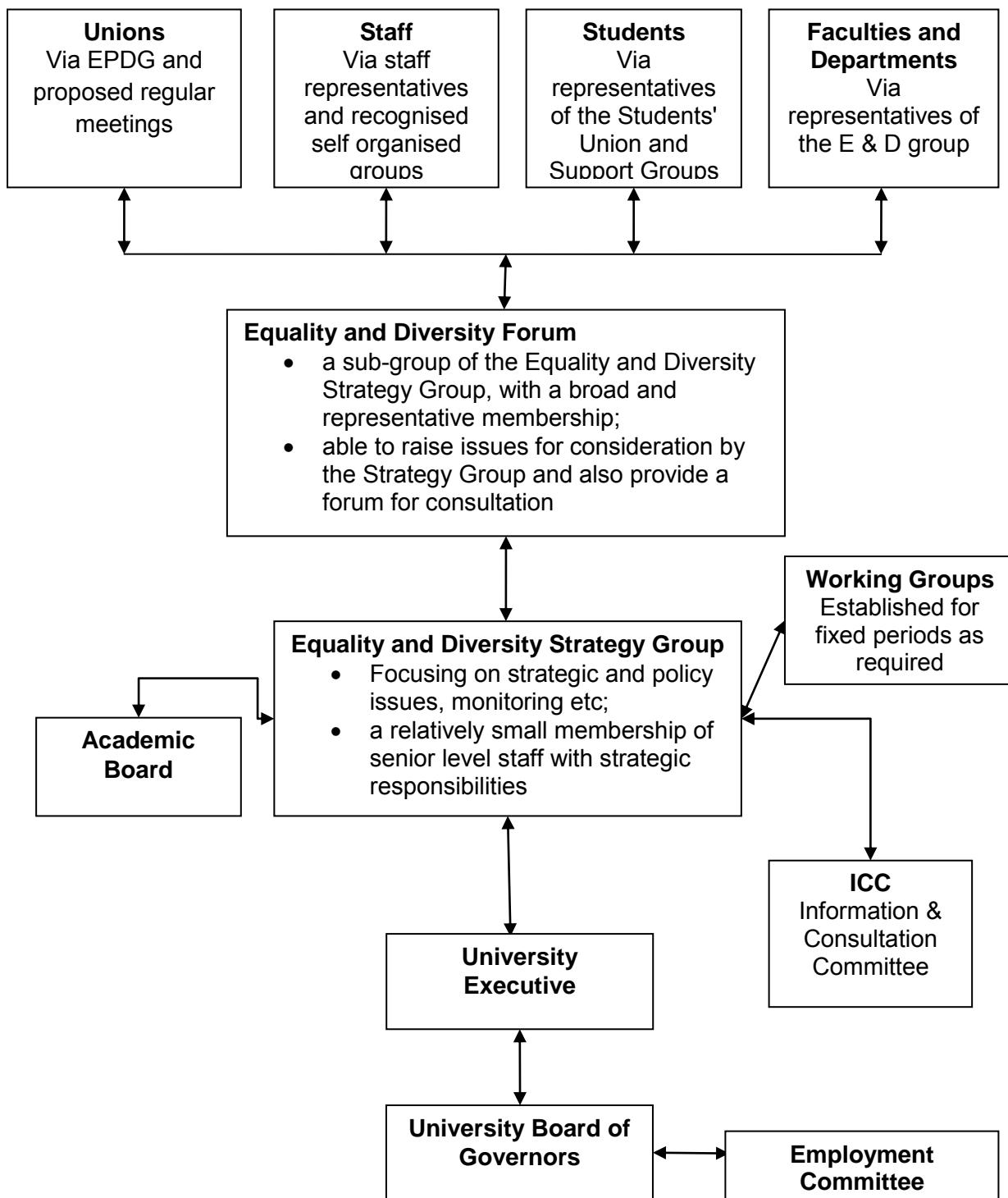
Objective	Implementation	Outcome	Review/Deadline	Responsibility/Joint Responsibility	Monitoring/Evaluation
<b>HR 1:</b> To undertake a training needs analysis for staff relating to race equality. Identify priorities and deliver as appropriate.	Training needs analysis	<p><b><i>Managing and developing our people</i></b></p> <p>An E&amp;D informed and supported workforce</p>	To be reviewed annually	HR Assistant Director	HR Director
<b>HR2:</b> To gather, monitor and analyse employment and equalities data relating to race, gender and disability. This includes recruitment, development, promotion, retention, bullying and harassment, grievance, and disciplinary. The data should also include comparisons to	<p>An evaluation of current data gathering, and monitoring systems</p> <p>Involvement of the E&amp;D team in Resource Link upgrades</p> <p>Alignment of data gathering process with the gender equality review and reporting cycle</p>	<p><b><i>Managing and developing our people</i></b></p> <p>Efficient submission of data within the gender equality cycle</p> <p>Compliance with the specific and general equality duty</p> <p>An evidence-base for strategic, operating/action</p>	To be reviewed annually	HR Assistant Director	

other equality strands i.e. minority ethnic women		plans			
<b>HR3:</b> To identify and explore under/over representation of specific racial groups in the workforce at all levels. Local, Regional and National census indicators should be used in order to determine whether there is an under/over representation.	Positive action may be implemented if/when necessary to account for imbalances/under-representations <i>Section (37) and (38) of the RRAA 2000</i>	<b>Managing and developing our people</b>	To be reviewed annually	HR Assistant Director Workforce Development  Manager Workforce Development	HR Director
<b>HR4:</b> To review the current Leadership/management programme with due regard to race equality.  To ensure that the current leadership programme is actively promoted to BME staff.	Audit of the leadership programme to determine BME participation rates on the programme.	<b>Managing and developing our people</b>	To be reviewed annually	Assistant Director	HR Director

## **Finance Directorate**

<b>F1:</b> To embed Race, Gender and Disability Equality into the University Procurement procedures	Equalities audit of existing procurement procedures	<b>Maintaining Financial Sustainability</b>  Broadening the range providers to ensure best value for money	To be reviewed annually	Deputy Director of Finance	Director of Finance
---	---	--	-------------------------	----------------------------	---------------------

## Appendix 2 Equality and Diversity Structure



**University of Birmingham  
Equality Act 2010  
Publication of Equality Information**

## **Contents**

- 1. Background**
  - [The Equality Duty](#)
  - [Publication of information](#)
- 2. Introduction to the report**
- 3. Employment information**
  - [Introduction](#)
  - [Age](#)
  - [Disability](#)
  - [Gender Identity](#)
  - [Pregnancy and Maternity](#)
  - [Race](#)
  - [Religion or Belief](#)
  - [Sex](#)
  - [Sexual Orientation](#)
- 4. Student information**
  - [Introduction](#)
  - [Outcomes](#)
  - [Age](#)
  - [Disability](#)
  - [Gender Identity](#)
  - [Pregnancy and Maternity](#)
  - [Race](#)
  - [Religion or Belief](#)
  - [Sex](#)
  - [Sexual Orientation](#)
  - [Multiple Identities](#)
  - [Complaints](#)

**University of Birmingham**  
**Equality Act 2010**  
**Publication of Equality Information**

## **Background**

---

This report provides information on how the University of Birmingham is meeting its responsibilities under the Equality Act 2010 Equality Duty. It is published with regard to the specific duty to publish equality information to demonstrate compliance with the three aims of the Equality Duty and to make this information publicly available.

### **The Equality Duty**

As a public sector organisation, the University has duties under the Equality Act 2010 to promote equality - the Equality Duty. The Equality Duty requires that the University has 'due regard' in carrying out its activities of the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people from different groups by considering the need to:
  - Remove or minimise disadvantages suffered by people due to their protected characteristics
  - Meet the needs of people with protected characteristics
  - Encourage people with protected characteristics to participate in public life or other activities where their participation is low
- Foster good relations between people from different groups

The Equality Duty applies in relation to the protected characteristics of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

### **Publication of Information**

The University has duties to publish information demonstrating its compliance with the Equality Duty by 31<sup>st</sup> January 2012, and to prepare and publish one or more equality objectives that support the aims of the Equality Duty by 6<sup>th</sup> April 2012. The information and objectives must be published in a manner that is accessible to the public.

The report is intended to meet the first of these requirements – the publication of information to demonstrate compliance with the Equality Duty. The Equality Act requires that this includes information relating to people who share a relevant protected characteristic who are employees and other people affected by the organisation's policies and practices, (i.e. our students). Our aim is to present this information in a format that provides members of the public with an accessible overview of activities to promote greater equality. If you require further information on the report, please contact the University's equality team at [equality@contacts.bham.ac.uk](mailto:equality@contacts.bham.ac.uk).

## **Introduction**

---

### **Promoting equality – an overview**

The University of Birmingham has a longstanding commitment to the promotion of equality and undertakes a wide range of activities to promote better outcomes and meet the needs of different groups of students and staff. We seek to mainstream and embed consideration of equality into our activities and decision-making through a range of means, including:

- Providing forums for feedback and consultation. This includes a central Diversity Forum of student and staff representatives from across the range of protected characteristics; staff disability, race and LGBT groups and student disability, international student and black and minority ethnic associations.
- Introducing an Inclusive Curriculum Working Group and Student Access and Progress Committee to ensure that all students are given the best chance to succeed and equality considerations are integrated into academic programme and module validations.
- Using data on how students from different equality groups are performing to identify potential issues and develop interventions at School level. For example, in 2011 the School of Psychology noted that students from some ethnic groups had poorer attainment levels than others and is now introducing additional support for those students.
- Regularly reporting on equality data and issues to the University Executive Board through our Equality Executive Group.
- Providing equality training for our staff.

Our work in promoting equality is evidence-based and underpinned by consultation with students and staff, analysis of the data we hold on the protected characteristics and benchmarking of our performance and practices against the wider higher education sector. Examples of some of the current activities to promote equality that have been developed through this process include:

- Mentoring schemes to support minority ethnic students and sexual minority students into employment
- Development of a Student Parent and Carer Society
- A Staff Disability and Additional Needs Service
- Joining the Athena SWAN Charter to promote and support sustainable careers for female academics working in science, engineering and technology
- Developing a DVD on the female Muslim experience on campus

### **Compliance with the Equality Duty**

To support the promotion of equality, the University has previously developed specific race, disability and gender equality schemes, which set objectives to promote equality in relation to those characteristics. Following the introduction of the Equality Act 2010, we have begun the development of a new, single equality scheme. The scheme has been developed in consultation with students and staff through a series of consultation events held in 2011. The new scheme

will encompass race, gender and disability and the new protected characteristics of age, gender reassignment, pregnancy and maternity, religion or belief and sexual orientation.

The information presented in this report has informed the development of the new single equality scheme and the setting of equality objectives in that scheme to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. The University also intends to review its current equality impact assessment process in light of the Equality Duty and introduce an improved equality analysis methodology that can be more easily embedded into University processes. This will support the consideration and embedding of the Equality Duty aims in policy development and decision-making.

The single equality scheme will be approved by University Council in February 2012 and will be made publicly available alongside this report on the University website at:  
[www.birmingham.ac.uk/university/about](http://www.birmingham.ac.uk/university/about).

### **Information on employees and students**

The following sections of this report provide demographic information on our staff and student bodies by the protected characteristics of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The report also provides information by protected characteristic in relation to key employment and education processes and evidence of current and future activities to promote equality.

## Employment Information

### Introduction

---

Information to demonstrate compliance with the Equality Duty in relation to the University's role as an employer is presented below, in relation to the protected characteristics of age, disability, gender identity, pregnancy and maternity, race, religion or belief, sex and sexual orientation. In relation to each characteristic there is:

- An overview of the data
- Data sets
- Information on activities to promote equality

The data is taken from a snapshot of the staff population in December 2011. Data on employment processes, such as recruitment and turnover, is for the 2011 calendar year. Comparative data for the higher education sector is for the 2009/10 academic year and is provided by the Higher Education Statistical Agency (HESA).

As of December 2011, the University employs 6,115 staff. Staff are employed in three main groups:

- **Academic staff** – These are our teaching and research staff and include roles such as Research Fellow, Lecturer and Professor. Academic staff are predominantly employed in the University's 5 academic Colleges - Arts and Law, Engineering and Physical Sciences, Life and Environmental Sciences, Medical and Dental Sciences and Social Sciences. 38% of all University staff are employed in Academic posts.
- **Admin and Other Related staff** – These staff are employed in a wide range of non-academic professional roles, such as admissions officers, statisticians and I.T. specialists. Admin and Other Related staff are employed in Professional Services' budget centres and in the academic Colleges. 25.5% of all University staff are employed in Admin and Other Related posts.
- **Support staff** – Support staff are employed in a wide range of manual and clerical roles across the University, such as cleaning, catering and junior administration roles. Support staff are employed in Professional Services budget centres and in the academic Colleges. 36.5% of all University staff are employed in Support posts.

## Age

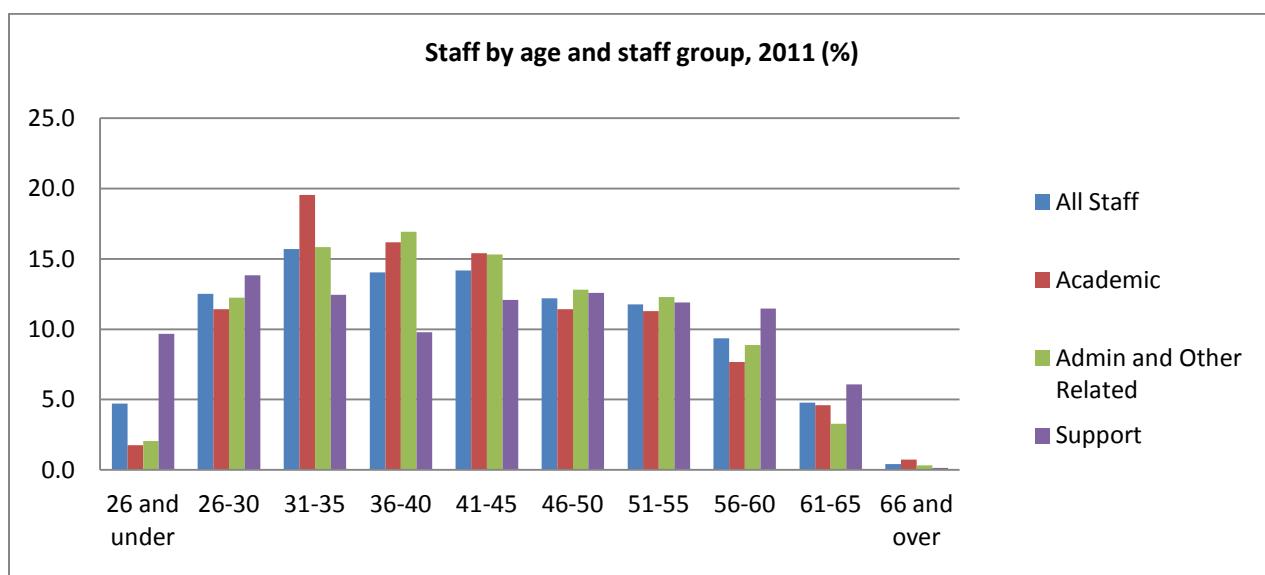
### Overview of staff age data

Our data for 2011 shows:

- The University employs staff aged from 17 to 70, with a mean average age of 42.
- Age profiles vary by staff group. Academic research staff have the youngest staff profile with an average age of 34. Academic teaching staff have an average age of 46.
- Support posts employ the most diverse range of ages at the University, encompassing both the highest proportion of staff under 26 and staff aged over 60.
- The University's age profile is in line with the higher education sector average overall. By staff group, a greater proportion of our Academic staff are aged 50 or under (76%) compared to the sector average (69%).

### Staff population by age

#### a) Age and staff group

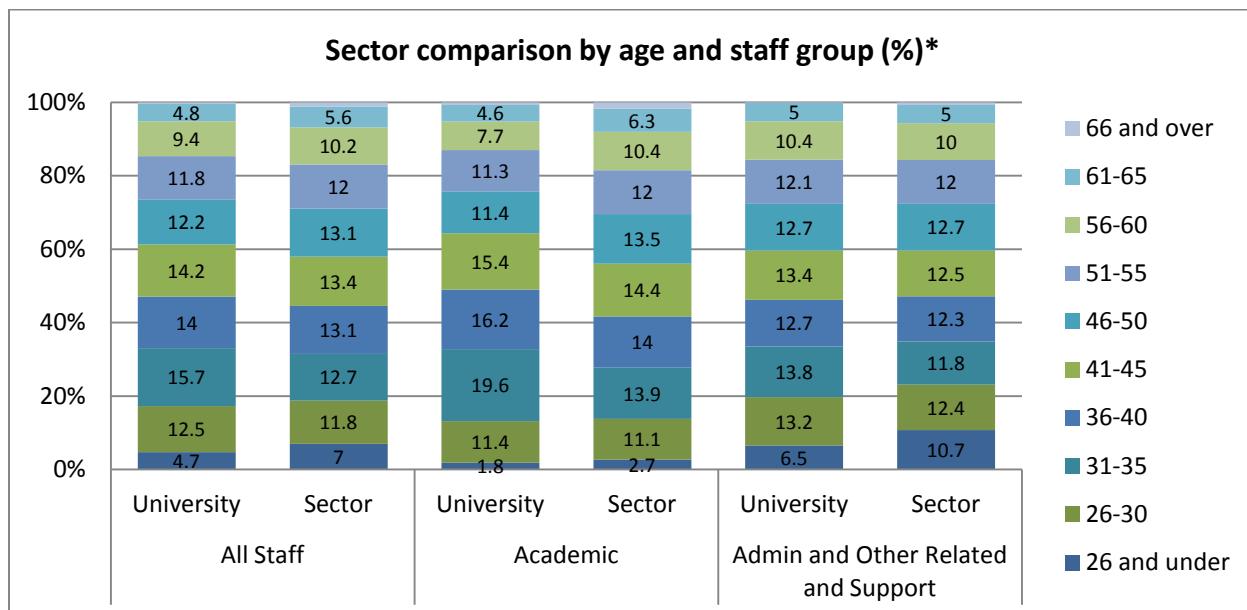


**Staff by age and staff group, 2011**

		All Staff	Academic staff	Admin and Other Related staff	Support Staff
26 and under	No.	288	41	32	215
	%	4.7	1.8	2.1	9.7
26-30	No.	765	267	190	308
	%	12.5	11.4	12.2	13.8
31-35	No.	980	457	246	277
	%	15.7	19.6	15.8	12.4
36-40	No.	859	378	263	218

	%	14.0	16.2	16.9	9.8
41-45	No.	867	360	238	269
	%	14.2	15.4	15.3	12.1
46-50	No.	746	267	199	280
	%	12.2	11.4	12.8	12.6
51-55	No.	720	264	191	265
	%	11.8	11.3	12.3	11.9
56-60	No.	572	179	138	255
	%	9.4	7.7	8.9	11.5
61-65	No.	293	107	51	135
	%	4.8	4.6	3.3	6.1
66 and over	No.	25	17	5	3
	%	0.4	0.7	0.3	0.1
Total	No.	6115	2337	1553	2225
Total	%	100%	100%	100%	100%

### b) Higher Education sector comparison



\* Sector data is for the 2009/10 academic year.

c) Age and grade

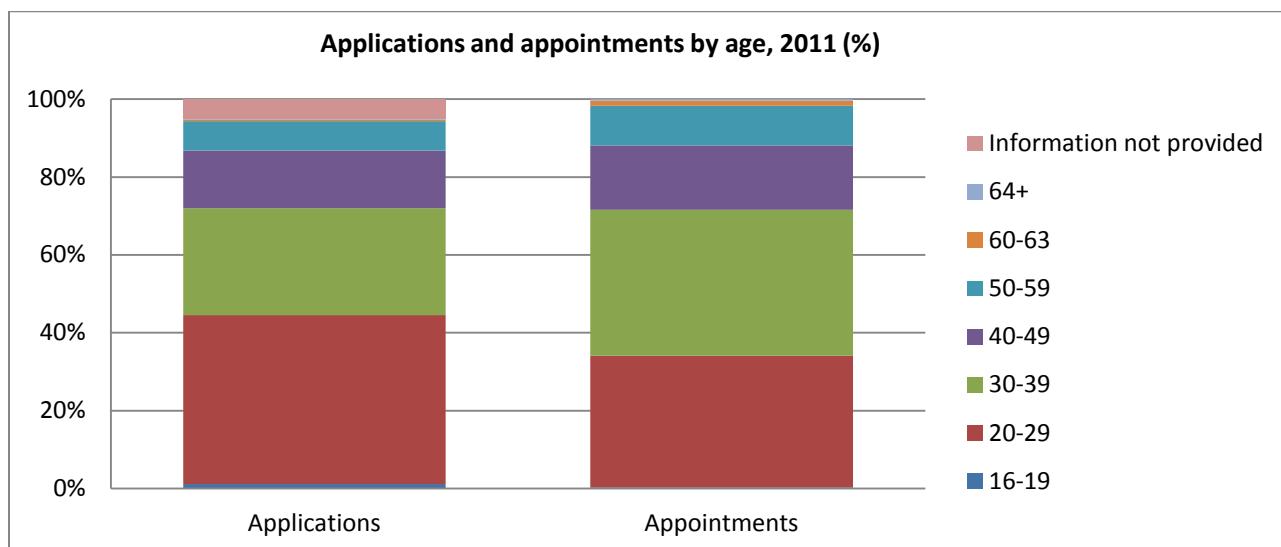
Academic staff by age and grade, 2011							
		All Academic Staff	Research Associate	Research Fellow	Lecturer and Research Fellow 2	Senior Lecturer, Senior Research Fellow & Reader	Professor
26 and under	No.	41	23	17	1	0	0
	%	1.8	19.5	2.9	0.1	0.0	0.0
26-30	No.	267	48	179	41	0	0
	%	11.4	40.7	30.2	5.8	0.0	0.0
31-35	No.	457	25	214	190	29	1
	%	19.6	21.2	36.1	26.9	5.3	0.3
36-40	No.	378	8	91	160	103	16
	%	16.2	6.8	15.3	22.6	18.8	4.3
41-45	No.	360	8	43	139	126	44
	%	15.4	6.8	7.3	19.7	23.0	11.9
46-50	No.	267	3	24	77	87	72
	%	11.4	2.5	4.0	10.9	15.8	19.5
51-55	No.	264	1	17	59	91	100
	%	11.3	0.8	2.9	8.3	16.6	27.0
56-60	No.	179	1	5	22	68	81
	%	7.7	0.8	0.8	3.1	12.4	21.9
61-65	No.	107	0	2	15	42	47
	%	4.6	0.0	0.1	0.6	1.8	2.0
66 and over	No.	17	1	1	3	3	9
	%	0.7	0.8	0.2	0.4	0.5	2.4
Total	No.	2337	118	593	707	549	370
Total	%	100%	100%	100%	100%	100%	100%

Admin & Other Related staff by age and grade, 2011							
		All Admin and Other Related staff	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
26 and under	No.	32	31	1	0	0	0
	%	2.1	7.1	0.2	0	0	0
26-30	No.	190	92	81	14	3	0
	%	12.2	5.9	5.2	0.9	0.2	0.0
31-35	No.	246	81	102	54	8	1
	%	15.8	5.2	6.6	3.5	0.5	0.1
36-40	No.	263	80	94	63	20	6

	%	16.9	18.2	16.9	15.9	17.4	13.0
41-45	No.	238	49	86	77	18	8
	%	15.3	3.2	5.5	5.0	1.2	0.5
46-50	No.	199	36	60	69	21	13
	%	12.8	2.3	3.9	4.4	1.4	0.8
51-55	No.	191	29	59	66	25	12
	%	12.3	1.9	3.8	4.2	1.6	0.8
56-60	No.	138	31	47	40	14	6
	%	8.9	2.0	3.0	2.6	0.9	0.4
61-65	No.	51	10	22	14	5	0
	%	3.3	0.6	1.4	0.9	0.3	0.0
66 and over	No.	5	0	4	0	1	0
	%	0.3	0.0	0.3	0.0	0.1	0.0
Total	No.	1553	439	556	397	115	46
	%	100%	100%	100%	100%	100%	100%

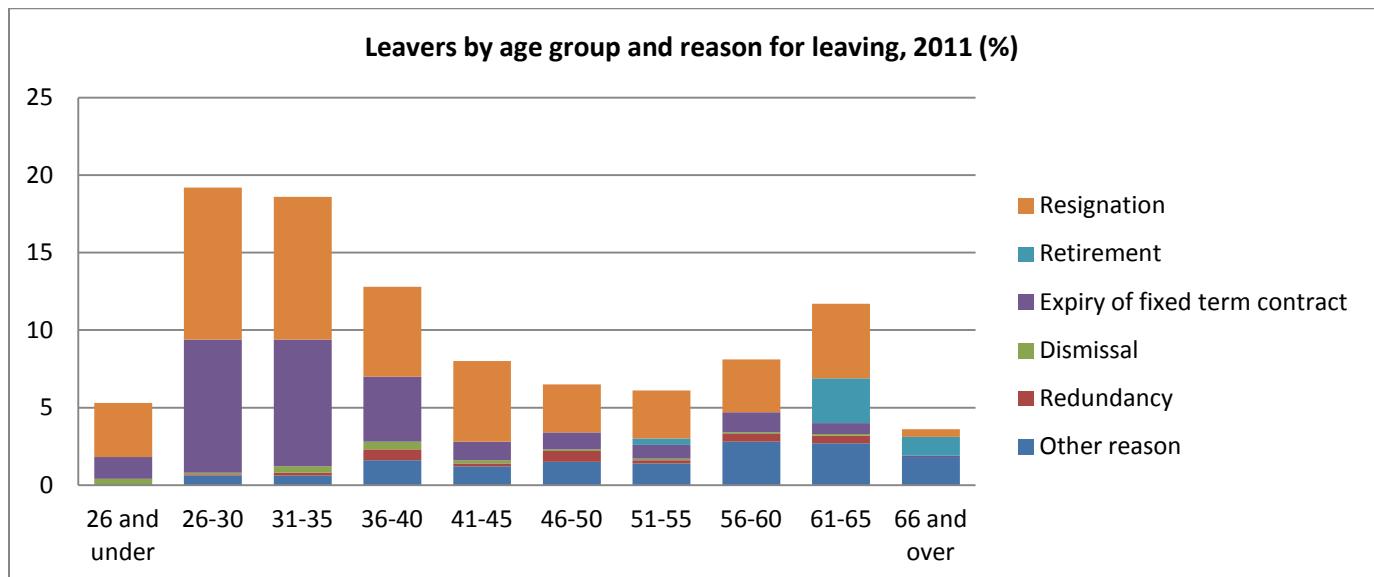
<b>Support staff by age and grade, 2011</b>							
		All Support staff	Band 100	Band 200		Band 400	Band 500
26 and under	No.	215	38	25	64	64	24
	%	9.7	1.7	1.1	2.9	2.9	1.1
26-30	No.	308	23	29	46	111	99
	%	13.8	1.0	1.3	2.1	5.0	4.4
31-35	No.	277	24	16	51	83	103
	%	12.4	1.1	0.7	2.3	3.7	4.6
36-40	No.	218	23	16	44	62	73
	%	9.8	1.0	0.7	2.0	2.8	3.3
41-45	No.	269	37	24	51	80	77
	%	12.1	1.7	1.1	2.3	3.6	3.5
46-50	No.	280	54	29	43	77	77
	%	12.6	2.4	1.3	1.9	3.5	3.5
51-55	No.	265	51	17	39	87	71
	%	11.9	2.3	0.8	1.8	3.9	3.2
56-60	No.	255	45	28	39	70	73
	%	11.5	2.0	1.3	1.8	3.1	3.3
61-65	No.	135	32	12	25	45	21
	%	6.1	1.4	0.5	1.1	2.0	0.9
66 and over	No.	3	0	0	1	1	1
	%	0.1	0	0	0.0	0.0	0.0
Total	No.	2225	327	196	403	680	619
	%	100%	14.7	8.8	18.1	30.6	27.8

**d) Age and recruitment**



<b>Applications and appointments by age, 2011</b>			
		<b>Applications</b>	<b>Appointments</b>
16-19	No.	420	5
	%	1.2	0.3
20-29	No.	15015	484
	%	43.4	33.8
30-39	No.	9482	538
	%	27.4	37.5
40-49	No.	5109	236
	%	14.8	16.5
50-59	No.	2619	146
	%	7.6	10.2
60-63	No.	153	19
	%	0.4	1.3
64+	No.	20	6
	%	0.1	0.4
Information not provided	No.	1773	0
	%	5.1	0
Total	No.	34591	1434
	%	100	100

e) Age and turnover



Leavers by age group and reason for leaving, 2011								
		Resignation	Retirement	Expiry of fixed term contract	Dismissal	Redundancy	Other reason	Total leavers
26 and under	No.	30	0	12	3	0	0	45
	%	3.5	0.0		0.4	0.0	0.0	5.3
26-30	No.	83	0	73	1	1	5	163
	%	9.8	0.0	8.6	0.1	0.1	0.6	19.2
31-35	No.	78	0	70	3	2	5	158
	%	9.2	0.0	8.2	0.4	0.2	0.6	18.6
36-40	No.	49	0	36	4	6	14	109
	%	5.8	0.0	4.2	0.5	0.7	1.6	12.8
41-45	No.	44	0	10	2	2	10	68
	%	5.2	0.0	1.2	0.2	0.2	1.2	8.0
46-50	No.	26	0	9	1	6	13	55
	%	3.1	0.0	1.1	0.1	0.7	1.5	6.5
51-55	No.	26	3	8	1	2	12	52
	%	3.1	0.4	0.9	0.1	0.2	1.4	6.1
56-60	No.	29	0	11	1	4	24	69
	%	3.4	0.0	1.3	0.1	0.5	2.8	8.1
61-65	No.	41	25	6	1	4	23	100
	%	4.8	2.9	0.7	0.1	0.5	2.7	11.8
66 and over	No.	4	10	1	0	0	15	30
	%	0.5	1.2	0.1	0.0	0.0	1.8	3.6
Total	No.	410	38	236	17	27	121	849
	%	49.4	4.5	28.2	2.0	3.2	12.7	100%

## **Promoting age equality**

The removal of the national default retirement age in September 2011 means more staff are likely to continue working into their late 60s, and past the University's traditional retirement ages of 65 and 67. In response to these significant changes, the University has created a Later Working Life and Retirement Policy and web resource to support older staff in planning their working life and retirement. We have also introduced increased flexibility for older staff through flexible retirement arrangements. We are currently undertaking a survey to identify what further support staff require in managing later their working life and retirement, for implementation in 2012.

The ending of a set retirement age also impacts on our recruitment of staff and challenges traditional views of career trajectories. To address this, we implement age-neutral employment practices and have included specific guidance in our recruitment, promotions and Research Excellence Framework processes, emphasising that these are age neutral. The University will continue to monitor key employment processes by age to ensure this.

---

## **Disability**

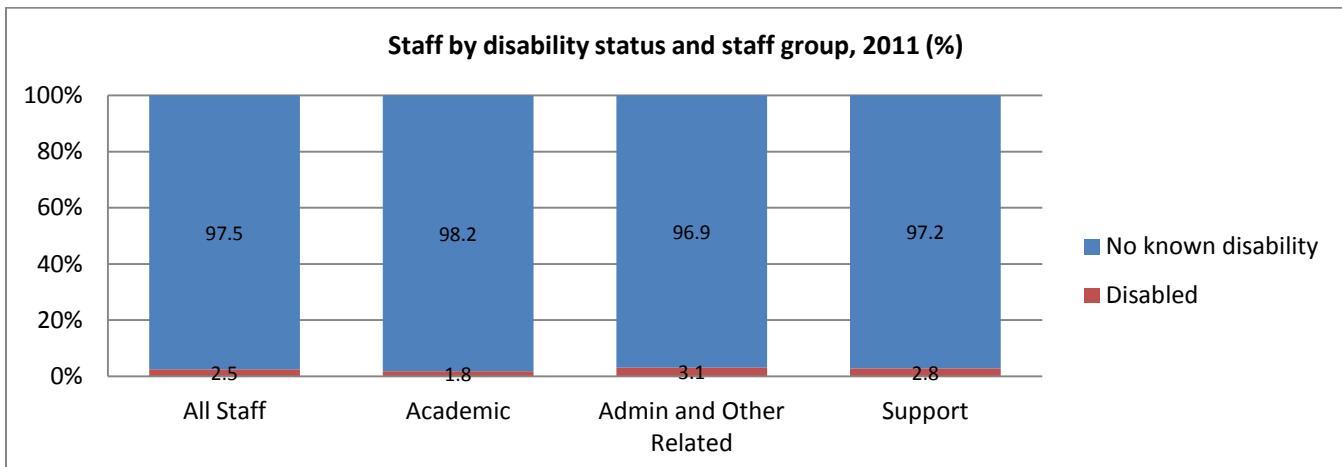
### **Overview of staff disability data**

Our data for 2011 shows:

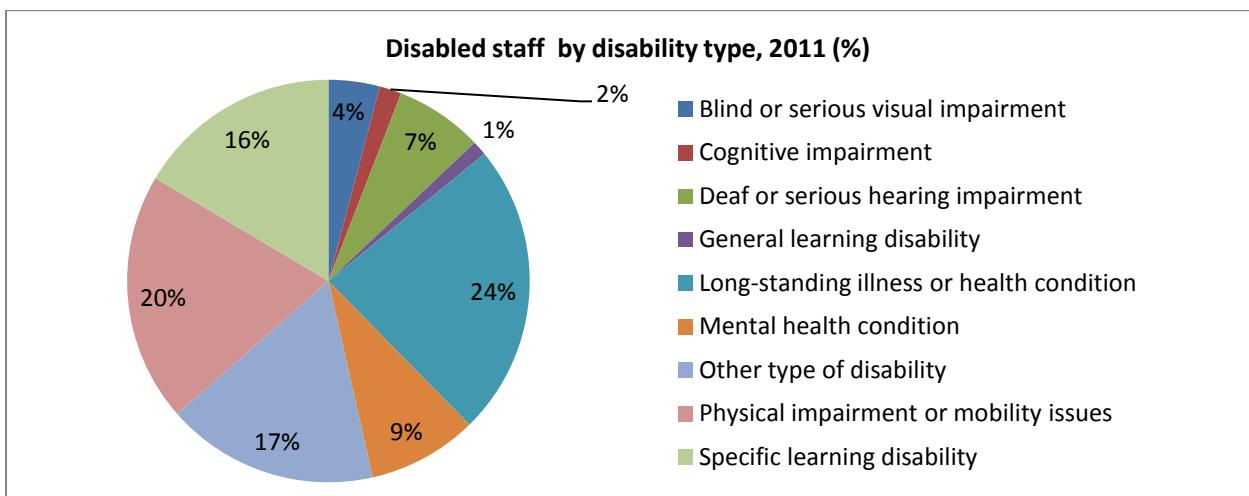
- 2.5% of University staff have disclosed a disability to the University, as defined under the medical and social model definitions of disability. Long-standing illnesses and health conditions and physical impairments and mobility issues are the most common types of disability, accounting for 44% of all disclosures.
- The largest proportion of disabled staff are employed in Support roles (40.5% of all disabled staff, or 2.8% of the Support staff population). A further 28.5% of disabled staff are in Academic posts (1.8% of all Academic staff) and 31% in Academic Related roles, (3.1% of all Academic Related staff).
- There has been an overall increase in the number of disabled staff employed by the University, from 1.4% of the staff body in 2004 to 2.5% in 2011.
- Overall, the University employs fewer disabled staff than the sector average of 3.1%.

## Staff population by disability status

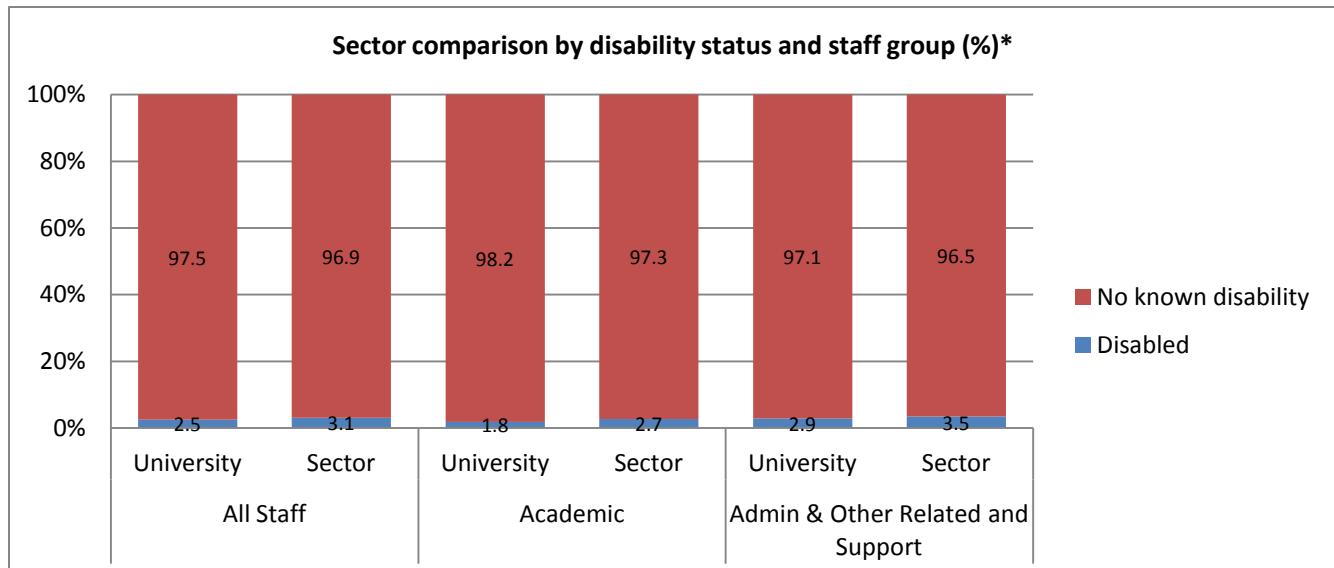
### a) Disability type and staff group



Staff by disability status and staff group, 2011					
		All Staff	Academic	Admin and Other Related	Support
Disabled	No.	153	43	48	62
	%	2.5	1.8	3.1	2.8
No known disability	No.	5962	2294	1505	2163
	%	97.5	98.2	96.9	97.2
Total	No.	6115	2337	1553	2225
	%	100%	100%	100%	100%

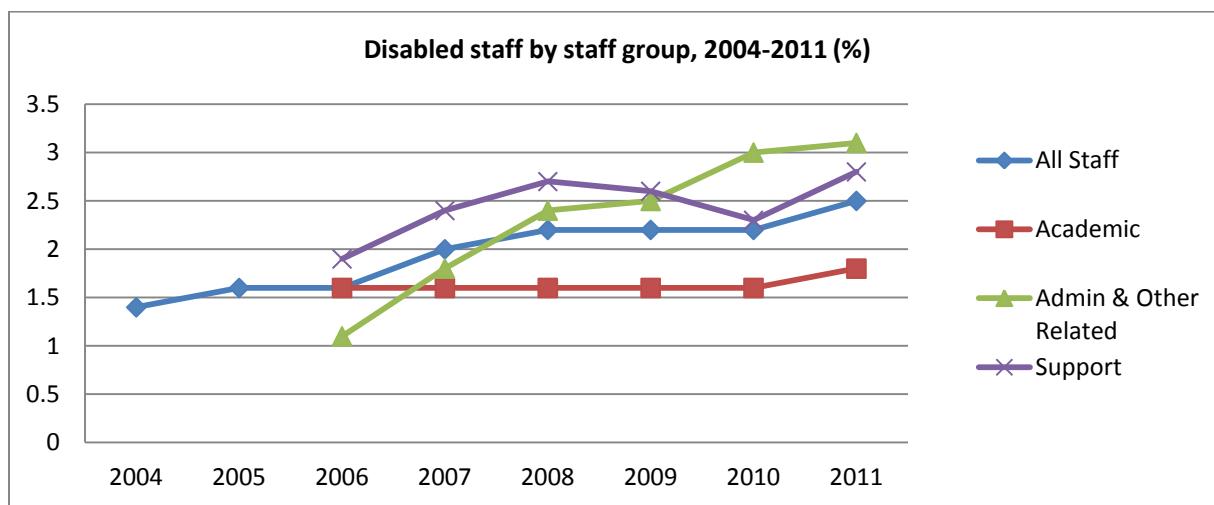


### b) Higher Education sector comparison



\* Sector data is for the 2009/10 academic year.

### c) University trends 2004-2011



<b>Disabled staff by staff group, 2004-2011</b>					
		All Staff	Academic	Admin & Other Related	Support
2004	No.	79	-	-	-
	%	1.4	-	-	-
2005	No.	91	-	-	-
	%	1.6	-	-	-
2006	No.	93	37	8	48

	%	1.6	1.6	1.1	1.9
2007	No.	119	41	21	57
	%	2	1.6	1.8	2.4
2008	No.	132	39	30	63
	%	2.2	1.6	2.4	2.7
2009	No.	134	40	31	63
	%	2.2	1.6	2.5	2.6
2010	No.	132	40	40	52
	%	2.2	1.6	3	2.3
2011	No.	153	43	48	62
	%	2.5	1.8	3.1	2.8

#### d) Disability and grade

Academic staff by age and disability status, 2011							
		All Academic Staff	Research Associate	Research Fellow	Lecturer and Research Fellow 2	Senior Lecturer, Senior Research Fellow & Reader	Professor
Disabled	No.	43	4	11	13	9	6
	%	1.8	3.4	1.9	1.8	1.6	1.6
No known disability	No.	2294	114	582	694	540	364
	%	98.2	96.6	98.1		98.4	98.4
Total	No.	2337	118	593	707	549	370
	%	100	5.0	25.4	30.3	23.5	15.8

Admin & Other Related staff by age and disability status, 2011							
		All Admin and Other Related staff	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Disabled	No.	48	14	17	14	1	2
	%	3.1	3.2	3.1	3.5	0.9	4.3
No known disability	No.	1505	425	539	383	114	44
	%	96.9	96.8	96.9	96.5	99.1	95.7
Total	No.	1553	439	556	397	115	46
	%	100	28.3	35.8	25.6	7.4	3.0

Support staff by age and disability status, 2011							
		All Support	Band 100	Band 200	Band 300	Band 400	Band 500

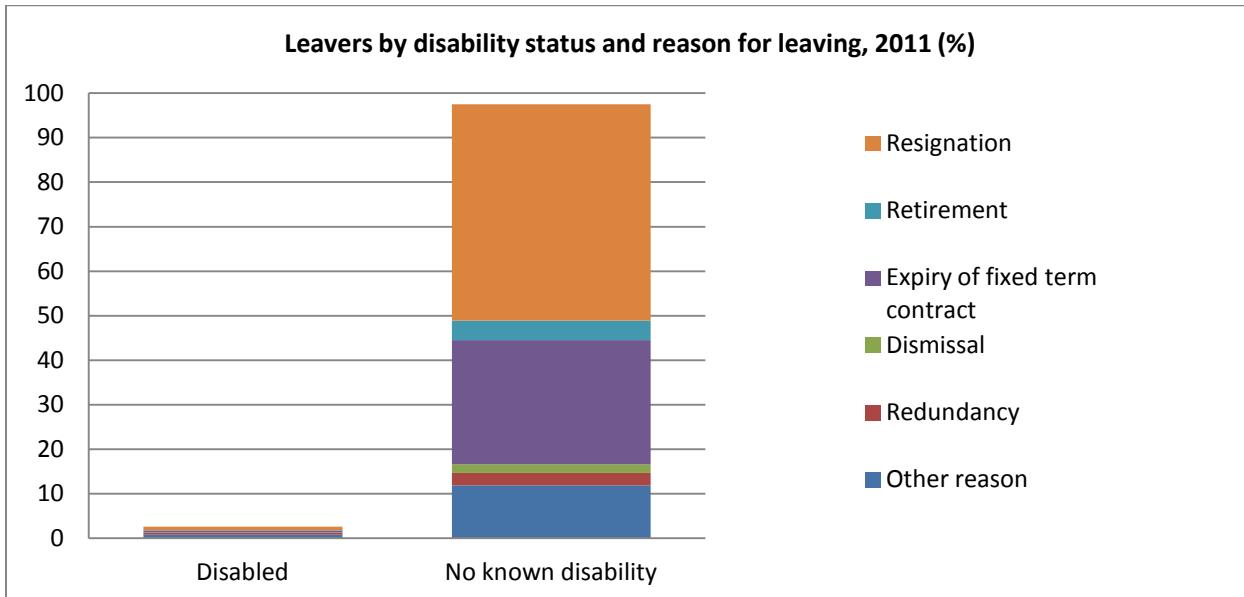
		<b>staff</b>					
Disabled	No.	62	14	6	12	16	14
	%	2.8	4.3	3.1	3.0	2.4	2.3
No known disability	No.	2163	313	190	391	664	605
	%	97.2	95.7	96.9	97.0	97.6	97.7
Total	No.	2225	327	196	403	680	619
	%	100	14.7	8.8	18.1	30.6	27.8

### e) Disability and recruitment



<b>Applications and appointments by disability status, 2011</b>			
		<b>Applications</b>	<b>Appointments</b>
		No.	
Disabled	No.	1383	30
	%	4	2.1
No known disability	No.	33208	1404
	%	96	97.9
Total	No.	34591	1434
	%	100	100

## f) Disability and turnover



Leavers by disability status and reason for leaving, 2011								
		Resignation	Retirement	Expiry of fixed term contract	Dismissal	Redundancy	Other reason	Total
Disabled	No.	1	3	1	3	7	22	
	%	0.8	0.1	0.4	0.1	0.4	0.8	2.6
No known disability	No.	413	37	237	16	24	101	828
	%	48.6	4.4	27.9	1.9	2.8	11.9	97.4
Total	No.	420	38	240	17	27	108	850
	%	49.4	4.5	28.2	2.0	3.2	12.7	100%

### Promoting disability equality

In response to staff feedback, the University has introduced a Disability and Additional Needs Service specifically for staff. The service provides advice and guidance on adjustments to workplace practices - such as specialist equipment or changes to the physical environment - to support staff in their role. The service also provides support for mental health needs and signposting to further in-house and external support. The service is promoted to staff through the University website and staff are sent specific information about this service when they disclose a disability. All staff who have disclosed a disability also receive an annual reminder about the service.

To improve our recruitment rates of disabled staff, the University has been a member of Positive about Disabled People since 2005 and has also worked with Remploy. During this period, the proportion of disabled employees at the University has almost doubled.

The University has a Staff Disability Group that is open to all disabled staff and staff with a professional interest in disability issues. The group serves as a forum for the University to engage with disabled staff and has developed strong links with the University's Estates Office on campus accessibility issues.

Through consultation for our new Equality Scheme, the University has identified that we need to do more to increase awareness of staff disability and mental health issues, and to ensure that staff and managers are aware of the services and support available. To address this, in 2012-2013 we will be reviewing our disability disclosure processes, developing additional guidance for managers on disability and delivering training on supporting staff with mental health conditions.

## **Gender Identity**

---

### **Overview of staff gender identity data**

The University does not routinely collect data on whether staff are trans-male or trans-female. In a 2011 staff survey, staff were given the option of disclosing their gender in an anonymous way, as female, male or another gender identity. 0.1% of staff who took part in the survey identified as having a gender identity other male or female. Home Office research estimates that there are between 300,000 and 500,000 trans people in the UK, or 0.5% - 0.8% of the national population.<sup>1</sup>

### **Promoting trans-gender equality**

Guidance on gender identity is available on the University website and is based on sector best practice. Human Resources provide individual support to staff and their managers where a member of staff is undertaking a process of gender transition.

The University supports an active LGBTQ Rainbow Staff Network. The network is open to all staff who identify as lesbian, gay, bisexual, trans or queer/questioning and allies of those communities. The network runs a range of social activities and formal events and represents the interest of its members on the University's Diversity Forum. The Rainbow Network plays a key role in organising events for LGBT History Month, which has been formally marked at the University since 2010 and is now an established part of the University calendar. In 2011, this included the 'Gender Nuances' event, exploring gender identity through the University's art works.

During 2012, the University will be reviewing staff data collection in consultation with the LGBTQ Rainbow Staff Network, with a view to expanding the data collected on sex to include trans-gender. This will enable the University to more thoroughly analyse employment processes by gender and inform our policies and practices. We will also be reviewing and revising current

---

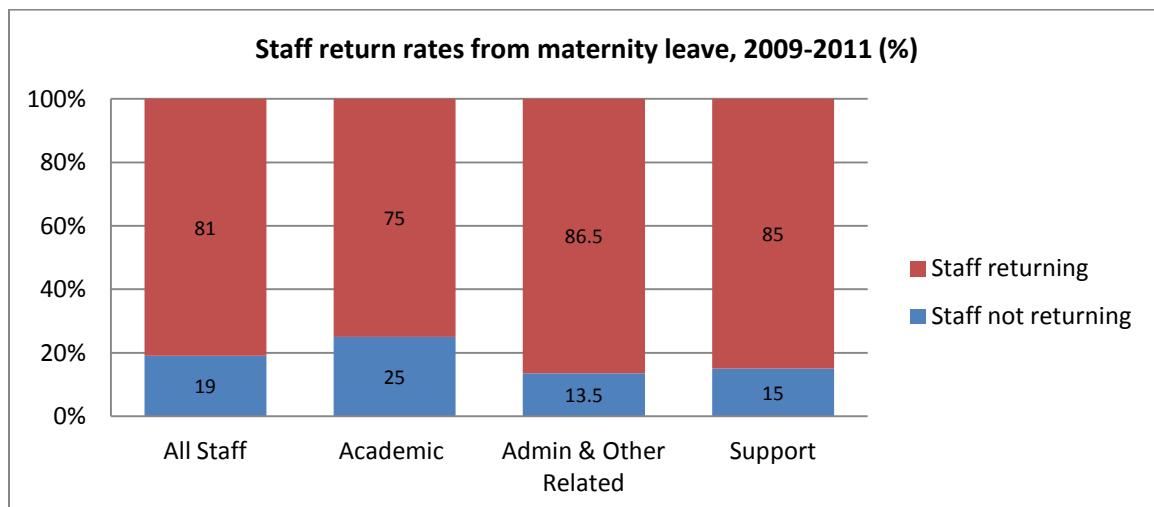
<sup>1</sup> Gender Identity Research and Education Society, *Gender Variance in the UK: Prevalence, Incidence, Growth and Geographic Distribution*, (Home Office, 2009).

guidance on gender reassignment in consultation with the Rainbow Staff Network to ensure it meets the needs of trans staff.

## Pregnancy and Maternity

### Overview of staff data by pregnancy and maternity

During the 2009-2011 calendar years, 342 staff took maternity or adoption leave. The University's overall return-from-maternity rate for this period is 81%, with higher return rates for non-academic staff and a lower rate for academic staff.



Staff maternity leave and return to work rates, 2009-2011					
		All staff	Academic	Admin and Other Related	Support
Staff taking maternity leave	No	342	153	88	101
	No	277	115	76	86
Staff returning from maternity leave	%	81	75	86.5	85
Staff not returning from maternity leave	No	65	38	12	15
	%	19	25	13.5	15
Total	No	342	153	88	101
	%	100	100	100	100

### Promoting equality

The University has generous maternity, adoption and paternity pay arrangements for staff, set above the statutory minimum. Staff with a year's service are entitled to the first 18 weeks of maternity and adoption leave at full pay and staff taking paternity leave receive this at full pay. Staff have access to two on-site nurseries and salary sacrifice and childcare voucher schemes. The impact of maternity leave and part-time working on academic outputs is taken into account in promotions and other employment criteria.

As part of its Athena Swan commitment (see ‘Sex’, below), the University will be reviewing maternity and return to work arrangements for academic staff in 2012-13. In particular, the Athena Working Group has identified the need for standardised maternity leave arrangements for academic staff, creating formal return-to-work arrangements that enable staff to re-establish their research base and workload models that support part-time working. These arrangements are intended to improve the return-to-work rate for academic staff.

## Race

---

### Overview of staff data by ethnic group

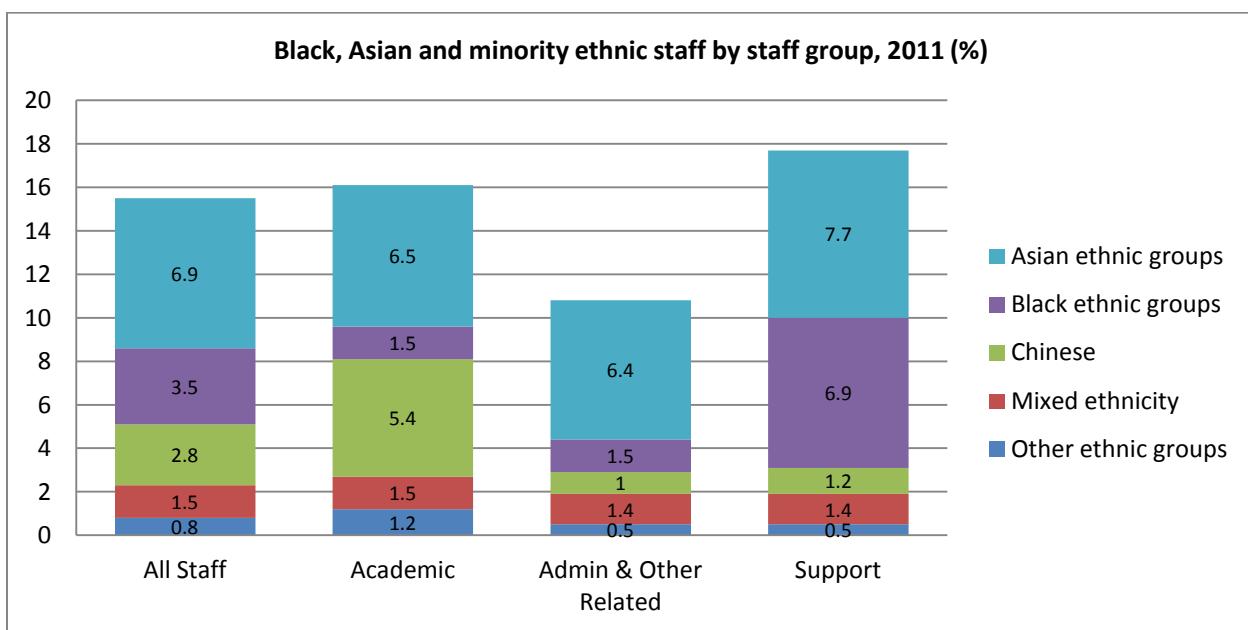
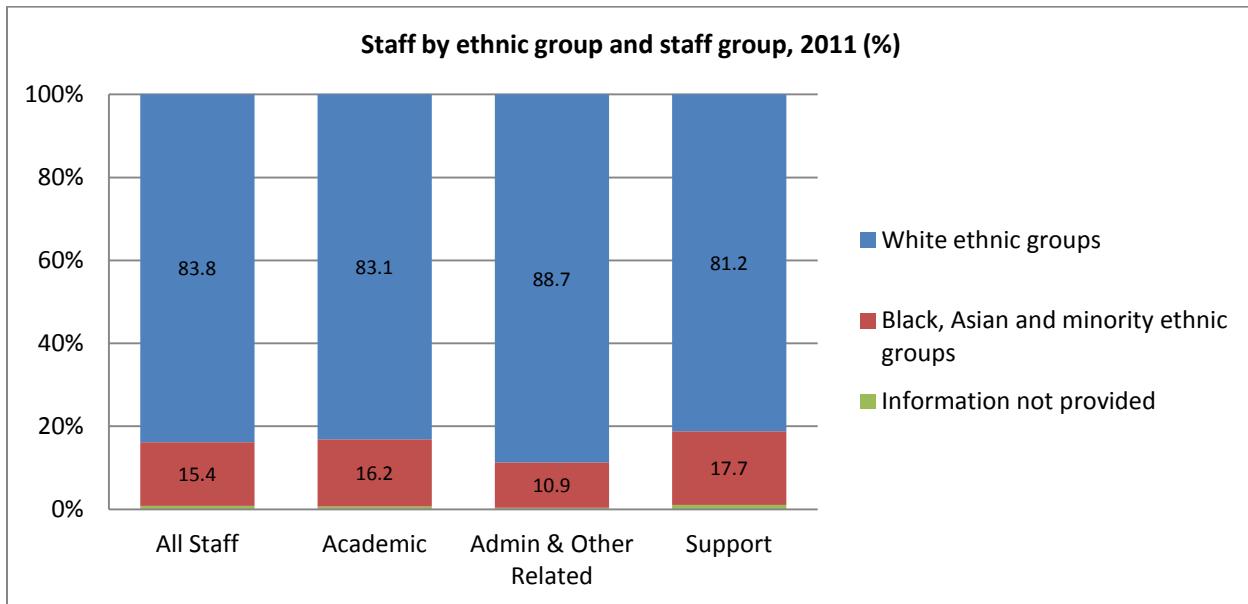
The University’s staff body is ethnically diverse, with staff drawn from over 16 ethnic groups and 95 countries. The University has comprehensive data on the ethnic and national origins of the staff population, with 99.2% of current staff disclosing this information. Staff are asked to define their ethnic origin against the 16 ethnic categories used in the 2001 UK Census.

Our data for 2011 shows:

- 15.4% of University staff are from black, Asian or other minority ethnic groups (BAME) and 83.8% from white ethnic groups.
- Asian staff (Indian, Pakistani, Bangladeshi and other Asian ethnic groups) make up the largest proportion of BAME staff, at 6.9% of the total staff population, with Asian-Indian staff the single largest group at 4.4%.
- 16.2% of academic staff are BAME. The largest proportion of BAME staff are employed in Support roles (17.7%) and the lowest in Admin & Other Related roles (10.9%).
- The number of staff from BAME groups has increased overall from 748 staff in 2004 to 942 staff in 2011. The number of BAME Academic staff has increased from 299 to 378 during this period, Admin & Other Related from 70 to 170 and Support staff from 379 to 394.
- The University employs a greater proportion of BAME staff than the HE sector average, both overall and in relation to academic and non-academic staff.

## Staff population by ethnic group

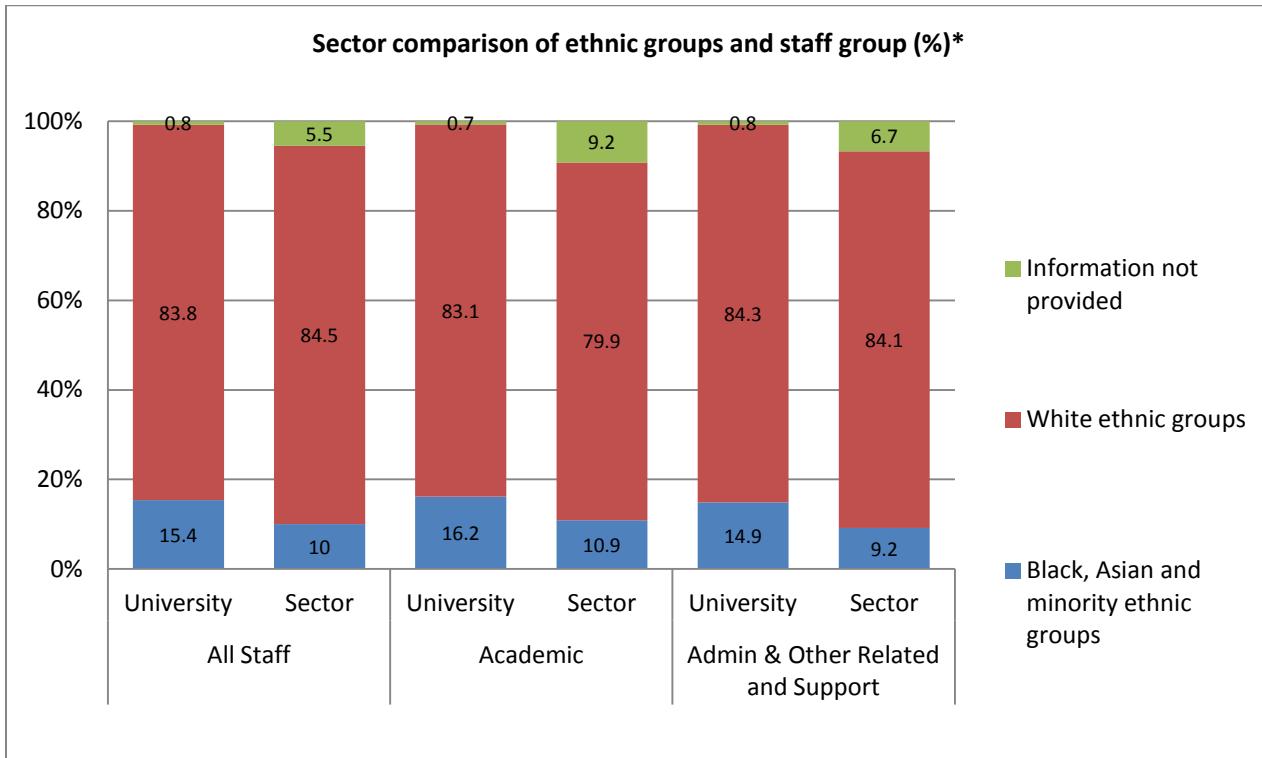
### a) Ethnic group and staff group



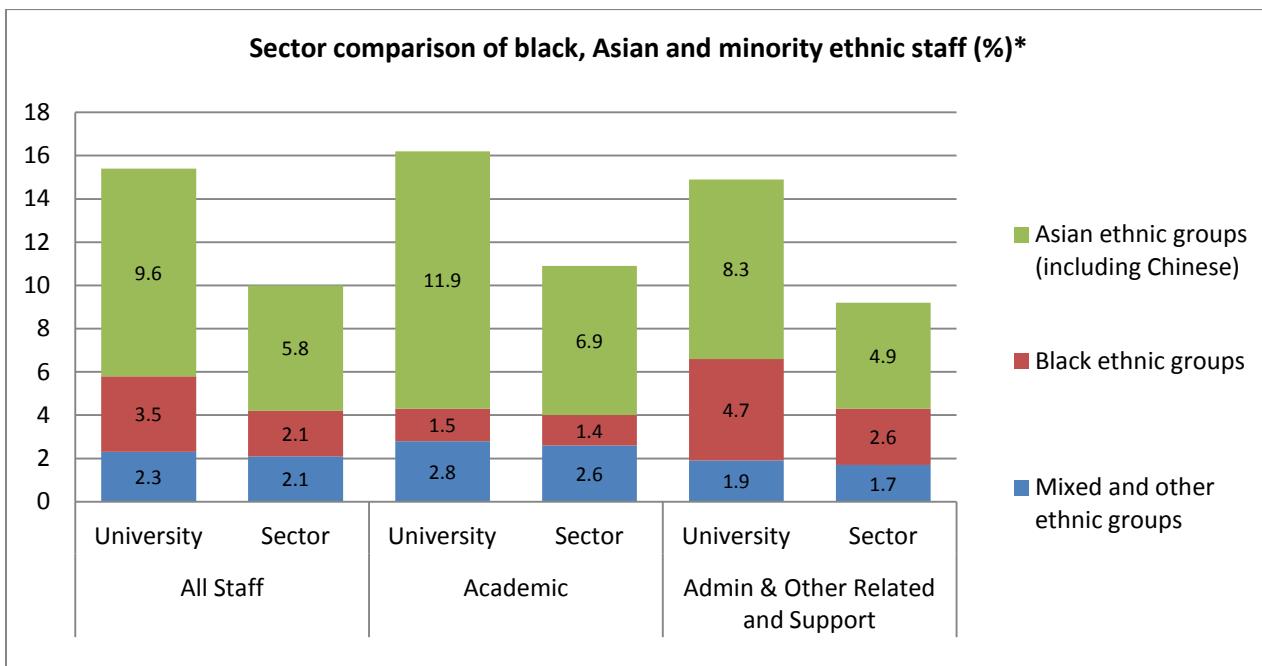
Staff by ethnic group and staff group, 2011					
		All Staff	Academic staff	Admin & Other Related staff	Support staff
		No.	26	8	6
Asian or Asian British-Bangladeshi	%	0.4	0.3	0.4	0.5
	No.	272	86	64	122
Asian or Asian British-Indian	%	4.4	3.7	4.1	5.5

	No.	64	17	23	24
Asian or Asian British-Pakistani	%	1.0	0.7	1.5	1.1
	No.	62	41	7	14
Other Asian background	%	1.0	1.8	0.5	0.6
<b>Asian ethnic groups total</b>	<b>No.</b>	<b>424</b>	<b>152</b>	<b>100</b>	<b>172</b>
	%	6.9	6.5	6.4	7.7
	No.	61	17	9	35
Black or Black British-African	%	1.0	0.7	0.6	1.6
	No.	131	12	13	106
Black or Black British-Caribbean	%	2.1	0.5	0.8	4.8
	No.	19	5	2	12
Other Black Background	%	0.3	0.2	0.1	0.5
<b>Black ethnic groups total</b>	<b>No.</b>	<b>211</b>	<b>34</b>	<b>24</b>	<b>153</b>
	%	3.5	1.5	1.5	6.9
	No.	169	127	16	26
<b>Chinese</b>	%	<b>2.8</b>	<b>5.4</b>	<b>1.0</b>	<b>1.2</b>
	No.	<b>90</b>	<b>36</b>	<b>22</b>	<b>32</b>
<b>Mixed ethnicity</b>	%	<b>1.5</b>	<b>1.5</b>	<b>1.4</b>	<b>1.4</b>
	No.	<b>48</b>	<b>29</b>	<b>8</b>	<b>11</b>
<b>Other ethnic groups</b>	%	<b>0.8</b>	<b>1.2</b>	<b>0.5</b>	<b>0.5</b>
	No.	146	78	57	11
White	%	2.4	3.3	3.7	0.5
	No.	4229	1332	1209	1688
White-British	%	69.2	57.0	77.8	75.9
	No.	112	54	24	34
White-Irish	%	1.8	2.3	1.5	1.5
	No.	640	479	87	74
Other White Background	%	10.5	20.5	5.6	3.3
<b>White ethnic groups total</b>	<b>No.</b>	<b>5127</b>	<b>1943</b>	<b>1377</b>	<b>1807</b>
	%	<b>83.8</b>	<b>83.1</b>	<b>88.7</b>	<b>81.2</b>
<b>Black, Asian &amp; minority ethnic groups total</b>	<b>No.</b>	<b>942</b>	<b>378</b>	<b>170</b>	<b>394</b>
	%	<b>15.4</b>	<b>16.2</b>	<b>10.9</b>	<b>17.7</b>
<b>Information not provided</b>	<b>No.</b>	<b>46</b>	<b>16</b>	<b>6</b>	<b>24</b>
	%	<b>0.8</b>	<b>0.7</b>	<b>0.4</b>	<b>1.1</b>
<b>Total</b>	<b>No.</b>	<b>6115</b>	<b>2337</b>	<b>1553</b>	<b>2225</b>
	%	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## b) Higher Education Sector Comparison

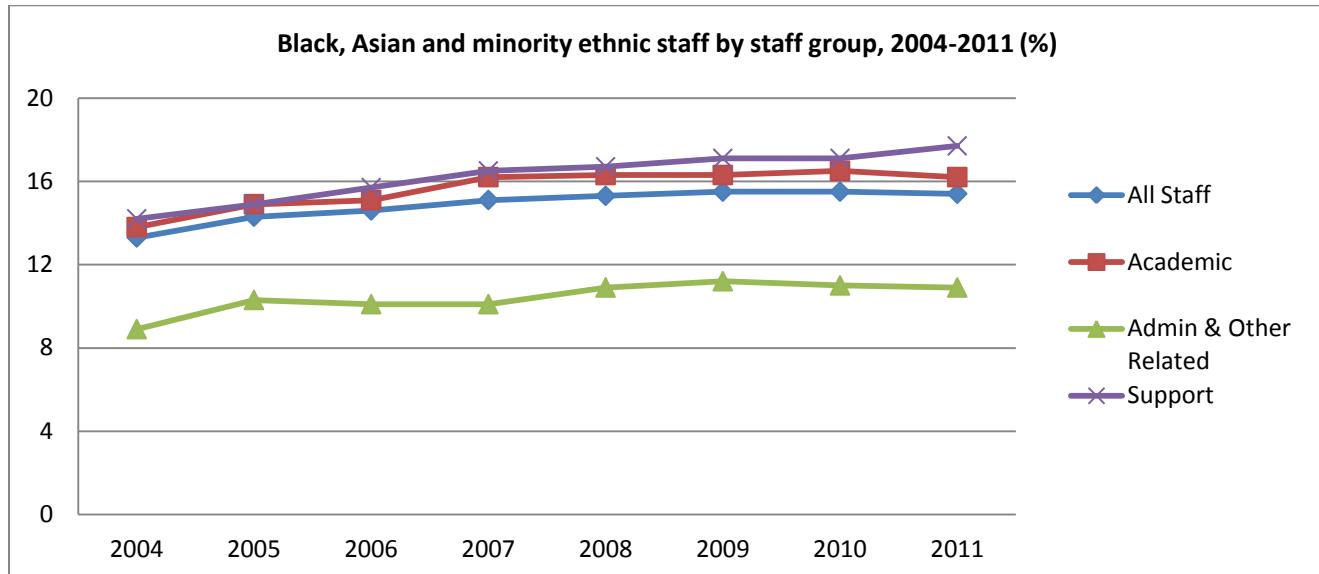


\* Sector data is for the 2009/10 academic year.



\* Sector data is for the 2009/10 academic year.

c) University trends 2004-2011



Staff by ethnic group and staff group, 2004-2011						
			All Staff	Academic	Admin & Other Related	Support
2004	White ethnic groups	No.	4792	1833	711	2248
		%	85.1	84.4	90.2	84.2
	Black, Asian and minority ethnic groups	No.	748	299	70	379
		%	13.3	13.8	8.9	14.2
	Information not provided	No.	89	40	7	47
		%	1.6	1.8	0.9	1.8
2005	White ethnic groups	No.	4789	1989	671	2129
		%	84.4	83.7	89	83.8
	Black, Asian and minority ethnic groups	No.	810	353	78	379
		%	14.3	14.9	10.3	14.9
	Information not provided	No.	72	34	5	33
		%	1.3	1.4	0.7	1.3
2006	White ethnic groups	No.	4963	2033	908	2022
		%	84.2	83.7	88.5	82.8
	Black, Asian and minority ethnic groups	No.	861	367	104	384
		%	14.6	15.1	10.1	15.7
	Information not provided	No.	73	30	14	35
		%	1.2	1.2	1.4	1.5
2007	White ethnic groups	No.	4988	2071	1004	1913
		%	83.6	82.9	88.6	82
	Black, Asian and minority ethnic groups	No.	903	404	114	385
		%	15.1	16.2	10.1	16.5

	Information not provided	No.	74	23	15	36
		%	1.3	0.9	1.3	1.5
2008	White ethnic groups	No.	5047	2043	1092	1912
		%	83.8	83.1	88.1	82.1
	Black, Asian and minority ethnic groups	No.	903	400	135	388
		%	15.1	16.3	10.9	16.7
2009	Information not provided	No.	74	15	13	29
		%	1.3	0.6	1	1.2
2010	White ethnic groups	No.	5079	2025	1160	1894
		%	83	82.2	88	81.4
	Black, Asian and minority ethnic groups	No.	947	401	148	398
		%	15.5	16.3	11.2	17.1
2011	Information not provided	No.	81	36	11	34
		%	1.5	1.5	0.8	1.5
2012	White ethnic groups	No.	5084	2041	1191	1852
		%	83.5	82.7	88.5	82
	Black, Asian and minority ethnic groups	No.	939	405	150	383
		%	15.5	16.4	11	17
2013	Information not provided	No.	53	22	7	24
		%	1	0.9	0.5	1
2014	White ethnic groups	No.	5127	1943	1377	1807
		%	83.8	83.1	88.7	81.2
	Black, Asian and minority ethnic groups	No.	942	378	170	394
		%	15.4	16.2	10.9	17.7
2015	Information not provided	No.	46	16	6	24
		%	0.8	0.7	0.4	1.1

#### d) Ethnic group and grade

Academic staff by ethnic group and grade, 2011							
		All Academic Staff	Research Associate	Research Fellow	Lecturer and Research Fellow 2	Senior Lecturer, Senior Research Fellow & Reader	Professor
Asian ethnic groups	No.	152	17	56	41	24	14
	%	6.5	14.4	9.4	5.8	4.4	3.8
Black ethnic groups	No.	34	3	14	8	5	4
	%	1.5	2.5	2.4	1.1	0.9	1.1
Chinese	No.	127	12	62	31	12	10
	%	5.4	10.2	10.5	4.4	2.2	2.7
Mixed ethnicity	No.	36	0	12	14	7	3
	%	1.5	0	2.0	2.0	1.3	0.8
Other ethnic groups	No.	29	0	16	8	2	3
	%	1.2		2.7	1.1	0.4	0.8

White ethnic groups	No.	1943	83	438	588	499	335
	%	83.1	70.3	73.9	83.2	90.9	90.5
Information not provided	No.	16	3	0	7	5	1
	%	0.7	2.5	0.0	1.0	0.9	0.3
Total	No.	2337	118	593	707	549	370
	%	100%	100%	100%	100%	100%	100%

#### Admin & Other Related staff by ethnic group and grade, 2011

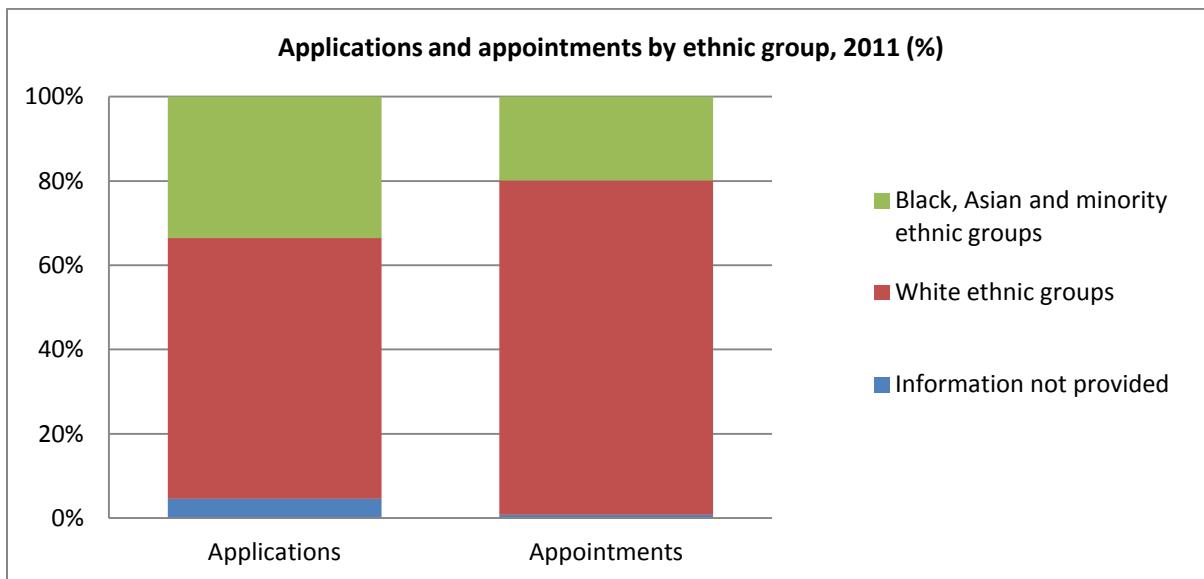
		All Admin & Other Related staff	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Asian ethnic groups	No.	100	38	37	23	2	0
	%	6.4	8.7	6.7	5.8	1.7	0
Black ethnic groups	No.	24	8	9	7	0	0
	%	1.5	1.8	1.6	1.8	0.0	0.0
Chinese	No.		3	7	6	0	0
	%	1.0	0.7	1.3	1.5	0	0
Mixed ethnicity	No.	22	11	7	4	0	0
	%	1.4	2.5	1.3	1.0	0	0
Other ethnic groups	No.	8	2	4	2	0	0
	%	0.5	0.5	0.7	0.5	0	0
White ethnic groups	No.	1377	377	490	353	112	45
	%	88.7	85.9	88.1	88.9	97.4	97.8
Information not provided	No.	6	0	2	2	1	1
	%	0.4	0	0.4	0.5	0.9	2.2
Total	No.	1553	439	556	397	115	46
	%	100%	100%	100%	100%	100%	100%

#### Support staff by ethnic group and grade, 2011

		All Support staff	Band 100	Band 200	Band 300	Band 400	Band 500
Asian ethnic groups	No.	172	21	10	27	60	54
	%	7.7	6.4	5.1	6.7	8.8	8.7
Black ethnic groups	No.	153	68	15	23	23	24
	%	6.9	20.8	7.7	5.7	3.4	3.9
Chinese	No.	26	3	1	5	7	10
	%	1.2	0.9	0.5	1.2	1.0	1.6
Mixed ethnicity	No.	32	7	2	4	9	10
	%	1.4	2.1	1.0	1.0	1.3	1.6
Other ethnic groups	No.	11	3	0	3	5	0
	%	0.5	0.9	0	0.7	0.7	0
White ethnic groups	No.	1807	221	163	337	568	518
	%	81.2	67.6	83.2	83.6	83.5	83.7

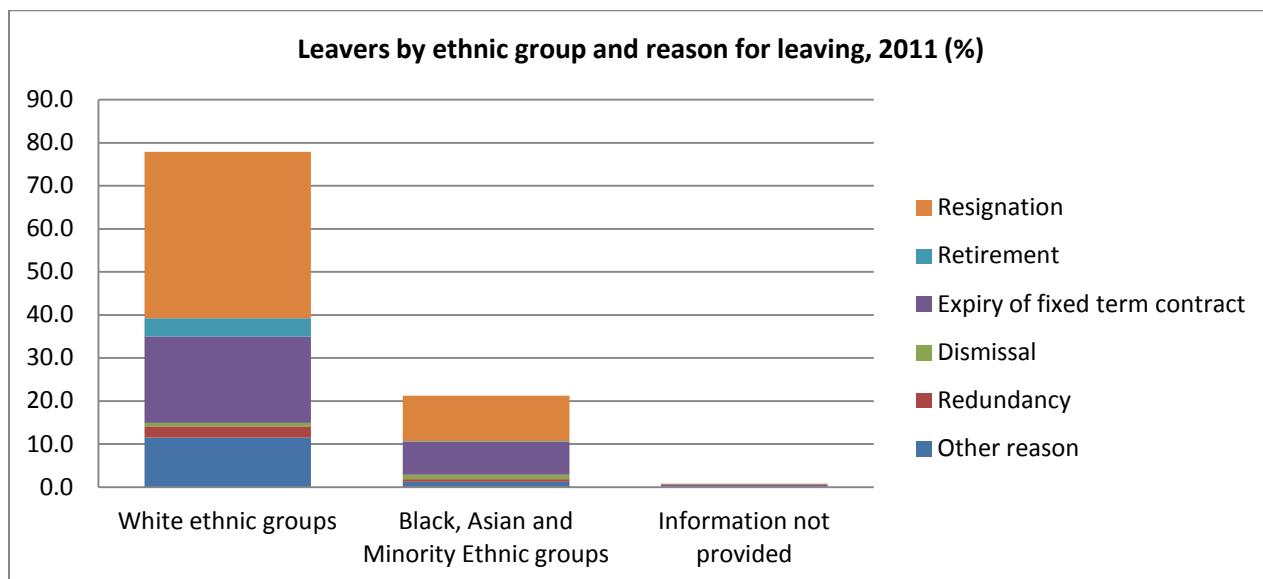
Information not provided	No.	24	4	5	4	8	3
	%	1.1	1.2	2.6	1.0	1.2	0.5
Total	No.	2225	327	196	403	680	619
	%	100%	100%	100%	100%	100%	100%

e) Ethnic group and recruitment



<b>Applications and appointments by ethnic group, 2011</b>			
		<b>Applications</b>	<b>Appointments</b>
Black, Asian and Minority Ethnic groups	No.	11574	286
	%	33.5	19.9
White ethnic groups	No.	21421	1137
	%	61.9	79.3
Information not provided	No.	1596	11
	%	4.6	0.8
Total	No.	34591	1434
	%	100	100

## f) Ethnic group and turnover



**Leavers by ethnic group and reason for leaving, 2011**

		Resignation	Retirement	Expiry of fixed term contract	Dismissal	Redundancy	Other reason	Total leavers
White ethnic groups	No.	329	36	171	7	22	98	663
	%	38.7	4.2	20.1	0.8	2.6	11.5	78
Black, Asian and minority ethnic groups	No.	89	2	65	9	5	10	180
	%	10.5	0.2	7.6	1.1	0.6	1.2	21.2
Information not provided	No.	2	0	4	1	0	0	7
	%	0.2	0.0	0.5	0.1	0.0	0.0	
Total	No.	420	38	240	17	27	108	850
	%	49.4	4.5	28.2	2.0	3.2	12.7	100%

### Promoting Race Equality

The University has a staff Race and Cultural Diversity Group that is open to all BAME staff and staff with an interest in race equality and cultural issues. The group acts as a forum for the University to engage with staff and for staff to raise issues of concern, and reports into the University's Diversity Forum. The Race and Cultural Diversity Group supports the organisation of events to mark Black History Month, which is an established part of the University calendar and an opportunity to explore and celebrate the lives of black and Asian communities using resources from the University's historical collections. Information of the wide range of events to celebrate Black History Month 2011 is available here:

[www.birmingham.ac.uk/collections/blackhistory](http://www.birmingham.ac.uk/collections/blackhistory)

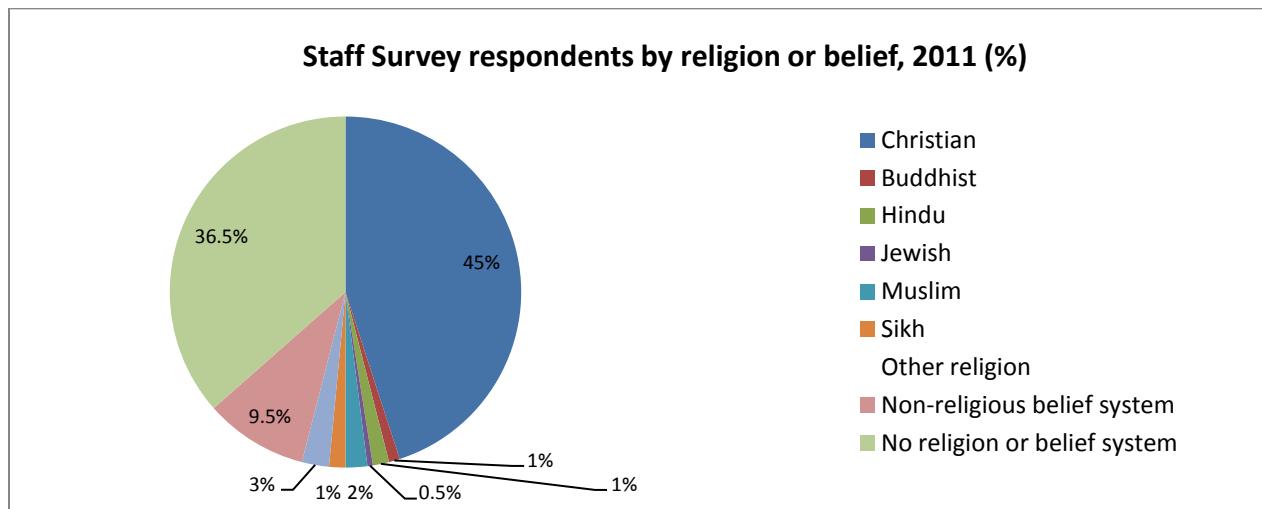
The University has identified the under-representation of BAME staff amongst its locally recruited staff as an area of concern, and has previously run successful recruitment campaigns in local media to challenge assumptions about who works at the University and the range of roles available. Continuing this activity has been identified as a priority for 2012-13 in the University's equality scheme. The University also recruits an increasing proportion of its Academic staff from the international market. Recognising and addressing the needs of this particular staff group has been identified as another key strand of activity during this period.

## **Religion or Belief**

---

### **Overview of staff data by religion or belief**

The University does not currently collate data on staff members' religion or belief as standard. In a 2011 survey, staff were given the option of disclosing their religion, belief or non-belief in an anonymous way. 66% of staff completed the survey, of which 81% disclosed their religion or belief, equivalent to 53% of the total staff population. Of those staff who disclosed their religion or belief, 54% hold some form of religious belief, 9.5% hold non-religious beliefs and 36.5% do not have any form of religious or non-religious belief.



<b>Staff survey respondents by religion or belief, 2011</b>		
		<b>All Staff</b>
Christian	No.	1469
	%	45
Buddhist	No.	33
	%	1
Hindu	No.	49
	%	1.5
Jewish	No.	16
	%	0.5

Muslim	No.	65
	%	2
Sikh	No.	49
	%	1.5
Other religion	No.	82
	%	2.5
Non-religious belief system	No.	310
	%	9.5
No religion or belief system	No.	1191
	%	36.5
Total	No.	3264
	%	100

### Promoting equality

The University has two multi-faith chaplaincies with full and part-time Christian, Jewish, Muslim, Buddhist and Hindu chaplains. Students and staff have access to the chaplaincy for prayer and contemplation. The University seeks to accommodate the religious needs of staff wherever this is reasonably practical, usually through the use of flexible working practices, for example where staff need to take prayer breaks.

During 2012, the University will be reviewing staff data collection with a view to introducing the collection of data on religion or belief. This will enable the University to analyse employment processes by these factors and inform our policies and practices as appropriate. We will also be developing revised guidance on the accommodation of religion and belief in the workplace, in consultation with interested parties.

---

## Sex

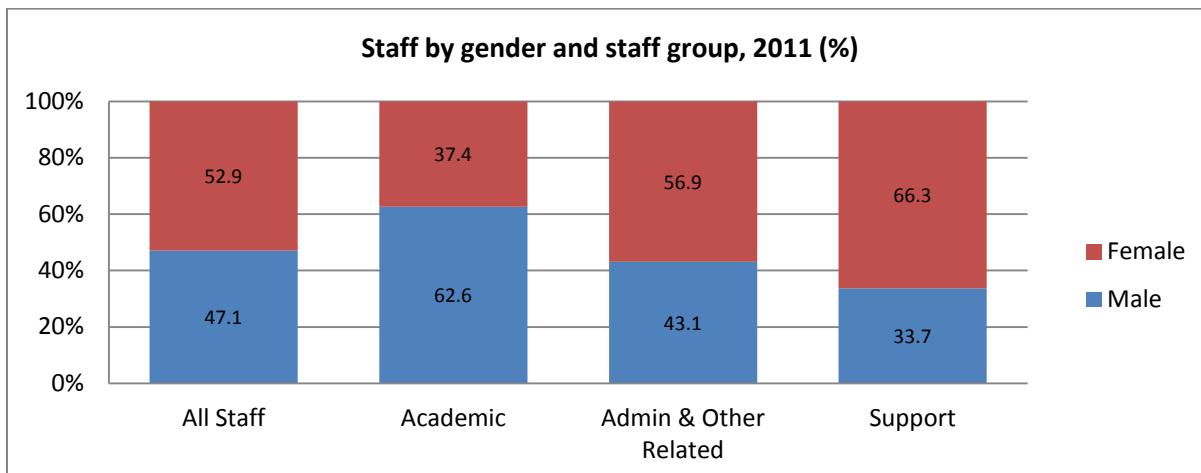
### Overview of staff gender data

Date for 2011 shows:

- The University's total staff body is evenly balanced between female and male staff, with female staff accounting for 52.9% of the staff population.
- There are variations in gender representation across the three staff groups. Female staff are 37.4% of Academic staff, 56.9% of Admin & Other Related staff and 66.3% of Support staff.
- The proportion of female Academics has increased from 743 staff (34.2%) in 2004 to 875 staff (37.4%) in 2011.
- The University employs 6.5% fewer female academics than the sector average.

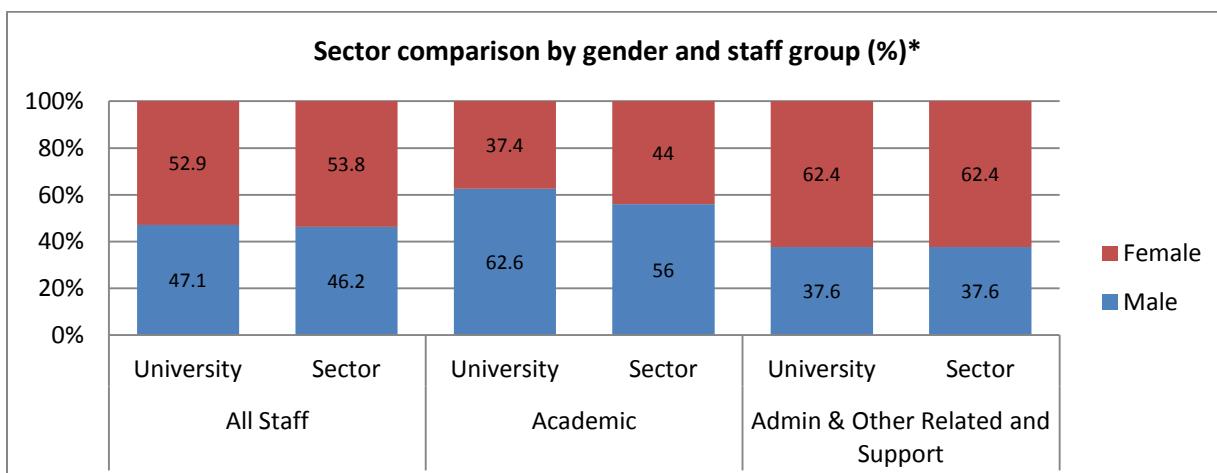
## Staff population by gender

### a) Gender and staff group



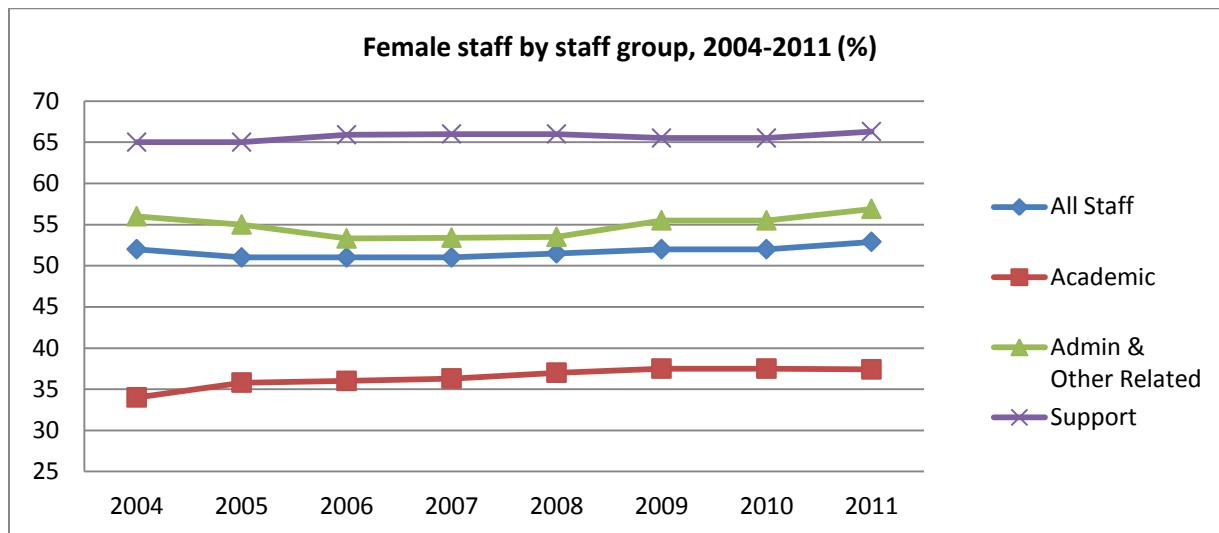
All staff by gender and staff group, 2011					
		All Staff	Academic	Admin & Other Related	Support
Female	No.	3234	875	884	1475
	%	52.9	37.4	56.9	66.3
Male	No.	2881	1462	669	750
	%	47.1	62.6	43.1	33.7
Total	No.	6115	2337	1553	2225
	%	100%	100%	100%	100%

### b) Higher Education Sector Comparison



\* Sector data is for the 2009/10 academic year.

c) University trends 2004-2011



Staff by gender and staff group, 2004-2011						
			All Staff	Academic	Admin & Other Related	Support
2004	Female	No.	2918	743	443	1732
		%	52	34.2	56	65
	Male	No.	2711	1429	345	937
		%	48	65.8	44	35
2005	Female	No.	2905	852	413	1640
		%	51	35.9	55	65
	Male	No.	2766	1524	341	901
		%	49	64.1	45	35
2006	Female	No.	3032	877	547	1608
		%	51	36.1	53.3	65.9
	Male	No.	2865	1553	479	833
		%	49	63.9	46.7	34.1
2007	Female	No.	3054	908	605	1541
		%	51	36.3	53.4	66
	Male	No.	2911	1590	528	793
		%	49	63.7	46.6	34
2008	Female	No.	3097	904	660	1533
		%	51.5	36.8	53.5	66
	Male	No.	2922	1553	574	795
		%	48.5	63.2	46.5	34
2009	Female	No.	3180	937	736	1507
		%	52	37.6	55.5	65.5
	Male	No.	2937	1542	592	793
		%	48	62.4	44.5	34.5
2010	Female	No.	3180	937	736	1507

		%	52	37.9	54.6	66.7
Male	No.	2937	1531	612	752	
	%	48	62	45.4	33.2	
2011	Female	No.	3234	875	884	1475
		%	52.9	37.4	56.9	66.3
	Male	No.	2881	1462	669	750
		%	47.1	62.6	43.1	33.7

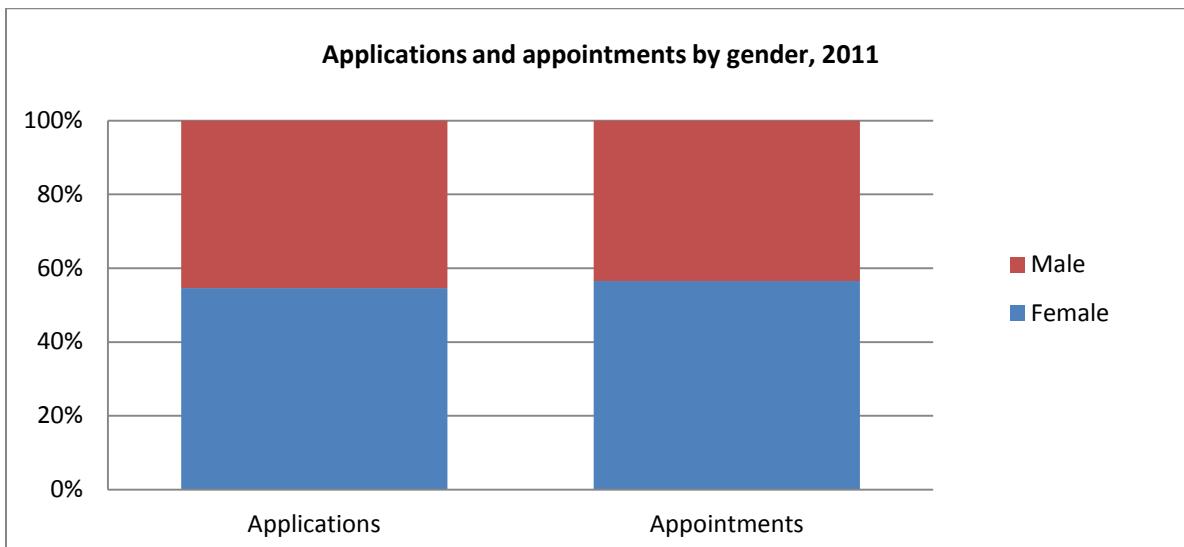
d) Gender and grade

Academic staff by gender and grade, 2011							
		All Academic Staff	Research Associate	Research Fellow	Lecturer and Research Fellow 2	Senior Lecturer, Research Fellow & Reader	Professor
Female	No.	875	69	274	274	187	71
	%	37.4	58.5	46.2	38.8	34.1	19.2
Male	No.	1462	49	319	433	362	299
	%	62.6	41.5	53.8	61.2	65.9	80.8
Total	No.	2337	118	593	707	549	370
	%	100%	100%	100%	100%	100%	100%

Admin & Other Related staff by gender and grade, 2011							
		All Admin & Other Related staff	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Female	No.	884	268	321	226	49	20
	%	56.9	61.0	57.7	56.9	42.6	43.5
Male	No.	669	171	235	171	66	26
	%	43.1	39.0	42.3	43.1	57.4	56.5
Total	No.	1553	439	556	397	115	46
	%	100%	100%	100%	100%	100%	100%

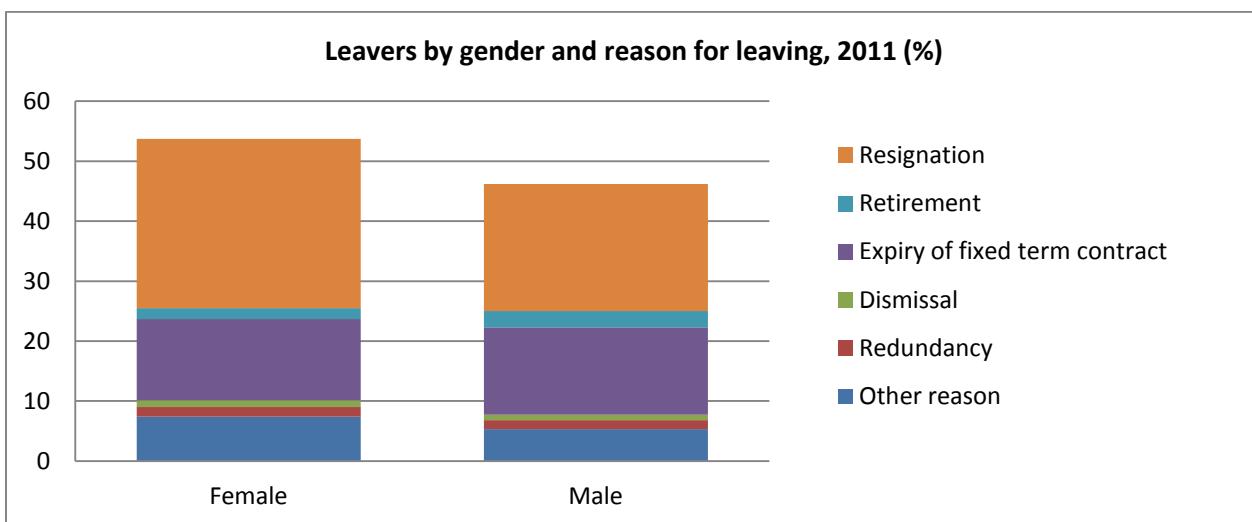
Support staff by gender and grade, 2011							
		All Support staff	Band 100	Band 200	Band 300	Band 400	Band 500
Female	No.	1475	192	106	235	508	434
	%	66.3	58.7	54.1	58.3	74.7	70.1
Male	No.	750	135	90	168	172	185
	%	33.7	41.3	45.9	41.7	25.3	29.9
Total	No.	2225	327	196	403	680	619
	%	100%	100%	100%	100%	100%	100%

e) Gender and recruitment



Applications and appointments by gender, 2011			
		Applications	Appointments
	No.	18646	810
Female	%	53.9	56.5
	No.	15486	624
Male	%	44.8	43.5
	No.	34591	1434
Total	%	100	100

f) Gender and turnover



Leavers by gender and reason for leaving, 2011								
		Resignation	Retirement	Expiry of fixed term contract	Dismissal	Redundancy	Other reason	Total leavers
Female	No.	240	15	116	9	14	63	457
	%	28.2	1.8	13.6	1.1	1.6	7.4	53.8
Male	No.	180	23	124	8	13	45	393
	%	21.2	2.7	14.6	0.9	1.5	5.3	46.2
Total	No.	420	38	240	17	27	108	850
	%	49.4	4.5	28.2	2.0	3.2	12.7	100%

### g) Gender and equal pay

The University has an overall gender pay gap of 17.9%. For Academic staff the gap is 8.5%, for Academic Related staff it is 5.5% and for Support staff -4.2%, (i.e. the gap is in favour of female staff). Analysis has demonstrated that staff undertaking work of equal value receive equal pay. The overall pay gap and Academic and Academic Related pay gaps are caused by the higher proportion of males in senior posts compared to females, which creates a higher male pay average, (and vice-versa in the case of the Support staff pay gap).<sup>2</sup>

### Promoting gender equality

Whilst the University has an overall positive balance between male and female staff, there is under-representation of female staff amongst Academic staff, with this difference becoming more pronounced as seniority increases. The University recognises this as a significant issue and has joined the Athena SWAN Charter as a means of addressing under-representation. Athena SWAN promotes and recognises good employment practices in the higher education sector that support the recruitment, retention and progression of female academic staff in science, engineering and technology (SET). The University has established an Athena SWAN Working Group with membership from across its SET Schools to make recommendations for improving University practices.

In 2011, the group undertook an assessment of the University's employment practices and staff data and has developed an action plan for improvements. Key actions include expanding the use of networks for female academic staff to provide targeted support and mentoring; development programmes for female academic staff; creating formal return-to-work arrangements that enable staff to re-establish their research base and developing workload models that fully support part-time working.

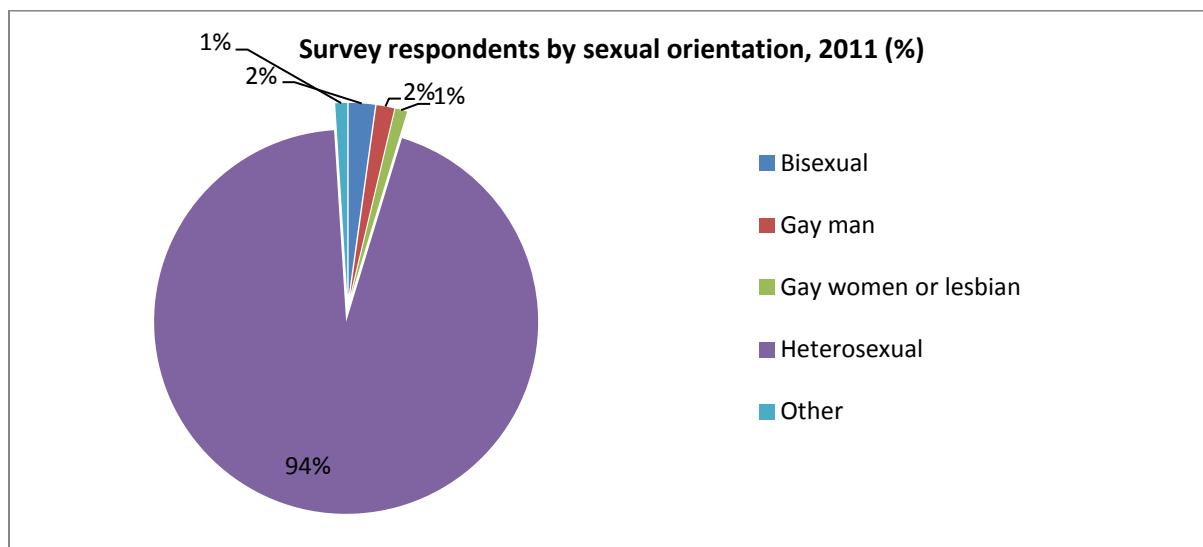
---

<sup>2</sup> Equal Pay Review Report. The review analysed pay data for staff covered by the JNCES Framework Agreement. It did not include Professorial grade and Admin and Other Related grade 10 staff.

## Sexual Orientation

### Overview of staff data by sexual orientation

The University does not currently collect data on staff members' sexual orientation as standard. In a 2011 staff survey, staff were given the option of disclosing their sexual orientation in an anonymous way. 63% of staff completed the survey of which 81.5% disclosed information on their sexual orientation, equivalent to 53.5% of the total staff population. Of the staff who disclosed their sexual orientation in the survey, 5.7% described themselves as bisexual, a gay man, a gay woman or lesbian or having another sexual orientation other than heterosexual.



Survey respondents by sexual orientation, 2011		
All Staff		
Bisexual	No.	72
	%	2.2
Gay man	No.	50
	%	1.5
	No.	33
	%	1
Other	No.	31
	%	1
Total	No.	<b>186</b>
	%	<b>5.7</b>
Heterosexual	No.	<b>3080</b>
	%	<b>94.3</b>
Total	No.	3266
	%	100

## **Promoting equality**

The University supports an active LGBTQ Rainbow Staff Network, that is open to all staff who identify as lesbian, gay, bisexual, trans or queer/questioning and allies of those communities. The network runs a range of social activities and formal events and represents the interest of its members on the University's Diversity Forum.

The Rainbow Network plays a key role in organising events for LGBT History Month, which has been formally marked at the University since 2010 and is now an established part of the University calendar. Events held on campus to celebrate history month include an exhibition from the University's Special Collections, examining the lives of significant individuals from the lesbian, gay, bisexual and transgender communities, talks on the history of Birmingham's LGBT communities and an Amnesty International exhibition on the worldwide struggle for gay equality. The underpinning theme of the University's LGBT History Month is to celebrate and promote greater understanding of LGBT lives and experiences.

To support and demonstrate our commitment to LGB equality, the University is also a member of Stonewall Diversity Champions and participates in their annual employers' index. We have benchmarked our employment practices against Stonewall best practice and introduced changes, such as explicitly promoting family benefits to same sex couples and using the Stonewall logo in our recruitment materials.

In addition to our current activities, during 2012, the University will be reviewing staff data collection in consultation with the LGBTQ Rainbow Staff Network, with a view to introducing the collection of data on sexual orientation. This will enable the University to analyse employment processes by sexual orientation and inform our policies and practices.

## Student Information

### Introduction

---

#### a) About the data

This report contains statistical and other data for the protected characteristics of gender, ethnicity, disability and age. For each of the characteristics the total student population is presented, along with an indication of several years' trend and a breakdown of the population by College. Statistical data on the other protected characteristics is not collected at the present time. From September 2012, the University will work towards including sexual orientation, religion or belief and gender identity as categories in the student registration process.

There is general evidence presented here in relation to all the protected characteristics from the National Student Satisfaction Survey (NSS) 2010 and the Birmingham Student Survey (BSS) 2011 (undergraduate satisfaction) and other research publications. Commentary in bold indicates a comparison with the higher education sector in general.<sup>3</sup>

Statistical data is presented at University and College level, but is freely available within the University at lower levels. Information is available on the University's intranet, presenting the data according to the sub-divisions within each College, (each College is made up of several Schools, and some Schools are further sub-divided into Departments), or by individual programmes, (a programme is the course which the student pursues, e.g. BA English Literature).

For further information, please contact the Equality and Diversity adviser for Students on 0121 414 3247 or email [equality@contacts.bham.ac.uk](mailto:equality@contacts.bham.ac.uk).

#### b) Overview of the student population

As of 1<sup>st</sup> November 2011, the University had a total population of 26,734 degree-level students and 1,012 sub-degree students. The population was as follows:

- 17,934 undergraduate students
- 6,039 taught postgraduate students
- 2,761 research postgraduate students
- 1,012 sub-degree students

Almost all undergraduate students are full-time, but there are significant proportions of part-time students at postgraduate levels. The number of part-time students at each level was as follows:

- Undergraduate: 174 (1% of total population)

---

<sup>3</sup> Equality Challenge Unit (2011) Equality in higher education: statistical report 2011, Part 2 Students.

- Taught postgraduate: 2750 (45.5% of total population)
- Research postgraduate: 704 (25.5% of total population)
- Sub-degree: 986 (97.4% of total population)

The University comprises five Colleges, with the following student populations:

- Arts and Law: 4617 undergraduates, 687 taught postgraduates, 562 research postgraduates, 25 sub-degree
- Engineering and Physical Sciences: 3423 undergraduates, 570 taught postgraduates, 873 research postgraduates, 24 sub-degree
- Life and Environmental Sciences: 2789 undergraduates, 387 taught postgraduates, 528 research postgraduates, 39 sub-degree
- Medical and Dental Sciences: 3205 undergraduates, 570 taught postgraduates, 327 research postgraduates, 1 sub-degree
- Social Sciences: 3899 undergraduates, 3824 taught postgraduates, 471 research postgraduates, 923 sub-degree

### **c) Student Satisfaction**

The National Student Satisfaction Survey (NSS) gave the University of Birmingham a satisfaction rating of 84% in 2010. The Birmingham Student Survey (BSS) is run on an annual basis and gives a satisfaction rating of 87%. The results related to each protected characteristics are within the relevant sections throughout this report.

### **d) Equality information and outcomes**

<b>Summary of outcomes informed by the student equality information</b>	
<b>Main issues identified from the information available</b>	<b>Work undertaken/on-going since 2009</b>
<b>DISABILITY</b>	
1.Numbers of students disclosing 2.Built environment 3.Standarised response to student support 4. Increase in students	1. The importance of disclosing is now in the main materials that students access. Welfare Tutors and those in the Schools responsible for ensuring student support are given training on how to support students. Their role is to ensure that all those working with students are aware and use the Code of Practice on Reasonable Adjustment (2010) and encourage disclosure. 2. The University's Estates Office have a staged plan to improve accessibility to university buildings see

declaring a mental health issue	<a href="http://www.as.bham.ac.uk/legislation/aprc/APRC.11.06.03ap_p2.pdf">www.http://www.as.bham.ac.uk/legislation/aprc/APRC.11.06.03ap_p2.pdf</a>  3. Support is available for students with mental health issues and Student Support Services have responded to the growing demand for this service by reviewing what's available and considering how best to respond to demand.
<b>GENDER</b>	<b>Work undertaken/on-going since 2009</b>
1. Females are in a significant minority in certain SET subjects.  2. Males are less likely to gain a first or an upper first class degree (gap = 3.5%).	1. The University supports groups within departments that support females in the minority, in addition to the Athena Swan Project. For example, a Women in Physics Group was launched in September 2011.  2. Schools are required as part of the quality assurance system to review annually data on the performance of those in the equality groups. Male under-attainment may be a particular issue in some Schools. Work this year will need to consider male performance on programmes.
<b>PREGNANCY AND MATERNITY/ CARING RESPONSIBILITIES</b>	<b>Work undertaken/on-going since 2009</b>
1. Student parents known but performance data not considered e.g. retention, attainment.  2. Issues such as timetabling, finance and childcare concerns can negatively impact on success.	1. From 2012, the Planning Department will produce a report, along with the reports on ethnicity, gender and so forth, on the performance of student parent /carers.  2. Representatives from the Student Parents and Carers' Association (a newly formed Guild association) raise issues at the Inclusive Curriculum Working Group with the aim of ensuring their views are heard and needs addressed. Their website is <a href="http://students.guild.bham.ac.uk/spc/">http://students.guild.bham.ac.uk/spc/</a>
<b>AGE</b>	<b>Work undertaken/on-going since 2009</b>
1. More part time	1. The University Graduate School supports postgraduate students.

<p>students are older and more likely to be studying at post-graduate level.</p> <p>2. Mature students studying at undergraduate level are more likely to leave after the first year and less likely to gain a first or an upper second class degree.</p>	<p>2. Through annual review of data, Schools can identify if mature undergraduate students are less successful in their course and then consider ways to better support them. In the School of History they have identified mature students as a risk group and are looking at how to better support them.</p> <p>3. A review of the provision of PGT is being conducted by Student Services in 2012.</p>
<b>GENDER IDENTITY</b>	<b>Work undertaken/on-going since 2009</b>
<p>1. Lack of data</p> <p>2. Lack of information about transitioning and the best support for students</p> <p>3. Bullying potentially an issue in higher education, as identified in sector survey</p>	<p>1. Consider in 2012 the preferred approach to collect information on gender identity.</p> <p>2. Review the information on the website to make sure that a student who is transitioning is aware of the support available.</p> <p>3. The Guild and the University are working together to promote a zero tolerance approach to bullying and harassment.</p>
<b>RACE</b>	<b>Work undertaken/on-going since 2009</b>
<p>1. Variable degree attainment by BAME groups</p> <p>2. Retention of BAME students beyond the first year poorer</p> <p>3. BAME students less likely to gain full time employment than white graduates.</p> <p>4. Generally BAME students are less satisfied with their HE experience and disappointed by the lack of diversity in the</p>	<p>1(i) Research is underway on the experiences of BAME students at the University of Birmingham.</p> <p>(ii) The University participates in a Russell Group Attainment forum where initiatives to address the of variable degree attainment are addressed</p> <p>(iii) Across the University School are considering how to improve the degree attainment of their students e.g. School of Psychology, Law, History.</p> <p>(iv) The issue of variable BAME attainment and other performance issues are considered at the Student access and Progress Committee.</p>

curriculum.	
<b>RELIGION AND BELIEF</b>	<b>Work undertaken/on-going since 2009</b>
1. Data not complete  2. Ensure that needs of religious students are considered and accommodated, if reasonable	<p>1. Although some information is collected on the religious affiliations of students, the categories need updating and bringing in line with those suggested by HESA. From 2012 the University will use HESA's codes.</p> <p>University has a Code of Practice on the accommodation of a student's religious practice available at <a href="http://www.birmingham.ac.uk/Documents/university/legal/accommodating-religious-observance.pdf">http://www.birmingham.ac.uk/Documents/university/legal/accommodating-religious-observance.pdf</a></p> <p>(ii) The University is working with the Guild of Students to improve the prayer facilities for Muslim students i.e. the main prayer room.</p> <p>(iii) There is a Good Campus Relations group that considers the work undertaken across the University to ensure good relations between religious and other groups, including interfaith work.</p> <p>(iv) Recording for information and training purposes of Muslim female student voices in order to facilitate the process of understanding of the experiences of this particular group of students.</p> <p>(v) Religious Literacy Leadership Programme organization is to run workshops in 2012 for staff on facilitating dialogue between different religious groups.</p>
<b>SEXUAL ORIENTATION</b>	
1. Lack of statistical data  2. Help students overcome their fear of discrimination  3. Work towards supporting students to feel comfortable with their sexual identity  4. Homophobic harassment potentially an issue in higher education, as identified in sector survey	<p>1. Collect data in 2012.</p> <p>2. As above, work on a zero tolerance approach to bullying and harassment.</p> <p>3. The idea of developing an LGBT website for staff and students is being considered in 2012, if resources allow. The site will provide a 'space' for the University's LGBT community.</p> <p>4. The Counselling and Guidance service run workshops and QChat- <a href="http://www.as.bham.ac.uk/qchat">www.as.bham.ac.uk/qchat</a></p> <p>5. In addition to many other activities planned for LGBT History Month, a workshop is being run on moving into employment and managing sexual identity.</p>
<b>MULTIPLE IDENTITIES</b>	
1. Lack of analysis on the experiences of students who have multiple identities	1. From 2012, any data reports will include a section on multiple identities.

## Age

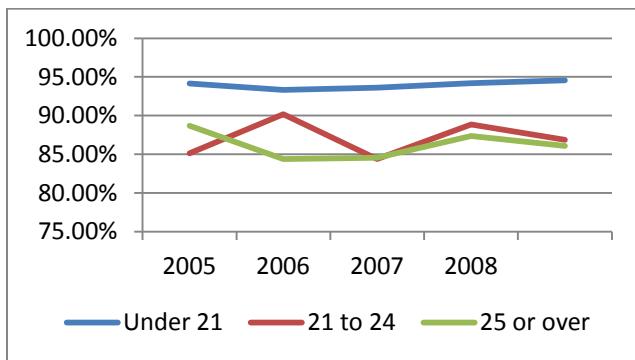
---

Across higher education, 84.3% of full time first degree undergraduates are aged 21 or under. 49.1% of full time other graduates are aged 21 and under. Part time students are generally older than full time students. 44.2% of part time students are aged 36 and over compared with only 4.9% of full time students.

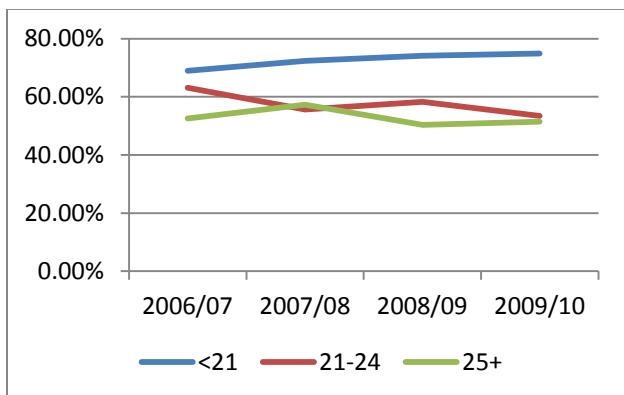
As of November 2011, there were 7,551 mature degree and sub-degree students at the University, representing 28.2% of the total student population. A mature student is defined as one aged 21 or over at the start of the session for undergraduates, and 25 or over for postgraduates.

- Mature students - The NSS and the BSS found that students in the age groups 21-24 and over 25 were significantly less satisfied than those under 21 in the categories of academic support, organisation and management, learning resources and overall satisfaction. However, students aged over 25 were significantly more satisfied in the categories of assessment and feedback and teaching and learning.

Undergraduate students studying beyond first year (2005-2009):



Award of first and upper second degrees (2007-2010):



### Full-time undergraduates

- Among 2009 entrants, 94.6% of those aged under 21 at the point of entry remained at the University beyond their first year, compared to 86.9% of those aged 21-24 and 86.1% of those aged 25 or over.
- Among 2005 entrants, 87.5% of students aged under 21 had attained a degree as of November 2009, compared to 74.2% of those aged 21-24 and 75% of those aged 25 or over.
- In 2010, 74.9% of students aged under 21 at the point of entry gained First or Upper Second class honours, compared to 53.4% of those aged 21-24 and 51.5% of those aged 25 or over.

### Postgraduates

In November 2011, 57.8% of all taught postgraduates and 61.4% of all research postgraduates were mature students. These figures are heavily influenced by the profile of part-time students – 87.9% of part-time taught postgraduates and 90.1% of part-time postgraduates were mature entrants, compared to 32.7% and 51.6% respectively for full-time students. There is a particular concentration of mature part-time postgraduates in the School of Education.

## **Disability**

---

**Across HE 7.6% in 2009/10 declared a disability and 55% of first year undergraduate students who declared a disability stated they had a specific learning difficulty.**

As of November 2011, there are 1,589 students at the University with a known disability, representing 5.8% of the total student population. Among undergraduates (excluding sub-degrees), the figure is 6.3%. The most commonly reported disability is dyslexia. A total of 254 students (0.9% of the total population) declared a mental health disability, a significant increase on the previous year's figure.

The percentage of undergraduate students with a known disability has been trending upwards for several years, from 4.9% in 2005/06 to 5.2% in 2006/07 and 2007/08, 5.4% in 2008/09 and 6.2% in 2009/10. The sector average is 4.7%.

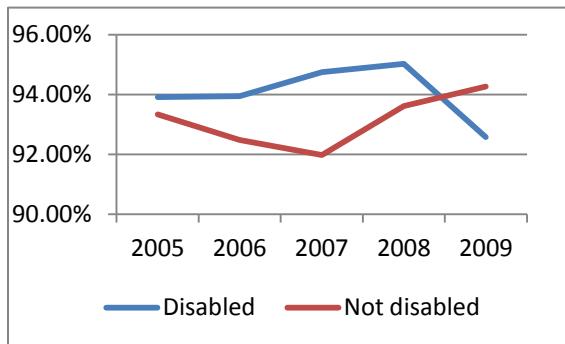
- Disability - Both NSS and BSS found that in every category disabled students were less satisfied than non-disabled students. Key issues for disabled students included the built environment, signage, the stress of starting higher education and stress around exam time, not having materials prior to lectures, poor communication between staff regarding the student's disability and delays in receiving their Disabled Students Allowance.

### Full-time undergraduates

- Among 2009 entrants, 92.6% of disabled students remained at the University beyond their first year, compared to 94.3% of students with no known disability.

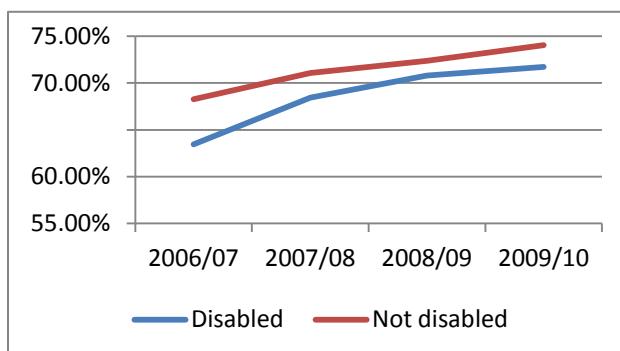
- Among 2005 entrants, 84.4% of disabled students and 86.2% of non-disabled students had attained a degree as of February 2011.
- In 2010, 71.7% of disabled students gained First or Upper Second class honours, compared to 74.0% of students with no known disability.

Undergraduate students studying beyond first year (2005-2009):



**59.9% of qualifiers declaring a disability obtained a first class or upper second honours degree. Of those declaring a disability, students who received DSA were more likely to obtain a first class or upper second class honours degree (60.2%) than those who did not receive DSA.**

Award of first and upper second degrees (2007-2010):



Among respondents to the 2009/10 Destination of Leavers in Higher Education survey, 48.1% of disabled graduates were in full-time paid work 6 months after graduating, compared to 50.4% of non-disabled graduates. Additionally, 8% of disabled graduates were in part-time work, compared to 9% of non-disabled graduates, and 22.2% of disabled graduates were in further

study, compared to 23.3% of non-disabled graduates. The amount of disabled graduates who were assumed to be unemployed was 15.1%, compared to 9.3% of non-disabled graduates.<sup>4</sup>

## Gender Identity

---

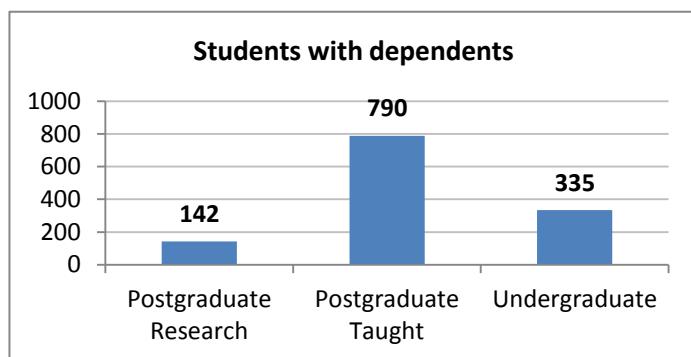
The University does not currently ask students if they are transitioning or have undergone transitioning. A recent report by the Equality Challenge Unit (ECU) on the experience of LGB and trans students in higher education found that trans students often encountered higher levels of negative treatment than LGB students. Almost a quarter (22.6%) of trans students surveyed reported being bullied or discriminated against since starting university. The report found that trans students experience particular anxiety about whether staff and students in their HEI would use their preferred/correct pronoun and whether they would be prevented from using the toilet appropriate to their preferred/acquired gender.<sup>5</sup>

## Pregnancy and Maternity

---

Since 2010, the University has asked students whether they have children or caring responsibilities. During the 2010/11 academic year, 1,500 (5.5% of the total student population) indicated they had a caring responsibility, with the majority of those students having dependent children. Over half of students with dependents are taught postgraduates, or approximately 13% of the taught postgraduate population.

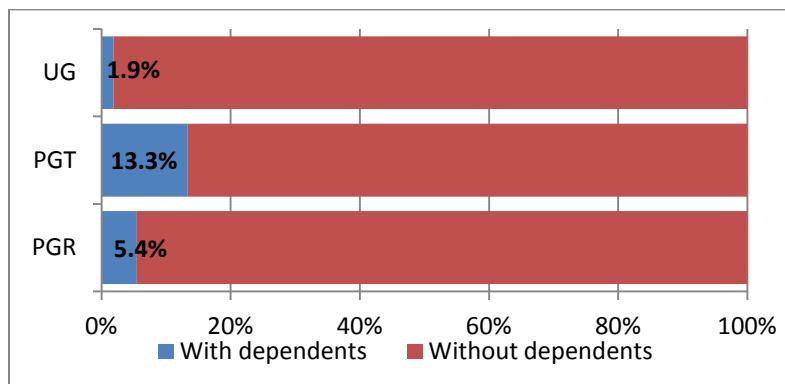
- Student parents - Student parents are an 'at risk' group in terms of retention. Staff at institutions are often a vital swing factor in student parents' experience. Childcare costs, financial worries and the lack of flexibility in the delivery and assessment of the curriculum are cited as the main issues of concern for student parents.



<sup>4</sup> HESA, *Destination of Leavers in Higher Education survey LHE survey 2009*, (UK-domiciled full-time first degree students).

<sup>5</sup> Equality Challenge Unit, *Experience of Lesbian, Gay, Bisexual and Trans Staff and Students in Higher Education*, (ECU, 2009).

Students with dependents as a proportion of student populations:



The highest proportion of students with dependants is in the College of Social Sciences, where there are over 500 taught postgraduate students with dependants:

College	PGR	PGT	UG
College of Arts and Law	41	80	44
College of Engineering and Physical Sciences	28	69	68
College of Life and Environmental Sciences	21	53	7
College of Medical and Dental Sciences	9	76	34
College of Social Sciences	43	512	182
<b>Total</b>	<b>142</b>	<b>790</b>	<b>335</b>

## Race

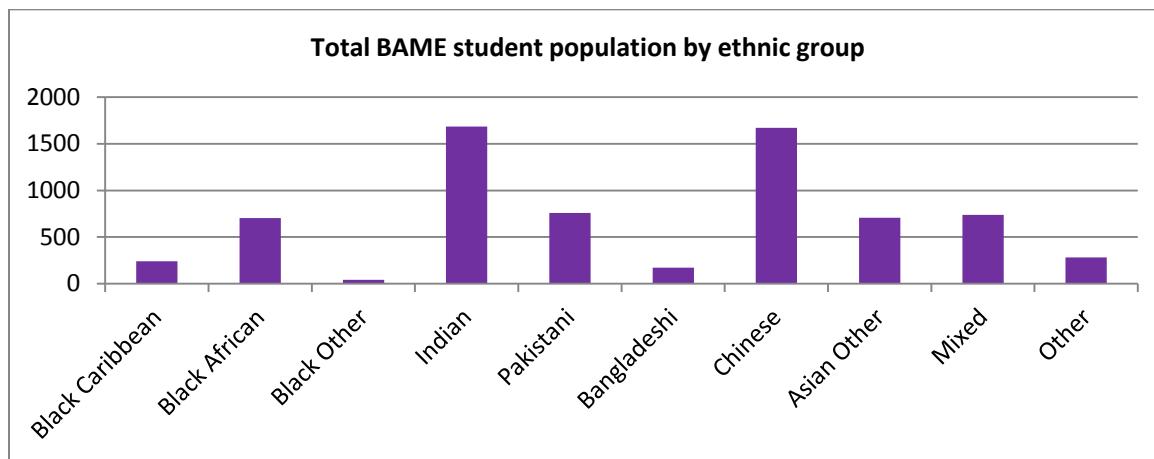
---

**Across the higher education sector over the last seven years, the proportion of UK- domiciled BAME students has increased from 14.9% in 2003/04 to 18.1% in 2009/10**

Outside of the London universities, Birmingham has the highest proportion of black, Asian and minority ethnic (BAME) students among the Russell Group universities. As of November 2011, 28.0% of Birmingham students whose ethnicity is known are from BAME groups. Among undergraduates, the figure is 23.5%. The largest BAME group is Asian-Indian. Among students who are not UK-domiciled undergraduates, the largest proportion of BAME students are Chinese, reflecting the large number of Chinese postgraduate students at the University.

- **Ethnicity** - The NSS found that satisfaction profiles varied significantly depending on ethnic background, but that black, Asian and minority ethnic (BAME) students were generally less satisfied than white students. The BSS showed that BAME students were significantly less satisfied in academic support and organisation. Issues of isolation, alienation and exclusion were highlighted as some of the reasons for this. Also cited was little consideration of

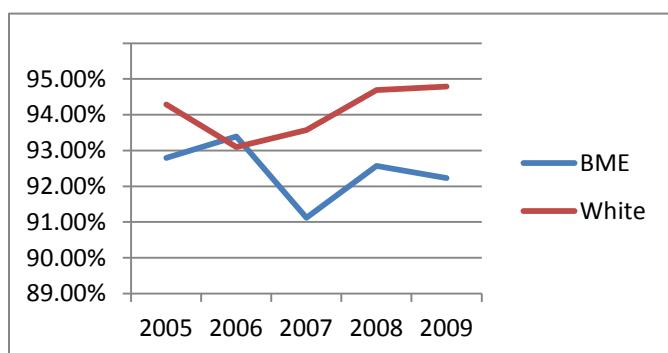
difference and diversity, few BAME academics and perceived racial/cultural bias amongst some staff.



#### Full-time undergraduates

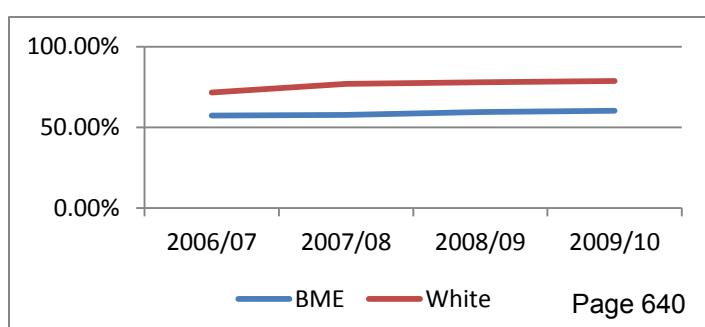
- Among 2009 entrants, 92.2% of BAME students and 94.8% of white students remained at the University beyond their first year.
- Among 2005 entrants, 81.4% of BAME students and 87.9% of white students had attained a degree as of February 2011.
- In 2010, 60.3% of BAME students gained First or Upper Second class honours, compared to 78.7% of white students.

Undergraduate students studying beyond first year (2005-2009):



**For UK-domiciled qualifiers, the difference between the proportion of white qualifiers who obtained a first class or upper second class honours and that of BAME qualifiers (the attainment gap) was 18.6% in 2009/10. This is a slight decrease of 18.8% in 2005/6.**

Award of first and upper second degrees (2007-2010):

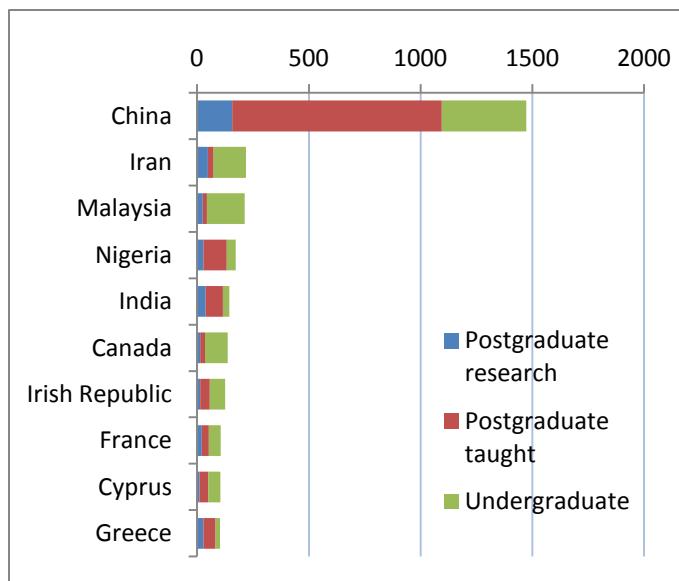


Among respondents to the 2009-2010 Destination of Leavers in Higher Education survey, 47.4% of BAME graduates were in full-time paid work 6 months after graduating, compared to 52.3% of white graduates. Additionally, 9.2% of BAME graduates were in part-time work, compared to 9.1% of white graduates, and 20.9% of BAME graduates were in further study, compared to 22.7% of white graduates. The amount of BAME graduates who were assumed to be unemployed was 14.4%, compared to 8.2% of white graduates.<sup>6</sup>

**For UK-domiciled leavers, BAME leavers (12.6%), particularly Chinese (14.7%) and black (14.3%) leavers, were more likely to be assumed to be unemployed than white leavers(6.2%).**

#### International students

As of November 2011, there are 4,993 international degree students registered at the University. Of these, by far the largest number came from China (1,473), followed by Iran (218):



The breakdown by College is as follows:

- Arts and Law, 586 international students
- Engineering and Physical Sciences, 1,432 international students
- Life and Environmental Sciences, 323 international students
- Medical and Dental Sciences, 295 international students
- Social Sciences, 2,357 international students

<sup>6</sup> HESA, *Destination of Leavers in Higher Education survey LHE survey 2009*, (UK-domiciled full-time first degree students).

## **Religion or belief**

---

60.5% of students disclosed their religious belief to the University in 2011. Of the 60.5% who disclosed, 22% identify with a Christian denomination, 6.2% as Muslim, 2.5% as Hindu, 2.2% as Buddhist, 1.8% as Jewish (Orthodox and Progressive) and 1.7% as Sikh. The largest group - 24% - identify themselves as holding a religion or belief other than those listed. A recent survey and report on religion and belief in higher education from Equality Challenge Unit (ECU), indicates that 43.8% of students in the sector who took part in their research identified as Christian, 31.4% had no religion, 9.1% identified as Muslim and the remaining 15.7% identified with one of eight other faiths.<sup>7</sup>

According to the ECU research, the overwhelming majority of students reported themselves as satisfied with both the content and teaching of their courses. Many of the HEIs in the study were found to take account of the diversity of religion or belief on campus, for example by timetabling academic assessments to avoid religious holy days. Most of the respondents reported that they felt valued by their institution and had not experienced harassment or discrimination because of their religion or belief.<sup>8</sup>

## **Sex**

---

**Across the sector, the average representation of female students in the 2008-2009 academic year was 51%. More female students studied part time than male across all degree levels.**

As of November 2011, 54.7% of all registered students are female and 45.3% male. Among full-time undergraduates, the difference is more marked, with 55.1% female.

- Gender - The NSS found significant differences between male and female levels of satisfaction. The greatest differences were observed in the categories of academic support and learning resources. Overall satisfaction has decreased over the last 5 years and, in 2010, female students were less satisfied than males for the first time. The BSS found little difference between male and females except in the category of academic support, where females were less satisfied. There are lower participation, higher drop out and higher unemployment rates for male students, with males more reluctant to seek out pastoral or academic support.

### Full-time undergraduates

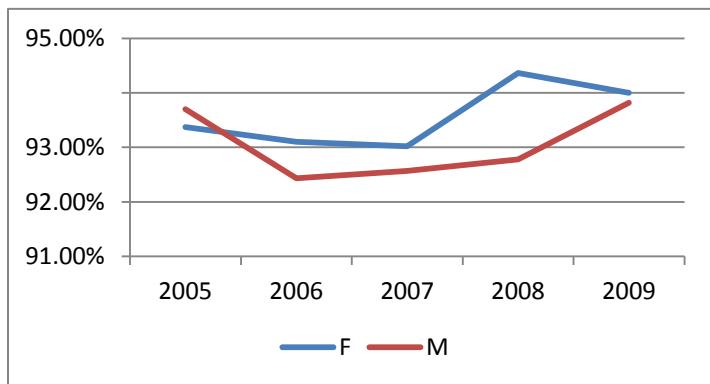
- Among 2009 entrants, 93.8% of male students remained at the University beyond their first year, compared to 94% of female students.
  - Among 2005 entrants, 84.1% of male students and 87.7% of female students had attained a degree as of February 2011.
- 

<sup>7</sup> Equality Challenge Unit, *Religion and Belief in higher education: the experiences of staff and students*, (ECU, 2011). Data based on a survey of 3,935 students.

<sup>8</sup> Ibid.

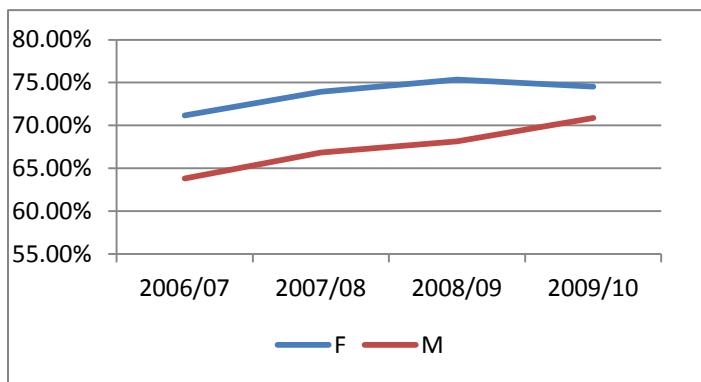
- In 2010, 70.9% of male students gained First or Upper Second class honours, compared to 74.5% of female students.

Undergraduate students studying beyond first year (2005-2009):



**A higher proportion of men obtained a first class honours degree (14.8%) than women (14.1%)**

Award of first and upper second degrees (2007-2010):



**Unemployment rates were higher for male leavers (9.1%) than for female leavers (6.1%).**

Among respondents to the 2009-2010 Destination of Leavers in Higher Education survey, 51.8% of female graduates were in full-time paid work 6 months after graduating, compared to 50.2% of male graduates. Additionally, 10.4% of female graduates were in part-time work, compared to 7.4% of male graduates, and 21.9% of female graduates were in further study, compared to

23.1% of male graduates. The amount of female graduates who were assumed to be unemployed was 8.2%, compared to 11.4% of male graduates.<sup>9</sup>

## Sexual Orientation

---

The University does not currently ask students about their sexual orientation. However, a recent report from Equality Challenge Unit (ECU) suggests that around 7% of students in higher education identify as lesbian, gay or bisexual (LGB).<sup>10</sup>

The ECU report found that higher education is a very important and positive space in the lives of the majority of LGB undergraduates, as a new environment where young people are able to define their sexual identities. The research states that the majority of LGB students are out to university friends, but almost two thirds are not out to tutors as they fear discrimination. In the ECU survey, a significant proportion of LGB students reported experiencing some form of negative treatment on the grounds of their sexual orientation, from fellow students (49.5%), tutors/lecturers (10.4%) and those that work in other areas of HEI (10.6%). Some LGB students described how negative treatment lead to stress or loss of confidence, and self-exclusion from specific spaces at university. Some severe forms of homophobic abuse were reported in student halls of residence or housing. The report also identified that LGB students valued lecturers being out in the classroom and acting as role models.<sup>11</sup>

## Multiple identities

---

From 2013 the University will consider data related to the performance of multiple identity students. Some interesting information emerges when more than one of the protected characteristics is considered together. The ECU<sup>12</sup> found that:

- Among UK-domiciled BAME students, there were more black female (6%) than black male (5.7%) students. For all other BAME groups, there were more men than women in higher education.
- 51.1% of the male population were aged 21 and under compared with 45.9% of female students. However, 20.9% of female students were aged 36 and over compared with 15.3% of male students.
- 9.2% of white students declared a disability compared with 3.6% of Chinese students.

---

<sup>9</sup> HESA, *Destination of Leavers in Higher Education survey LHE survey 2009*, (UK-domiciled full-time first degree students).

<sup>10</sup> Equality Challenge Unit, *Experience of Lesbian, Gay, Bisexual and Trans Staff and Students in Higher Education*, (ECU, 2009). Data is based on a survey of 2,704 students.

<sup>11</sup> Ibid.

<sup>12</sup> ECU (2011) *Equality in Higher Education: Statistical Report 2011 Part 2: Students* [www.ecu.ac.uk](http://www.ecu.ac.uk)

- 67.6% of Asian students and 62.9% of Chinese students were aged 21 and under, compared with 38.6% of black students. 26.1% of black students were aged 36 and over, compared with 8.6% of Chinese students and 7.3% of Asian students.
- The ethnicity attainment gap ranges from 9.3% for qualifiers aged 21 and under to 29.8% for those aged 36 and over.

There have been 30 formal complaints from 2007/8 to January 2012. Of those:

Male: 17                      Female: 13

Under aged 25: 5              Over 25: 25

Undergraduate: 7

Postgraduate: 14

Graduate research: 9

Ethnicity:

White British: 13

Other white background: 2

Asian/Asian British- Pakistani: 5

Indian: 3

Other black background: 1

Other ethnic background: 2

Not known: 2

Information refused: 1

Blank: 1

Disability:

No known disability: 24

Deaf/hearing impairment: 3

A specific learning difficulty: 1

Disability not listed: 1

Blank: 1

The relatively small number of formal complaints submitted from the 2007/08 session to date (30) makes it difficult to draw meaningful conclusions. However, there do not appear to be any trends apparent in the data collected regarding gender and disability.

In terms of *ethnicity*, almost half of the students who disclosed their ethnicity (eleven out of twenty-six) were from non-white ethnic backgrounds.

*Level and age:* Only seven complaints were from undergraduate students, the remaining twenty-three having been submitted by postgraduates (fourteen by postgraduate taught

students and nine by postgraduate researchers). Additionally, only five of the thirty students were under the age of 25, which suggests that older students are more likely to submit formal complaints. However, given that postgraduates are normally older than undergraduates, it is difficult to tell from the data whether students are more likely to complain because they are postgraduates, or whether they are more likely to complain because of their age/maturity. It is reassuring to note that the Office of the Independent Adjudicator reports comparable trends: postgraduate students remain disproportionately over-represented in the number of complaints brought to the OIA.

As the numbers of complaints involved are so small, and the nature of each complaint unique, it remains difficult to establish whether there are any underlying factors contributing to the apparent trends regarding ethnicity, age and level of study noted above. However, these data will continue to be monitored in 2011/12 by Academic Quality Unit in liaison, if appropriate, with the University's Equality and Diversity Advisor.

Students as part of the complaints procedure are given the details of the Equality and Diversity Adviser in case they require advice and support regarding discrimination. The University has a mediation service and students have access to impartial harassment advisers.

## Equality and Diversity in Employment Policy

### Contents

1. Policy statement
  2. Aims
  3. Responsibility
  4. Equality Areas
  5. Harassment and Bullying
  6. Implementation and Monitoring
  7. Complaints
1. **Policy Statement**

The University is committed to developing, maintaining and supporting a culture of equality and diversity in employment in which staff are treated equitably, and where they can realise their potential whatever their age, race, colour, nationality, ethnic origin, creed, disability, sexual orientation, sex, gender identity, marital or civil partnership status, parental status, religion, belief or non-belief, social or economic class, employment status, or any other criteria that cannot be shown to be properly justifiable.

- 1.2 Equality of opportunity and inclusivity is fundamental to the vision and values of the University Plan. The principles of equality and diversity are at the heart of University life and are supported by appropriate policies, procedures and good practice.

2. **Aims**

- 2.1 The overall aim of the policy is to ensure that throughout their employment all employees of the University are treated fairly and with dignity and respect. This

policy operates in accordance with the Recruitment Policy with respect to job applicants.

- 2.2 The University will ensure that its policies, procedures and practices comply with current legislation.

### 3. Responsibility

- 3.1 All members of staff are responsible for supporting the aims and spirit of the policy.

For details of specific responsibilities in relation to equality and diversity see

### 4 Equality Areas: protected characteristics

- 4.1 **Age.** The University celebrates and values the diversity of staff of all ages and aims to ensure that all members of staff are treated fairly and with dignity and respect.

For further sources of help, support and information on age equality see the Equality and Diversity web pages: [www.york.ac.uk/admin/eo/Age/Age.htm](http://www.york.ac.uk/admin/eo/Age/Age.htm)

- 4.2 **Disability.** In support of the work on disability equality the University has developed a Disability Equality Scheme  
[www.york.ac.uk/student-support-services/disability-services/des/](http://www.york.ac.uk/student-support-services/disability-services/des/).

For further sources of help, support and information on disability equality see the Equality and Diversity web pages:  
[www.york.ac.uk/admin/eo/Disability/Disability.htm](http://www.york.ac.uk/admin/eo/Disability/Disability.htm)

- 4.3 **Gender Reassignment.** The University celebrates and values the diversity of its staff and aims to ensure that all transgender members of staff are treated fairly and with dignity and respect.

In support of the work on gender equality including transgender members of the University see the [Gender Equality Scheme](#)  
[www.york.ac.uk/admin/eo/GenderEqualityScheme.htm](http://www.york.ac.uk/admin/eo/GenderEqualityScheme.htm).

For further sources of help, support and information on gender reassignment equality see the Equality and Diversity web pages:  
[www.york.ac.uk/admin/eo/gender/Transgender/GenderReassignment.htm](http://www.york.ac.uk/admin/eo/gender/Transgender/GenderReassignment.htm)

- 4.4 Marriage and Civil Partnership.** The University aims to ensure that all members of staff are treated fairly and with dignity and respect whether they are married, in a civil partnership or single.

For further sources of help, support and information on marriage and civil partnership equality see the Equality and Diversity web pages:

[www.york.ac.uk/admin/eo/MarriageCivilPartnership.htm](http://www.york.ac.uk/admin/eo/MarriageCivilPartnership.htm)

- 4.5 Pregnancy and Maternity.** The University aims to provide an environment where members of staff are supported and treated fairly and with dignity and respect during pregnancy and maternity and whilst breastfeeding.

For further sources of help, support and information on pregnancy and maternity equality see the Equality and Diversity web pages:

[www.york.ac.uk/admin/eo/PregnancyMaternity.htm](http://www.york.ac.uk/admin/eo/PregnancyMaternity.htm)

- 4.6 Race.** In support of the work on race equality the University has a Race Equality Policy and Action Plan: [www.york.ac.uk/admin/eo/Race/index.htm](http://www.york.ac.uk/admin/eo/Race/index.htm).

For sources of help, support and information on race equality see the Equality and Diversity web pages: [www.york.ac.uk/admin/eo/Race/index.htm](http://www.york.ac.uk/admin/eo/Race/index.htm)

- 4.7 Religion and Belief and non-belief.** The University of York celebrates and values the diversity brought by its individual members and aims to create an environment where staff members with a religious belief or none are treated fairly and with dignity and respect.

For sources of help, support and information on religion and belief and non-belief equality see the Equality and Diversity web pages:

[www.york.ac.uk/admin/eo/Religion/index.htm](http://www.york.ac.uk/admin/eo/Religion/index.htm)

- 4.8 **Sex (Gender).** In support of the work on gender equality the University has developed a Gender Equality Scheme.

[www.york.ac.uk/admin/eo/GenderEqualityScheme.htm](http://www.york.ac.uk/admin/eo/GenderEqualityScheme.htm)

For further sources of help, support and information on gender equality see the Equality and Diversity web pages:

[www.york.ac.uk/admin/eo/gender/genderequality.htm](http://www.york.ac.uk/admin/eo/gender/genderequality.htm)

- 4.9 **Sexual Orientation.** The University celebrates and values the diversity of its staff and aims to ensure that all lesbian, gay and bisexual members of staff are treated fairly and with dignity and respect.

For further sources of help, support and information on sexual orientation equality see the Equality and Diversity web pages:

[www.york.ac.uk/admin/eo/SexualOrientation/Sexualorientation.htm](http://www.york.ac.uk/admin/eo/SexualOrientation/Sexualorientation.htm)

## 5 **Harassment and Bullying**

The University aims to provide a stimulating and supportive environment for working and learning which will enable staff and students to fulfil their potential. All members of the University community have an important role to play in creating an environment where harassment is unacceptable.

Staff who feel they are experiencing harassment or bullying in any form can contact one of the Harassment Advisers who offer a first point of contact to anyone who feels they are experiencing harassment.

For sources of help on harassment see the Equality and Diversity Office Harassment and Bullying web pages: [www.york.ac.uk/admin/eo/harassment.htm](http://www.york.ac.uk/admin/eo/harassment.htm) and the Code of Practice on Harassment: [www.york.ac.uk/admin/eo/Harassment/code.htm](http://www.york.ac.uk/admin/eo/Harassment/code.htm)

## **6. Implementation and Monitoring**

- 6.1** The University will provide equality and diversity training for all staff.
- 6.2** The effectiveness of the Policy will be monitored by measuring progress towards achieving equality objectives as set out in the University's Equality Schemes and the consideration of relevant monitoring data.
- 6.3** An annual report will be presented to the Equality and Diversity committee. This report will incorporate:
  - a) the annual report from the Equality & Diversity Office
  - b) a report on progress from other key areas of the University

## **7. Complaints**

- 7.1** Heads of Departments, senior members of staff, managers and supervisors are responsible for dealing with complaints from staff under this policy with support from the HR Department and the Equality and Diversity Office as appropriate.
- 7.2** Staff who believe they have not been treated equitably in accordance with the Equality and Diversity in Employment Policy should raise the matter with their manager in the first instance.

The line manager should seek advice from the HR Department in order to resolve the complaint.

If the complaint is against their line manager, staff should raise it with their Head of Department. If this does not resolve the matter, the member of staff may make a complaint in accordance with the Grievance Procedure – the first step of which is to establish whether the complaint may be resolved informally.

- 7.3** No member of staff will be victimised for bringing a complaint under this policy. However, where a complaint is made maliciously and/or on knowingly false information, the complainant may be subject to the Disciplinary Procedure.

## **Appendix A**

The following groups and post holders have responsibility for various aspects of the Equality and Diversity in Employment Policy:

- a. The Vice Chancellor has responsibility for creating a culture that supports equality and diversity.
  - is responsible for monitoring the work of its Committees and Boards to ensure that the University's goal of ensuring equality of opportunity in employment is achieved.
- c. The HR Policy Committee is responsible for all matters relating to overseeing the policies relating to the employment of staff.
- d. The Equality & Diversity Committee is responsible for formulating, monitoring, evaluating and reviewing the University equal opportunities policy. It is also responsible for the implementation of the University's Code on Practice on Harassment including providing an appropriate support mechanism for the Harassment Advisers.
- e. Trade Unions contribute to the maintenance and development of equal opportunities through the machinery for resolving collective issues and in advising and/or representing individual members.
- f. The Human Resources Department is responsible for maintaining effective employee relations including collective agreements with the Trade Unions.
- g. The Equality & Diversity Office provides guidance and advice on all aspects of equal opportunities.
- h. Disability Services provides guidance on general disability matters as well as advising individual staff and students with disabilities on appropriate specialist services.
- i. Heads of Departments, Centres, Institutes and Units are responsible for implementing the Equality and Diversity in Employment Policy in relation to the staff of their department.
- j. The Director of Human Resources has delegated responsibility for co-ordinating the day to day operation of the Equality and Diversity in Employment Policy for staff.

## **Document Control**

Title: Equality and Diversity in Employment Policy

Applicable To: All Staff Groups

Date Last Reviewed: May 2011

Procedure Owner: Human Resources



The  
University  
Of  
Sheffield.

# **Excellence Through Inclusion**

## **The University of Sheffield's Equality and Diversity Strategy and Action Plans**

### **2009-2012**

#### **CONTENTS**

Our Vision	Pg 2
Our Goals	Pg 3
Our Priorities 2009-2012	Pg 4
Our Progress so far	Pg 6

## Our Vision

At the University of Sheffield we recognise the potential for higher education to transform people's lives and welcome a diverse range of students and staff to the University community. We embrace the challenge to make a positive difference to the culture of the University and beyond, where opportunities to excel are available to all, and will therefore continue to strive to create a University that is inclusive at all levels and in every system and process. Our vision for diversity remains as clear and consistent as always: to become a motivated and diverse University community, where staff and students demand the highest standards from each other and work together to maximise the benefits of difference.

Our Excellence Through Inclusion equality strategy enables us to continue to take a long term strategic approach to diversity and inclusion, whilst retaining the ability to deliver focussed actions to improve the experience and perceptions of specific diverse groups.

## Our goals

- To develop a fully inclusive University community which recruits and retains talented staff and students from all sectors of society. We will nurture that talent, ensuring it can be developed within a positive and supportive culture, that encourages everyone to flourish and reach their potential
- To continue to build positive relationships between staff, students and external stakeholders (including contractors and visitors); enhance our external reputation and internal culture; and meet the needs and expectations of all of our stakeholders by demonstrating through our behaviour and actions a common vision where diversity is valued by all

## Measuring success

We will demonstrate our commitment by the positive actions we take across equality strands. We will measure our success in the following ways:

- The extent to which we succeed in involving people in the ongoing implementation of our strategy, via staff networks, working with and involving people in departments and faculties to develop and achieve actions, and holding successful and well-attended targeted events. Successful implementation will be measured by the extent that actions are achieved, and will be reviewed by the Equality and Diversity Board (EDB) and the University Council.
- The achievement of a positive and inclusive culture as evidenced by surveys, by an increase in our Equality Data disclosure rates, and by our staff and students actively getting involved with the Excellence Through Inclusion strategy and recommending the University as a great place to work and study.

## Our Duties

The University is committed to meeting the aims of anti-discrimination legislation, giving due regard to the need to eliminate unlawful discrimination, and promote equality of opportunity and good relations between persons of different racial groups, disabled persons and other persons, and men and women. Our strategy reflects our inclusive approach by going beyond this and including other equality characteristics, in line with the aims of the Equality Act.

In line with our duties we will continue to involve and consult with relevant stakeholders, and to monitor and act upon equality data. We will also continue to assess the impact, or likely impact, of key policies, practices and management decisions on equality for staff and students.

## Our Priorities 2009 - 2012

'Excellence Through Inclusion' focuses on a number of key themes to facilitate change, create a sense of belonging and further develop a culture where everyone feels valued and engaged.

- Integrating inclusion into University strategies

We need to reflect and interact with the richness of the global society around us and draw staff and students from the widest possible talent pool. Being a truly inclusive university is essential for future success in a highly competitive, changeable global market place. We also recognise that we have a key role to play as an agent for positive change in the wider social context. Creating an open and inclusive culture in which everyone feels valued and respects each other is key, as is taking decisive action to progress the e&d agenda.

Professional services across the University have developed equality action plans relevant to their own local context and that integrate with their own strategic priorities. Our faculties are working to develop action plans specific to their own circumstances and future vision. The EDB (Equality and Diversity Board) will regularly monitor and assess progress against these action plans over a 3 year scrutiny cycle, and report up to the University Council.

- Developing an inclusive culture

Seeking to make a positive difference demands continuous commitment and reinforcement from all levels and right across the University. It is essential that we work collaboratively with all students, staff and external stakeholders to ensure that they feel able to engage with and help shape our culture of inclusion.

We want all staff and students to understand what the vision of "Excellence through Inclusion" means to them personally and what their responsibilities are. To enable them to do this, we need to help prepare them for the challenges that difference brings, and help them appreciate the benefits of diversity.

We will therefore continue to create opportunities, via cross-university culture change events, and smaller focussed meetings and workshops, where all members of the University and external stakeholders are encouraged to talk to us and to each other about what we're doing well, and what we could all be doing better.

- Engaging and Involving people

We will ensure staff and students can share their stories and experiences of good practice and areas for improvement with us. And we will engage managers at all levels to forge a common culture and vision supportive of excellence through inclusion.

We will do this through networks, to support staff and students from different equality groups, and to act as consultation groups for the University; through equality training available for all staff; and through regular conversations with senior managers regarding inclusion. We will continue to work collaboratively across departments and faculties, with the Student's Union Officers and with student committees on events and initiatives to achieve this aim and increase opportunities for involvement. And we will continue to collaborate with and take part in city wide, regional and national equality and diversity networks and focus groups, to

share good practice and involve our stakeholders in reviewing progress and helping to set objectives.

- Ownership of Equality Data

Measuring and analysing data is a catalyst for action. Metrics will guide managers' action by identifying areas of strength and vulnerability in their own areas.

We will extend our staff monitoring to include all equality characteristics covered by the Equality Act, and encourage staff to share this information with the University; and we will consider ways of gathering wider student equality information. This will help us to develop future actions and further focussed initiatives.

We will also work to develop a suite of EO reports to help us consider trends at University, faculty and departmental level, and encourage their use in planning and strategy development. We will review the data annually to assess our progress and help set new objectives in our action plans.

- Making it Happen

We need to ensure that embedding equality and diversity in our processes leads to positive change. To facilitate this, and to confirm that real action with long term impact is being made across the University, high profile support and clear and consistent independent review of performance is essential.

We also recognise that sometimes things may go wrong. We will strive to ensure staff and students are aware of their individual responsibilities not to discriminate against others, not to harass or victimise others, and to challenge or report unacceptable behaviour. We will ensure that systems and support frameworks are in place to address discrimination, harassment, bullying or victimisation, including clear processes for responding to these instances for both staff and students. And we will endeavour to take swift and decisive action where necessary.

We will work hard to ensure equality and diversity is considered across the University by rolling-out our Equality Impact Assessment processes and training staff to undertake them; by working with our governance colleagues to encourage all committees to consider e&d; and by monitoring progress at University, faculty and professional service level via the Equality and Diversity Board, which ultimately reports to the University Council.

## Our Progress so far

To achieve our key aim of Excellence Through Inclusion it is vital that we both embed equality into our existing frameworks and policies, and continue to focus on creating a fully inclusive culture by engaging our staff and students, and developing a range of positive actions. Our headline achievements so far:

- Engagement and motivation

Our series of **high profile events** aims to bring people together to explore the benefits of inclusion, challenge thinking, and feed into future actions. Events include Excellence Through Inclusion Week – 2007, Positive Mental Health – 2008, ‘Building Bridges’ (jointly with Sheffield Hallam University and Sheffield City Council) – 2009, Out@Work (focussing on LGBT equality) – 2009 and Women@TUOS (focussing on academic female progression) – 2009. These events included staff, students and external stakeholders and have informed our actions going forward.

**Networks:** we have an LGBT staff network, a female professors network, and a harassment advisors network. We are working with disabled staff to establish a disabled staff network. To promote visibility of groups, we have online exhibitions of successful female academic staff and of LGBT staff at the University. Our student representative groups include the Black Students Committee, Disabled and Dyslexic Students Forum, International Students Committee, LGBT Committee and Women’s Committee. We will continue to support and work with these networks, and encourage people to develop further networks.

The University’s Corporate Social Responsibility to promote positive change is reflected in our **external activities**, which include working with the City via a number of networking and consultative groups, and sharing good practice as members of the Russell Group e&d network and the North Eastern Regional Universities EO group. We regularly place adverts in targeted magazines and are proud sponsors of Sheffield Pride. We will continue to work to facilitate and build on these relationships and activities.

- Measuring our success

Benchmarking against the sector and beyond is a vital tool for us in mapping progress, and external recognition and awards are a key measure of our successes.

**Opportunity Now:** assessed as silver standard in the UK’s most extensive survey on gender equality and diversity. Score of 100% in three categories: staff engagement, integration of e&d into systems, and workplace performance.

**Two Ticks:** The University has to meet five criteria in order to be a Two Ticks employer. We achieved this in December 2008 and were re-awarded the symbol in February 2010.

**Athena Swan** Bronze award in August 2009. The faculty of Engineering championed the submission and have included female progression actions in their faculty strategy.

**Stonewall Diversity Champions:** the University joined in September 2009 and Out@Work has been recognised in Stonewall’s good practice guide for employers. We will participate in the employers benchmarking exercise in December 2010.

**Times Higher Education Leadership and Management Awards (Thelmas):** Human Resources and Student Services won the ‘Outstanding HR Team’ and ‘Outstanding Student

Services Team' awards 2010. Amongst the initiatives that the judges were impressed with were the 'Female Academic's Progression Action Plan,' and Out@Work Day.

**Audits of E&D** were carried out in 2008 and 2010: both resulted in very positive reports with few recommendations, and service to demonstrate that, when subjected to external scrutiny, the University has robust measures in place to progress the e&d agenda.

- Addressing accumulative disadvantage to female academics

The **Women Academic Returners' programme** (WARP) provides a grant of £10,000 to women academics and researchers who return to work after maternity leave, to cover teaching duties or support research activities. The University has committed over £1.5m to this programme and it will continue to run until at least 2012. Prior to introducing the programme, although nearly 100% of female academics and researchers returned to work following maternity leave, nearly 1 in 4 (25%) of these would subsequently leave the University. Since introducing the programme, this proportion is now 1 in 7 (14%), an increase in the retention rate of 11%, producing an estimated £6.2m in research income for the University.

**The Female Academic's Progression Action Plan** acts as a framework to drive actions relating to female progression. The plan was launched by the Vice-Chancellor in April 2009 following consultation with female professors and academics, who identified a number of issues to be considered. A steering group of female academics from across all faculties meet regularly with HR to discuss the ongoing implementation and review of the plan.

**Annual Female Professors Lunch** has been held since July 2008, bringing female professors together with members of the University Executive Board (UEB) to network and discuss ideas and issues about female career progression and support. The key points feed into updating the above action plan.

The **Impact Mentoring Programme** for all grade 8 female academics was established following a successful pilot from September 2008 to March 2009. We have also established a PVC mentoring programme which involves all eight University PVCs mentoring one or more female professors.

We recognise that working with **female students** to encourage them to consider a career in academia will increase the female pool of potential staff. This is particularly significant for SETM subjects. The Faculty of Engineering is considering actions to address this in its e&d action plan. One of the objectives of the Students Union Women's Officer for 2009-2010 was to increase the employability of female graduates when they leave Sheffield and a careers day for women students in science engineering and technology was organised, hosted by the UK resource centre, to consider the issues facing women in SETM.

- Developing people

We focus on targeted and generic training to ensure people are aware of their responsibilities, and have the skills and ability to meet them.

**Recruitment and Selection Panel Chairs:** mandatory 2 phase training comprising online package and workshop sessions aimed at Chairs of recruitment and selection panels, and recruitment and selection network members. 487 attendees have been trained with further sessions planned.

**Two Ticks and E-Recruitment:** training sessions for recruiters on the e-recruitment system includes Two Ticks training – 210 recruiters have attended so far, who cascade information to other panel members (802 panel members have used E-recruitment).

**Female only:** two training courses open to female staff only, which aim to help female staff understand, increase and maintain their personal impact – ‘Impact for Women’ and ‘Dealing with Difficult Situations’.

**Headstart:** as part of the Headstart programme aimed at Heads of Departments, a seminar in July 2009 focussed on flexible working and work-life balance. We are working on a project to provide a supportive framework for managers to help them deal with requests for flexible and part time working, and to promote a culture of flexibility.

**Equality Impact Assessments:** guidance documents developed and available to all staff, and training sessions held for HR, the University Library and Academic Services. 27 EIAs have been carried out, with an agreement that all policies will be subject to an EIA going forward.

**Equality Act Briefing sessions** held during 2009 for the Equality and Diversity Board, the University Council, the Human Resources Management Committee, Campus Unions and HR Advisors. More briefings are planned for 2010 on the impact of the Act on our University.

Heads of Department **EO briefings for RAE2008** included the use of case studies to help them consider a range of EO scenarios when assessing inputs. The RAE2008 Appeals Panel were also briefed on relevant legislation and issues to consider from an EO perspective.

**Staff Development programme:** includes a number of E-Learning packages specific to e&d: Challenging Behaviour, Equal Opportunities and Diversity Essentials, and Managing Diversity. All new staff are encouraged to complete our E-Learning E&D package as part of their induction.

**Seminars on Hate Crimes** held April 2010 for staff and students, followed by seminar on levels of support offered to staff and students by the University Counselling Service. Unison also ran a session with students on sexism, racism and transphobia in the workplace.

# **Equality, Diversity and Human Rights Policy**

## **Statement for Staff and Students**



### **1. Statement**

- 1.1 York St John University is dedicated to providing an environment which supports a diverse range of staff and students. The University's commitment to '...the provision of excellent, open and progressive higher education that embraces difference, challenges prejudice and promotes justice...'<sup>1</sup> reinforces this obligation. In accordance with the Mission Statement the University is committed to produce, implement, review and monitor policies which promote equality, diversity and human rights and ensure an environment which is free from all forms of unfair treatment, discrimination and harassment for all those who study, work and engage with the institution.
- 1.2 The University is committed to encouraging and enabling staff and students to achieve their full potential and believes that no one should receive less favourable treatment while working or studying within the institution on the basis of, age, carer responsibilities, disability, class, marital or civil partnership status, gender identity, pregnancy and maternity, race, religion or belief, sex, sexual orientation, trade union activity, criminal background or any other category where discrimination cannot be reasonably justified<sup>2</sup>.
- 1.3 In offering a wide range of development opportunities for staff and students all policies and procedures are underpinned by the following values:
  - a learning and work environment which encourages and enables diverse views, values and perspectives to be expressed and that opposes all forms of prejudice and discrimination;
  - individual needs are addressed in a sensitive, supportive and flexible manner;
  - individuals are offered opportunities to develop within a culture of reflection and continuous enhancement;
  - all members of the University community are treated with mutual respect and sensitivity by other community members;
  - processes and procedures are based upon principles of equity, transparency and responsiveness;
  - equality of access, esteem and opportunity permeates all aspects of University provision.

### **2. University as an Educator**

- 2.1 The University's principal aim is to provide excellent, flexible, and relevant education which is accessible to all members of society. It collaborates with local education and training providers to widen local participation in further and higher education and to develop a range of study routes into the University. Applications are welcomed from all groups in society and applicants who identify themselves as having special requirements benefit from procedures designed to ensure that they are aware of the facilities and provision offered by the University. *Unless there are professional criteria*

---

<sup>1</sup> University Mission Statement

<sup>2</sup> discrimination could, for example, be reasonably justified in regard to an individual's ability to benefit from HE and also in the case of certain criminal offences with respect to training for the teaching and health professions

*beyond our control*<sup>3</sup>, admission to the University is based solely on admissions criteria relevant to the programme of study concerned and *ability to offer appropriate facilities and support*<sup>4</sup> where required.

2.2 Recognising the diversity of students the University aims to:

- provide an environment free of harassment
- offer curriculum content which offers a balance of perspectives
- use non-discriminatory language in module and programme descriptions and in all student communications
- provide learning materials and facilities which are non discriminatory
- accommodate individual requirements in respect of specific religious, disability and cultural needs
- communicate clearly expectations regarding behaviour of students and the treatment of fellow students and staff, including details of follow up action which is embodied within the University Disciplinary Code.

2.3 All students have a responsibility to ensure that this Policy Statement and the procedures that support it are implemented at all times.

2.4 Students who breach these requirements and commitments will be dealt with using the Student Disciplinary Policy.

### **3.0 University as an Employer**

3.1 The University aims to recruit, develop and retain a diverse community of staff and all policies and procedures will support this aim. Monitoring and review of our activities will inform the development of policies and procedures to ensure the fair and appropriate treatment of all staff.

3.2 In recognising the needs of staff, the University aims to:

- ensure an appropriate and supportive working environment respecting the dignity of all members of the community.
- create an environment free from unjustifiable discrimination on the grounds of age, carer responsibilities, class, criminal background, disability, gender identity, marital or civil partnership status, pregnancy and maternity, race, sex, sexual orientation, religion or belief, or trade union activities.
- ensure recruitment, development and other key HR processes are dealt with using appropriate, fair and justifiable criteria.
- provide a policy and procedure framework to ensure that staff may raise any concerns relating to equality issues and that these are dealt with in an appropriate manner.
- create opportunities for career progression and staff development using appropriate, fair and justifiable criteria.

3.3 All University staff have a responsibility to ensure that this Policy Statement and the procedures that support it are implemented at all times. Managers have additional responsibilities for ensuring and monitoring implementation in their areas.

---

<sup>3</sup> Applicants to professional courses may be subject to the constraints set by professional bodies e.g. students who wish to become teachers are subject to checks on criminal convictions.

<sup>4</sup> The University is committed to making reasonable adjustments to accommodate particular needs.

- 3.4 Members of staff who breach these requirements and commitments will be dealt with through the University's Disciplinary Procedure. Discriminatory conduct may constitute gross misconduct which may lead to dismissal.

#### **4. University as a Purchaser of Goods and Services**

- 4.1 The University has a responsibility to promote equality in all its procurement and contracting arrangements. Within the parameters of UK and European legislation, the University will ensure that it encourages potential suppliers from diverse communities and purchases goods and services fairly.
- 4.2 It is essential that our suppliers are accountable to us, aspire to our vision and work within our Equality, Diversity and Human Rights Policy. All suppliers have a responsibility to ensure that they, and any staff or sub-contractors engaged by them to provide services to the University, operate within the terms of this Policy. Any breach of these requirements will be dealt with in accordance with procedures laid out in the contractual Terms and Conditions.

#### **5. Legal Requirements**

- 5.1 The University recognises its obligations under the law. It is committed to providing equality of opportunity and upholding human rights by aiming to ensure that its practices and procedures follow legal requirements and good practice. The University will meet all its obligations under UK and European legislation.
- 5.2 When staff and students are engaged in University business and study overseas, policies and procedures of the host country will apply, in addition to University policies and procedures. The University will make students and staff aware of this before travelling

# **Appendix C**

## **Ethics Forms**

THE UNIVERSITY OF HUDDERSFIELD  
Business School

POSTGRADUATE RESEARCHERS / STAFF RESEARCH ETHICAL REVIEW

Please complete and return via email to [alex.thompson@hud.ac.uk](mailto:alex.thompson@hud.ac.uk) along with the required documents (shown below)

Before completing this section please consult the [Ethics Policy and Procedures](#) section on Blackboard. Researchers should consult the appropriate ethical guidelines. Research students' supervisors are responsible for advising the student on appropriate professional judgement in this review.

**SECTION A: TO BE COMPLETED BY THE FIRST APPLICANT**

Project Title:	Explore the methods and mechanisms of H.E pedagogy through the lens of a culturally responsive teaching framework.
Name of researcher (s):	Abdul Jabbar
Supervisor (where appropriate):	Professor Glenn Hardaker
Proposed start date of data collection	February 2011

**SECTION B: PROJECT OUTLINE (TO BE COMPLETED IN FULL BY THE APPLICANT)**

Issue	<b>Please provide sufficient detail for your supervisor to assess strategies used to address ethical issues in the research proposal.</b>
<b>Aim / objectives of the study</b> These need to be clearly stated and in accord with the title of the study. (Sensitive subject areas which might involve distress to the participants will be referred to the Department Ethics Committee Representative).	<b>Aims</b> <ul style="list-style-type: none"><li>• <b>A1:</b> To assess the role of H.E. Academics in the pedagogical experiences of Ethnic Minorities.</li><li>• <b>A2:</b> To Evaluate the relevance of Culturally Responsive teaching in U.K Higher education.</li><li>• <b>A3:</b> To assess the embedding of culturally responsive teaching in Higher Education pedagogy.</li></ul> <b>Objectives</b> <ul style="list-style-type: none"><li>• <b>O1:</b> To analyse current academic practices in H.E. in relation to ethnic minorities</li><li>• <b>O2:</b> To Investigate the need for Culturally Responsive teaching to minimise prejudice and maximise inclusion</li><li>• <b>O3:</b> Investigate the Climates of Learning created by organisations in H.E.</li><li>• <b>O4:</b> Evaluate the role of academics as agents for social change</li></ul>
<b>Research methodology</b> The methodology needs to be explained in sufficient detail to show the approach used (e.g. survey) and	All research will be carried out via in-depth interviews. A sample strategy has been chosen. To supplement the in-depth interviews I will also carry out the process of memoing.

**Form B – Staff / Research student approval form**

explain the research methods to be used during the study.	Memoing and in-depth interviews are a natural fit as mentioned earlier within a in-depth interview environment other data can be collected this includes gestures, facial expressions, and other non verbal forms of expressions (leavey 2004).
<b>Does your study require any permissions for study?</b> If so, please give details.	No
<b>Participants</b> Please outline who will participate in your research. You should comment explicitly about whether your participants are able to offer informed consent. If your research involves vulnerable groups (e.g. children, adults with learning disabilities), it must be referred to a Ethics Committee member.	The research is primarily aimed at U.K. Higher education academics who teach in a Business School.
<b>Access to participants</b> Please give details about how participants will be identified and contacted.	Participants need to work in a university that has a comprehensive equality and diversity document. Individual academic colleagues will be approached via the following three gatekeepers: <ul style="list-style-type: none"> <li>• Registrar</li> <li>• School Managers</li> <li>• Senior Academics (HOD, Principal lecturers etc)</li> </ul> In addition academics will be contact through a snowballing strategy if suitable academics can be identified.
<b>How will your data be recorded and stored?</b>	All data will be recorded via a Dictaphone/Iphone/digital recorder and will be supplemented by notes taken by a laptop/mobile phone or tablet PC.
<b>Confidentiality</b> Please outline the level of confidentiality you will offer respondents and how this will be respected. You should also outline who will have access to the data and how it will be stored. (This information should be included on 'Information Sheet'.)	All participants will be asked to fill in a consent form. As part of the consent form anonymity and confidentiality will be guaranteed.
<b>Anonymity</b> If you offer your participants anonymity, please indicate how this will be achieved.	If interviews are arranged through a third party then anonymity may be compromised therefore it is intended to organise all interviews directly.  Where this is not possible this process will be fully documented. No quotes will be attributed to individual academics, no data files will be stored by name, no transcripts will be labelled that can compromise anonymity.
<b>Could the research induce psychological stress or anxiety,</b>	No

<b>cause harm or negative consequences for the participants (beyond the risks encountered in normal life).</b> If yes, you should outline what support there will be for participants.	
<b>Retrospective applications.</b> If your application for Ethics approval is retrospective, please explain why this has arisen.	N/A

### **SECTION C – SUMMARY OF ETHICAL ISSUES (TO BE COMPLETED BY THE APPLICANT)**

---

Please give a summary of the ethical issues relating to your research and any action that will be taken to address the issue(s).

I do not envisage any pressing ethical issues that may invalidate the research or place any unnecessary stress or burden on the respondent.

## **SECTION D – ADDITIONAL DOCUMENTS CHECKLIST (TO BE COMPLETED BY THE APPLICANT)**

---

**Please supply copies of all relevant supporting documentation electronically. If this is not available electronically, please provide explanation and supply hard copy**

I have included the following documents

Information sheet	Yes	<input type="checkbox"/>	Not applicable	<input checked="" type="checkbox"/>
Consent form	Yes	<input checked="" type="checkbox"/>	Not applicable	<input type="checkbox"/>
Letters	Yes	<input type="checkbox"/>	Not applicable	<input checked="" type="checkbox"/>
Final version of questionnaire	Yes	<input type="checkbox"/>	Not applicable	<input checked="" type="checkbox"/>
Interview schedule	Yes	<input checked="" type="checkbox"/>	Not applicable	<input type="checkbox"/>

## **SECTION E: APPLICANT STATEMENT**

---

I confirm that the information I have given in this form on ethical issues is correct. Please tick the box to confirm.

Applicant Name      Abdul Jabbar

Date    13/01/2011

## **SECTION F: STATEMENT BY SUPERVISOR (Research students only).**

---

I have read the Ethical Review Checklist and I can confirm that, to the best of my understanding, the information presented by the student is correct and appropriate to allow an informed judgement on whether further ethical approval is required. Please tick the box to confirm

Supervisor Name (if applicable)

Date

All documentation must be submitted electronically to the Business School Ethics Committee Secretary Becky Neaverson at [a.thompson@hud.ac.uk](mailto:a.thompson@hud.ac.uk).

All proposals will be reviewed by two members of Business School Ethics Committee. If it is considered necessary to discuss the proposal with the full Committee, the applicant (and their supervisor if the applicant is a student) will be invited to attend the next Ethics Committee meeting.

If you have any queries relating to the completion of this form or any other queries relating to the Business School's Ethics Committee in consideration of this proposal, please do not hesitate to contact the Chair, Dr Eleanor Davies ([e.davies@hud.ac.uk](mailto:e.davies@hud.ac.uk))  [47] 2121 or the Secretary Alex Thompson [a.thompson@hud.ac.uk](mailto:a.thompson@hud.ac.uk).

**THE UNIVERSITY OF HUDDERSFIELD**  
**Business School**

**Reviewer Proforma.**

<b>Project Title:</b>	Explore the methods and mechanisms of H.E pedagogy through the lens of a culturally responsive teaching framework.
<b>Name of researcher (s):</b>	Abdul Jabbar
<b>Supervisor (where appropriate):</b>	Glen Hardaker
<b>Reviewer name</b>	John Day
<b>Date sent to reviewer</b>	07/02/11
<b>Target date for review</b>	14/02/11

<b>Issue</b>	<b>Advice / Comments to applicant</b>
<b>Aim / objectives of the study</b>	Stated clearly enough to understand what is happening
<b>Research methodology</b>	
<b>Permissions for study?</b>	N/A
<b>Participants</b>	Appropriate
<b>Access to participants</b>	Appropriate and clear statement as to how confidentiality will be maintained
<b>How will your data be recorded and stored?</b>	Described and appropriate . Assume that all electronic files will be on devices that are password protected..
<b>Confidentiality</b>	In place
<b>Anonymity</b>	Dealt with appropriately
<b>Could the research induce psychological stress or anxiety, cause harm or negative consequences for the participants (beyond the risks encountered in normal life).</b>	No
<b>Retrospective applications.</b>	N/A
<b>Supporting documents (e.g. questionnaire, interview schedule, letters etc)</b>	Adequate
<b>Other comments</b>	None

OVERALL RESPONSE

<b>APPROVE OUTRIGHT</b>	<b>YES</b>
<b>APPROVE SUBJECT TO MINOR CONDITIONS [please specify]</b>	
<b>RESUBMISSION REQUIRED (application to be re-examined by Reviewers)</b>	
<b>REJECT</b>	

Reviewer name      John Day  
Date                10/02/2011

Please send review to [alex.thompson@hud.ac.uk](mailto:alex.thompson@hud.ac.uk).

**THE UNIVERSITY OF HUDDERSFIELD**  
**Business School**

**Reviewer Proforma.**

<b>Project Title:</b>	Explore the methods and mechanisms of H.E pedagogy through the lens of a culturally responsive teaching framework.
<b>Name of researcher (s):</b>	Abdul Jabbar
<b>Supervisor (where appropriate):</b>	Glen Hardaker
<b>Reviewer name</b>	Paul Richards
<b>Date sent to reviewer</b>	07/02/11
<b>Target date for review</b>	14/02/11

<b>Issue</b>	<b>Advice / Comments to applicant</b>
<b>Aim / objectives of the study</b>	The aims and objectives are appropriate to the study, though I note in A1 there is a reference to Ethnic Minorities that does not appear elsewhere in the project outline and therefore I query whether this relevant since the study appears to be about cultural responsiveness in the broad sense.
<b>Research methodology</b>	The methodology is appropriate
<b>Permissions for study?</b>	N/a
<b>Participants</b>	The participant group does appear to represent a “risk” group. No explicit reference has been made as to whether the participants are able to offer informed consent. I do not think there is a problem here, however the reference should be made.
<b>Access to participants</b>	The proposals set out appear to be appropriate and should safeguard individuals within an institution should sensitive material arise.
<b>How will your data be recorded and stored?</b>	The storing faculties appear to be largely secure, however I am not sure this can be said of a mobile phone. I think this may need re-considering. Presumably the laptop will be password protected. In addition it is suggested that material is not “gathered” on the laptop but uploaded to desktop PC because the potential loss of a laptop.
<b>Confidentiality</b>	This seems appropriate. The form needs to a space for signature and date. I would suggest that the form states that the interviewee gives the researcher complete rights to use material provided by the interviewee.. It does not do so at the moment. You might also wish to include an exclusion of liability clause.
<b>Anonymity</b>	There isn a contradiction here. Presumably the names of interviewees will be gained via the “Registrar, School

**REVIEWER PROFORMA**

	Managers or Senior Academics" in which case it is possible that anonymity will compromised anyway.
<b>Could the research induce psychological stress or anxiety, cause harm or negative consequences for the participants (beyond the risks encountered in normal life).</b>	No
<b>Retrospective applications.</b>	N/A
<b>Supporting documents (e.g. questionnaire, interview schedule, letters etc)</b>	N/A
<b>Other comments</b>	None

OVERALL RESPONSE

<b>APPROVE OUTRIGHT</b>	
<b>APPROVE SUBJECT TO MINOR CONDITIONS [please specify]</b>	
<b>RESUBMISSION REQUIRED (application to be re-examined by Reviewers)</b>	
<b>REJECT</b>	

Reviewer name

Date

Please send review to [alex.thompson@hud.ac.uk](mailto:alex.thompson@hud.ac.uk).

# Interview Consent Form

I want to thank you for taking the time to meet with me today. My name is Abdul Jabbar and I would like to talk to you about your experiences in developing and participating in H.E pedagogy. Specifically, I am interested in the methods and mechanisms you use to develop your pedagogical style for ethnic minorities.

The interview should take less than 60 minutes. I will be taping the session because I don't want to miss any of your comments. Although I will be taking some notes during the session, I can't possibly write fast enough to get it all down. Because we're on tape, please be sure to speak up so that I don't miss your comments.

All responses will be kept strictly confidential. This means that your interview responses will only be shared with research team members and we will ensure that any information we include in our report does not identify you as the respondent. Research will only be used for the purposes of this study.

Remember, you don't have to talk about anything you don't want to and you may end the interview at any time. If you do not wish to continue, the audio/video recording will be erased and the information provided will not be included in the study.

Are there any questions about what I have just explained?

Are you willing to participate in this interview?

Name \_\_\_\_\_

Date \_\_\_\_\_

Signature \_\_\_\_\_

# **Appendix D**

## **Coding Templates**

## **Appendix D1 - Initial Template for data analysis**

### **Cultural Consciousness**

Affirming cultural heritage (Villegas & Lucas 2002)  
Pedagogy that is Validating (Gay 2002)  
Empowerment through academic success (Nieto 1999)  
Transformative academic (Banks 1995)

### **Resources**

Confidence to develop relevant pedagogy (Gay, 2000)  
Multidimensional approach to resource design (Gay 2001)

### **Moral Responsibility**

Passion to act as an agent of change (Villegas & Lucas 2002)  
Expectation to succeed (Nieto 1999)  
Disruption of oppressive constructions (Gatimu 2009)

### **Cultural Bridging**

Knowledge construction process (Nieto 1999)  
Self-reflection to construct tangible meaning (Kirkland & Gay 2003)  
Modify instruction and curriculum for equity pedagogy (Banks 1995)

### **HE Curriculum**

Conducive Climate to the achievement of diversity (Hurtado 1999)  
Deconstruction of a 'white syllabus' (Allen 1998)

## **Appendix D2 - Revised template for data analysis**

### **Cultural Consciousness**

- Pedagogy that is validating
  - Engagement
  - Poor Skills
  - Selfish Pedagogy
  - Student Expectations
  - Fear of Failure
  - Attainment
  - Patronising pedagogy
  - Independence
- Affirming cultural heritage
  - Parental Influence
  - Language
  - Previous Educational experience
- Motivation
  - Attitude
  - Passion
  - Freedom
  - Status
- Empowerment through academic success
- Transforming academic

### **Resources**

- Resources that affirm cultural heritage
- Confidence to develop pedagogy
  - Traditional Pedagogy
  - Treating equally
- Transformative academic Teaching strategy
- Multidimensional approach to resource design

### **Moral Responsibility**

- Passion to act as an agent of change
  - Pastoral
  - Role Model
- Disruption of oppressive constructions
- Expectation to succeed
- Confidence

## Cultural Bridging

- Building Trust
- Knowledge Construction
- Integration
  - Resolving issues with home students
  - Induction
  - Racism
  - Engineered Groups
  - Students who live locally
- Self-reflection to construct tangible meaning
- Modify Instruction and curriculum for equity pedagogy
- Dumbing Down

## HE Curriculum

- Teaching and Learning
  - Pressures
  - Academic Staff
  - Systems
- Conducive Climate
  - Bureaucracy
  - Diversity Training
  - Accessibility
  - Transition
- Quality of Student
  - Consumerist attitudes towards degrees
  - Admission Criteria
- Priorities of the Organisation
  - Reputation
  - Financial
- Deconstruction of white syllabus
- Management

## Appendix D3 – Final coding template

### Cultural Consciousness

- *Pedagogy that is validating*
  - Engagement
  - Poor Skills
  - Selfish Pedagogy
  - Student Expectations
  - Fear of Failure
  - Attainment
  - Patronising pedagogy
  - Independence
- *Affirming cultural heritage*
  - Parental Influence
  - Language
  - Previous Educational experience
    - Spoon feeding
    - Respect for teachers
    - Rote learning
- *Motivation*
  - Attitude
  - Passion
  - Freedom
  - Status
- *Empowerment through academic success*
- *Transforming academic*

### Resources

- *Resources that affirm cultural heritage*
- *Confidence to develop pedagogy*
  - Traditional Pedagogy
  - Treating equally
- *Transformative academic Teaching strategy*
- *Multidimensional approach to resource design*

### Moral Responsibility

- *Passion to act as an agent of change*
  - Pastoral
  - Role Model
- *Disruption of oppressive constructions*

- *Expectation to succeed*  
Confidence

## Cultural Bridging

- *Building Trust*
- *Knowledge Construction*
- *Integration*
  - Resolving issues with home students
  - Induction
  - Racism
  - Engineered Groups
  - Students who live locally
- *Self-reflection to construct tangible meaning*
- *Modify Instruction and curriculum for equity pedagogy*
- *Dumbing Down*

## HE Curriculum

- *Teaching and Learning*
  - Pressures
    - Research and Teaching Tension
    - Staff Workload
    - Student Numbers
    - Time

Academic Staff  
 Morale  
 Student expectations

Systems

- *Conducive Climate*
  - Bureaucracy
  - Diversity Training
  - Accessibility
  - Transition
- *Quality of Student*
  - Consumerist attitudes towards degrees
  - Admission Criteria

- *Priorities of the Organisation*

Reputation

Nss

Financial

- *Deconstruction of white syllabus*

- *Management*