Equality, Diversity and Inclusion Policy

"*Equality, diversity and inclusion are in our DNA. We will continue to demonstrate our commitment to equality and inclusion by recruiting and supporting a diverse staff and student body, where everyone has the same opportunity to achieve their full potential and can contribute to making UEL the best it can be.*" UEL Corporate Plan 2015-2020

The University of East London plays a pivotal role in the progression, development and success of its students and staff. As an institution it enables students and staff to apply their knowledge and skills in ways that contribute significantly to both local and global communities. In order for this to happen UEL aims to provide staff and students with wholly inclusive working and learning environments. Equality of opportunity, diversity and inclusion are terms that represent the values of UEL and underpin all that it aims to achieve.

At UEL we are committed to working together to build a learning community founded on equality of opportunity - a learning community which celebrates the rich diversity of our student and staff populations. Discriminatory behaviour has no place in our community and will not be tolerated.

Within a spirit of respecting difference, our equality and diversity policies promise fair treatment and equality of opportunity for all. In pursuing this aim, we want our community to value and to be at ease with its own diversity and to reflect the needs of the wider community within which we operate.

We call on all members of our community to make a personal commitment to these aims.

1. Scope

This Policy applies to all members of our Board of Governors, staff and students, visitors, contractors, sub- contractors, service providers, and anyone else associated with the functions of the University. This Policy covers all sites on which UEL carries out its activities.

UEL recognises that many members of the public use the services of the University, for example the Sports Dock, or attend conferences on site. UEL takes seriously its responsibility to these people and affirms that they will be treated with respect and in accord with this Policy.

Likewise, it is not acceptable for staff or students to be treated unfairly by service users or visitors.

UEL has rigorous systems in place for ensuring that all contractors comply with this Policy.

2. **Commitments**

2.1   UEL commits to the policy that people are not privileged or subject to less favourable treatment on the grounds of:

• Sex	• Race/Ethnicity/National Origin
• Age	• Sexual Orientation
• Disability • Maternity and Pregnancy • Gender Reassignment	• Religion & Belief (including philosophical and lack of any religion & belief)

Whilst the above represent protected characteristics under the Equality Act 2010, UEL goes beyond that and the commitment also extends to marital status and family circumstance[1], trades union membership, type of contract (whether full-time, part-time or fixed-term) or any other irrelevant distinction. **(See Appendix 1 for a summary of the Equality Act 2010 and definitions of the different types of discrimination, including examples).**

2.2   UEL is committed to providing a positive working and learning environment where diverse skills and experiences are applied to learning and teaching, support services, research, consultancy, administration and management.

2.3   UEL is committed to providing equal access to the full range of organisational facilities and will consider adjustments to working and learning practices, where appropriate, in order to accommodate a more diverse and inclusive University community.

2.4   UEL is committed to tackling inequality in learning and work and is seeking to become an organisation that empowers the disadvantaged, promotes good relations between members of all groups, and is representative of its communities in terms of governor, staff and student profiles.

2.5   UEL will take any form of discrimination seriously and will investigate any allegations, taking action as appropriate. It will seek to resolve any conflicts arising from differences in culture, background or expectations in accordance with this Policy.

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[1] Family circumstance refers to employees who have children or other caring responsibilities and may require flexible working.

2.6   UEL recognises that there may be subtle and unconscious forms of bias and so will aim to (through training and awareness raising) raise awareness of how unconscious bias can affect decisions, judgements and actions.

3. UEL Equality and Diversity Objectives

3.1   The University Corporate Plan commits to providing a fair and inclusive environment for all and more specifically has the following aims:

- The gender and Black, Asian and Minority Ethnic (BAME) mix of our senior staff will be representative of the population of London by 2020
- We will achieve Athena SWAN Silver Standard by 2020
- We will have closed the attainment gap such that levels of achievement are equitable for all students

3.2   To support and help realise these aims, the Equality, Diversity and Inclusion Strategy provides a framework to support the implementation of this policy into practice and sets out objectives for 2017-2021.

4. Equality and Diversity: Governance

4.1   Our Board of Governors will ensure that its own actions promote equality and diversity. Through their words and behaviours, Governors will champion and promote equality, diversity and inclusion.

4.2   In considering its own composition and filling vacancies, the Board will seek to ensure that its membership embraces the widest possible variety of backgrounds and views, consistent with the need to maintain a Board with the skills and experience necessary to carry out its responsibilities.

4.3   Governors will devote time to their personal development and continuous learning on issues around equality, diversity and inclusion.

3.4   When discharging its primary responsibilities as set out below, the Board will take particular account of this Policy:

- Considering the educational character and vision [or mission as designated in the Articles of Government] of UEL;
- Exercising general oversight of its many activities;
- Appointing the Vice-Chancellor and the Clerk to the Governors, and other Senior Post holders as designated in the Articles of Government;
- Setting a framework for pay and conditions of other staff.

5. Responsibilities

5.1   Every member of our community has a moral and legal responsibility to promote fair and equitable treatment within that community and to respect its diversity. Overall responsibility for working with our community in support of these aims lies with the Vice-Chancellor.

5.2 The Director of Student Success is responsible for matters relating to equality of opportunity for students. The Chief Operating Officer / Head of HR is responsible for matters relating to equality of opportunity in employment and inclusion of UEL facilities. Both Directors are responsible for developing strategies and policies which meet legislation and best practice, for monitoring the impact of these on different protected characteristics, and for providing relevant statistics.

5.3 Deans of Schools and Directors of Services are responsible for implementing this Policy and for identifying local equality and diversity challenges and issues such academic performance, putting into place SMART objectives and plans to address them.

5.4 All staff and students are responsible for ensuring that their actions are carried out in accordance with this Policy. They may be held personally to account should their actions fall sort of the requirements of this Policy in any way.

5.5 The development and monitoring of this Policy is supported by the Equality and Diversity Manager in liaison with the Equality and Diversity Committee who has responsibility for leading new initiatives that will promote respect for diversity, promote genuine equality of opportunity, and tackle any barriers to fair treatment, progression and inclusion for all members of our community.

6. <u>Applicability</u>

6.1 This Policy covers all aspects of employment and academic life, including advertisements, recruitment, induction, pay, conditions of service, staff development, change management, promotions, grievance and disciplinary procedures, performance management, course development, student admissions, learning and teaching, and assessment. It applies also to relationships with other institutions and with suppliers and contractors. The Policy applies to the treatment of potential as well as existing employees and students.

7. <u>Implementation and Monitoring</u>

7.1 *Equality and Diversity Committee*

The Equality and Diversity Committee, reporting to Academic Board and Board of Governors, will be responsible for the co-ordination of policy initiatives. These initiatives will be developed in consultation with students and staff. Students and staff will be regularly informed of their responsibilities towards the promotion and implementation of relevant policies and procedures. Support will be provided by the Equality and Diversity Manager.

7.2 *Training*

Regular training and development will be provided to assist with implementation, delivered, both online and in face-to-face meetings. Innovative ways will be sought to meet the needs of an increasingly complex set of issues

across both staff and student spheres. Topics such as unconscious bias will be explored to provide additional dimensions to the diversity domain.

7.3   *Equality and Diversity Leaders*

Each School and Service shall appoint a member of staff to act as an Equality and Diversity Leader to help tackle local E & D issues and to act as a channel of communication, consultation and advice. Training will be arranged for the Leaders by the Equality and Diversity Manager, who will co-ordinate their activities.

7.4   *Equality Analyses*

Under the Equality Act 2010 the University is required to demonstrate that we have paid 'due regard' of equality issues when deciding **the design and delivery of policies and services.**

We are required to evidence that we have paid due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.

- Advance equality of opportunity between people who share a protected characteristic and those who do not.

- Foster good relations between people who share a protected characteristic and those who do not.

An Equality Analysis is a systematic process of ensuring that we have paid due regard to the above requirements. There are also a number of additional benefits to undertaking equality analyses including transparency, accountability and an improved service, etc.

Regarding ensuring due regard. The Government advices that;

'Compliance with the Equality Duty involves consciously thinking about the three aims of the Equality Duty as part of the process of decision-making. That will entail understanding the potential effects of the organisation's activities on different people, but there is no prescribed process for doing this. Keeping a simple record of how decisions were reached will help public bodies show how they considered the Equality Duty.'

An EA enables us to evidence that we have systematically considered the potential equality impact of a policy or service review. EA guidance and templates will be made available on the HR services website.

7.5   *Monitoring Data*

UEL will use both quantitative and qualitative measures of various equality and diversity-related data, benchmarking against external data where possible. This will include demographic data using staff and student data systems, staff and student satisfaction levels through surveys (both national and internal) and any other insightful measure. An annual staff and student profile report will be developed. Where possible, data will be collected for all the protected characteristics under the Equality Act 2010.

8. <u>Communication and Consultation</u>

8.1   An Annual Report will be made through the Equality and Diversity Committee, to the Board of Governors and to Academic Board on the progress of the Equality and Diversity. The Report will be published on the University website and made available to all members of the University and to the general public.

The report will include information on:

- The outcome of the relevant year's monitoring of statistics, targets and policies;
- Specific measures adopted to promote equal opportunities;
- Assessment of progress against identified priorities, targets and timetables.

8.2   In light of the above, where necessary, recommendations will be provided on where improvements could be made.

8.3   UEL Staff and student networks exist for staff with disabilities and staff of black or minority ethnic background and for staff and students who are gay, lesbian, bisexual and transgender to assist in communication, consultation and the development of policies and equality initiatives.

9. <u>Complaints</u>

9.1   Complaints of discrimination on the grounds of the areas covered by this Policy should be brought using the appropriate Grievance Procedures for staff or students via the Dignity and Work and Study Policy.

9.2   Students, staff or members of the public may approach UEL managers, the Equality and Diversity Manager, HR Services, the Students Union or UEL's other recognised trade union representatives at any time if they believe there has been a contravention of these policies or procedures.

10. <u>Contact Details</u>

For further information or guidance regarding any of the issues covered in the policy, please contact:

Irfaan Arif
Equality and Diversity Manager
T: 020 8223 4661

Email: I.Arif@uel.ac.uk

Other relevant documents

Policy on Students with Disabilities
Disability Employment Policy
Dignity at Work and Study Policy

Appendices

Appendix 1: Legal context
Appendix 2: Equality and Diversity in Employment
Appendix 3: Equality Diversity in Learning and Teaching

The Equality Act 2010

The Equality Act 2010 streamlines and harmonises previously existing equality legislation and also introduces some changes to strengthen the law against discrimination.

The provisions of the Equality Act 2010 have direct implications for higher education institutions (HEIs), especially in the areas of student admissions, recruitment and employment and the provision of services.

Overview of the Equality Act 2010

The Protected Characteristics: Key areas to consider

Under the Equality Act 2010, employees, students and service users are protected from being treated less favourably because they have a 'protected characteristic'. The Act sets out nine 'protected characteristics' as the grounds upon which discrimination is unlawful. The protected characteristics highlighted under the Act are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex (Gender)
- Sexual orientation

Protected characteristics have replaced and expanded on what were previously known as 'equality strands'.

A useful illustration of the key changes can be found through the following link (http://www.acas.org.uk/media/pdf/n/8/Equality_Act_2010_guide_for_employers-accessible-version-Nov-2011.pdf extracted from the ACAS guidance 'The Equality Act – What's new for employers'.

Age

In terms of employment, age is the only protected characteristic that allows an employer to justify direct or indirect discrimination. An employer may be able to justify (in)direct discrimination if they can show that their actions were **a proportionate means of achieving a legitimate aim.**

Retirement - The Default Retirement Age (DRA) has been phased out and was completely removed by October 2011. In addition, as of 6 April 2011short notices of retirement were no longer permitted. From October 2011 onwards workers were allowed to retire voluntarily unless the employer sets an objectively justifiable retirement age (Employer Justified Retirement Age or EJRA). UEL does not have a mandatory retirement age for staff.

Disability (new definition and changes)

• List of capacities

The Act has removed the 'list of capacities' specified under the Disability Discrimination Act 1995. This implies that an individual is no longer required to demonstrate that, where an impairment adversely affects his or her ability to carry out a normal day-to-day activity, that activity involves one of a specified list of capacities.

• Extended definition of disability

The definition of 'disability' has been extended to also include people who have had a disability in the past.

• Duty to make reasonable adjustments

Under previous legislation (Disability Discrimination Act), the duty to make reasonable adjustments applied only when it was 'impossible or unreasonably difficult' for a disabled person to work, study or use a service. The condition of 'impossibility or unreasonable difficulty' has been replaced by '**substantial disadvantage'.** UEL has a duty to make reasonable adjustments for disabled people to pre-empt any substantial disadvantage in employment, study or provision of services. The duty to make reasonable adjustments is an anticipatory duty. In the case where disability discrimination is alleged against UEL, the onus would be on the University to demonstrate that reasonable adjustments had been made.

• Discrimination arising from disability

The Act introduces a new protection from discrimination arising from disability. It is discriminatory to treat a disabled person less favourably because of something related to their disability. It is only justifiable if UEL can demonstrate that such treatment is a proportionate means of achieving a legitimate aim.

Gender reassignment (new definition)

- Gender reassignment is defined as 'the process of transitioning from one gender to another'.
- Gender reassignment was previously covered in part by the Sex Discrimination Act. For the first time, full coverage has been given to this now protected group under the Equality Act 2010.
- The definition of 'gender reassignment' has been extended to cover people who have proposed, started or completed a process to change their sex but are **not necessarily under medical supervision.**

Marriage and Civil Partnership (no change)

As with previous legislation, staff and students who are married or in a civil partnership are protected under the Act.

Pregnancy and maternity (changes for education providers)

There is no change in respect of employment. Provisions under the new Act that relate to the workplace reflect similar provisions in previous sex discrimination legislation.

- In addition, it is unlawful to consider an employee's period of absence due to a pregnancy - related illness when making a decision about her employment.
- For education and service providers, protection has been expanded to women outside of the workplace from discrimination that arises as a result of pregnancy and maternity. This protection includes students and prospective students.
- Also, for the first time, **breastfeeding** is now an explicit protection for non-workers (including students) within a period of 26 weeks from when the woman has given birth.[2]

Race (no change)

Religion and Belief (no change)

The Act encompasses any religion, and also protects those who do not follow a certain religion or have no religion at all. Belief refers to any religious or philosophical belief or lack of such belief.

Sex/Gender (no change)

Both men and women are protected under the Act. Those who are undergoing or proposing gender reassignment are also covered. **(See Gender Reassignment)**

Sexual orientation (no change)

Lesbian, gay, bisexual and heterosexual people are protected under the Act.

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[2] After the 26 weeks period, breastfeeding may be protected by sex discrimination provisions.

Discrimination, harassment and victimisation - Definitions

The Act has made changes to the previously existing definition of 'discrimination' to encapsulate a more comprehensive understanding of discrimination and harassment.

Direct discrimination

Direct discrimination occurs when a student or staff member is treated less favourably than another student or employee because of a protected characteristic. It is not possible to justify direct discrimination, so it is always unlawful. (Except in certain limited cases relating to religion and belief, e.g. where there it is a genuine occupation requirement for a job).

Under the Act, 'direct discrimination' includes discrimination by association and discrimination by perception which implies that a person may not necessarily have a protected characteristic himself/herself in order to claim discrimination on the basis of a protected characteristic.[3] In other words, discrimination arising *because* of a protected characteristic is also unlawful.

- **Associative discrimination** – whereby a person is treated less favourably because of his/her *association* with someone who has a protected characteristic
- **Perceptive discrimination** – whereby a person is treated less favourably because he/she is mistakenly *believed* to have one of the protected characteristics

Indirect discrimination

Indirect discrimination occurs when a policy, practice or provision is neutral on the face of it but its impact particularly disadvantages people with a protected characteristic, unless it can be justified as a proportionate means of achieving a legitimate aim (the 'Objective Justification Defence').

Indirect discrimination has, for the first time, been extended to cover the protected characteristic of disability and gender reassignment. It does not, however, cover pregnancy and maternity.

Harassment and victimisation

Harassment on the basis of age, disability, gender reassignment, race, religion or belief, sex and sexual orientation is unlawful. It does not apply to pregnancy and maternity and marriage and civil partnership.

Complaints of harassment can be made regardless of whether or not the harassment was intentional.

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[3] Associative and Perceptive discrimination do not apply to the protected characteristics of marriage

- For the first time, staff can be held personally liable for harassing other employees.
- Third party harassment – The Act makes UEL liable for harassment of a staff member based on any protected characteristic where a third party (someone who is not a staff member) harasses the employee in the course of their employment and UEL fails to take reasonably practical steps to prevent the harassment.

Victimisation can be alleged when a person is treated less favourably because he/she has asserted his/her legal right and/or helped someone else to do so.

Equality and Diversity in Employment

UEL is committed to being an equal opportunities employer. We wish to see people from all groups in our society represented at all levels of employment, to ensure that no available talent is overlooked and to provide role models for our students.

Recruitment and Selection

All stages of recruitment and selection will be conducted in accordance with our Policy on Recruiting and Selecting Staff. The Policy states that vacancies will normally be advertised internally first, where there is a reasonable prospect of suitable candidates coming forward to apply. This is to encourage the career development of UEL staff.

All members of staff who serve on selection panels for job vacancies are required to have participated in UEL's selection skills training programme*.*

Induction

All new staff will take part in induction programmes tailored to their needs.

Probation

Policy in respect of the probation procedures for new staff will reflect the principles contained in this Policy.

Promotion

Opportunities for promotion and for job re-grading will be openly advertised.

Promotion procedures will be based on an objective assessment of candidates against published criteria. Re-grading procedures are based on HERA (Higher Education Role Analysis) role profiles being devised and the staff member evidencing their outputs. HERA is a role analysis scheme devised for use in the HE sector using equality and diversity experts and is used by the majority of HE institutions.

Staff development

Staff at all levels and in all areas of work will have an equal right of access to the training and development they need. Uniform and equitable criteria will be applied, and the value of the provision to the individual and the University will be monitored.

Disciplinary and grievance procedures

Staff who believe that they have been discriminated against by virtue of their membership of an under-represented group in any disciplinary or grievance procedure will be encouraged to pursue the matter in accordance with the spirit of this Policy. We will routinely monitor all actions under the grievance and disciplinary procedures by gender,

ethnicity and disability and an annual report will be made on their use to the Board, UMT, to the Equality and Diversity Committee and to UEL's recognised trade unions

Work-life balance

We will develop patterns of work which are consistent with the need of all staff to maintain an appropriate work-life balance.

We will review working arrangements to ensure that – as far as possible - they do not restrict the opportunity for employment or career progression of members of disadvantaged groups.

Equality and Diversity Training

We will ensure that all staff receive equality and diversity training, delivered both online and in face-to-face meetings.

Audit and Review

The Director of HR Services will provide regular employment statistics to the Board of Governors, ULT, the Equality and Diversity Committee and to our recognised trade unions

Equality and Diversity in learning and teaching

We are committed to ensuring that all students, both actual and potential, enjoy equality of opportunity and are free from any experiences of any form of discrimination whether direct, indirect or through victimisation. We recognise that the content of our academic programmes helps to inform our students' belief in our commitment to diversity. We will seek to ensure that all programmes promote equality with respect to gender, sexuality, race, disability, religion/belief (or non-religion/belief), age, and race/ethnic or national origin. We will urge our staff to avoid making assumptions and having expectations of our students based on stereotypes of how particular groups perform or behave. The religious heritage, scientific, technological and mathematical achievements, visual arts, music and literatures of non-Western societies and other groups will be appropriately represented in our learning materials.

Course Publicity

Course publicity will be developed and disseminated in ways which bring it to the attention of all sectors of society. We will actively promote relationships with community groups and organisations in our local boroughs.

A wide range of cultures will be displayed and celebrated in our publicity materials.

Our Charter for Inclusivity will be published in the prospectus and other relevant publicity material.

Student recruitment

We are committed to promoting access to higher education to under-represented and socially excluded communities.

Admissions practices will be free from unlawfully discriminatory criteria. Questions relating to the applicant's race, ethnic origin, age, disability, religion/belief (or non-religion/belief), gender, sexuality, marital status or family responsibility will not form part of the selection process.

Support Systems

Induction will include information on this Policy, the complaints procedure, access to childcare, counselling services, and facilities for students with disabilities and special needs.

Curriculum

We will provide a culturally inclusive learning environment, which takes account of the needs of all learners in terms of gender, ethnicity, religion, disability, age and sexuality.

Our teaching and learning strategy will reflect the educational needs of a contemporary and diverse student community. Programme leaders will keep under review the importance of including reading lists, academic perspectives, and works of art, role models, attitudes, ideas and other resources which extend beyond those which derive exclusively from a white, Eurocentric background.

Students will have opportunities to discuss equality and diversity issues as part of their learning where the context permits, for example anti-racism or how different groups may be stereotyped and represented. Where appropriate, the learning outcomes of particular programme modules will include an appreciation of the changing needs of a modern and culturally diverse society. Our aim is that our graduates and postgraduates leave UEL as informed, global citizens, respectful of other people's differences.

There is no specific exemption related to the concept of academic freedom in the Equality Act 2010, but there is reference to curricula. The purpose of this is to ensure that the Act does not inhibit HEIs from including a full range of issues, ideas and materials from multiple perspectives in their curriculum.

The University is committed to academic freedom of expression and thought. However, this is not an absolute right and comments or behaviour which may be unlawful or in conflict with this Policy may, in some circumstances, amount to misconduct and will be investigated and appropriate action taken.

We will use multi-mode learning and teaching methods to meet the needs of a widening range of learners.

Language support will be provided as required for students for whom English is not a first language.

Programme leaders will ensure through the processes of programme approval and review that the delivery of learning and teaching is consistent with this Policy.

Monitoring

Strategic Planning and Quality Enhancement will provide regular monitoring data on all aspects of equality and diversity in relation to student numbers, applications, admissions, progression, degree classifications, and employment.

We will regularly review the data to highlight any differences between students from different groups, to assess why these differences exist, and to determine what actions are necessary to address any inequalities.

EQUALITY ANALYSIS - A GUIDE FOR ALL STAFF/MANAGERS

The Equality Duty

The University has a legal duty to promote equality, known as the Equality Duty. There are three elements to the Equality Duty:

Eliminating unlawful discrimination - ensuring we don't treat one group of people less favourably than others,

Advancing equality of opportunity - being inclusive of different groups' needs, addressing under-representation and promoting good practice,

Fostering good relations - promoting understanding between different groups of people and taking opportunities to challenge prejudice and stereotyping.[4]

The Equality Duty applies in relation to the following characteristics:

Protected characteristics:
- Gender
- Ethnicity/race
- Physical and mental disabilities
- Religion and belief
- Sexual orientation
- Pregnancy and maternity
- Age
- Gender identity (transgender)
- Marriage and Civil partnership

The Equality Act requires that we demonstrate '**due regard'** for the Duty in how we undertake our functions as an **employer, an education provider and provider of services**. In practice this means considering how the three aims of the Equality Duty can be embedded in our policies, practices and services.

An Equality Analysis helps you to view your activity through the lens of the Equality Duty and identify where actions can be taken to eliminate discrimination, advance equality of opportunity and foster good relations.

It is recommended that you use Equality Analysis whenever you are:

- developing, evaluating and reviewing policies and practices
- designing, delivering and evaluating learning, teaching and services

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[4] Equality Act 2010.

The benefits of Equality Analysis are:

It evidences that we are meeting our legal duty to promote equality - If someone has concerns about how a project impacts on equality; they are likely to ask to see the equality assessment. By carrying out Equality Analysis you will be able to evidence that you have paid 'due regard' to the Equality Duty.

It helps create an inclusive University - Actively considering equality issues from the outset creates smarter practices and services that anticipate different needs and support an inclusive learning and working environment.

Contributes to the University's Equality Objectives - The University has some key areas that it needs to improve on and progress. For example UEL has a high proportion of Black, Asian and Minority Ethnic students (BAME) but these students perform worse than White students in terms of degree attainment. This example would come under the element of the Duty relating to '**Advancing equality of opportunity** - being inclusive of different groups' needs, addressing under-representation and promoting good practice'

UEL's Four Equality Objectives are:

- **The University Corporate Plan commits to providing a fair and inclusive environment for all and more specifically has the following aims:**
  - **The gender and Black, Asian and Minority Ethnic (BAME) mix of our senior staff will be representative of the population of London by 2020**
  - **We will achieve Athena SWAN Silver Standard by 2020**
  - **We will have closed the attainment gap such that levels of achievement are equitable for all students**
- **To support and help realise these aims, the People Strategy 2020 has the following objectives for 2015-2016:**
  - **A representative workforce for our students and our communities**
    - **Measure: Participate in external benchmarking activities.**
  - **A collective understanding and sign up to equality, diversity and inclusivity at UEL**
    - **Measures:**
      - **Develop up to date inclusivity charter working with staff, students' union and staff unions by September 2015.**
      - **Schools and Services to have completed local action plans.**
      - **Providing a safe environment free from bullying and harassment with clear and confidential support**

- **Develop learning interventions that support staff in facilitating a fair, diverse and inclusive culture e.g. unconscious bias; targeted courses on disability.**
- **The selection of a small number of priority objectives is in keeping with the Equality Act 2010 and provides a realistic basis by which the University can measure progress and performance in meeting the objectives.**
- **The Learning and Teaching Strategy also has a strong emphasis on equality and diversity with the following aim: Provide an outstanding education and experience for our students based on inclusion, partnership and celebration of diversity**

It is important to take these objectives into account when undertaking an Equality Analysis.

Undertaking an Equality Analysis

The **Equality Analysis form** should be completed as evidence of your analysis and its outcomes. The **Equality Analysis checklist** provides suggestions for eliminating discrimination, promoting equality and fostering good relations in relation to each of the protected characteristics.

Data and consultation

Quantitative and qualitative data are very useful evidence for Equality Analysis, particularly in identifying the outcomes and experiences of different groups. The University collects student and staff data in relation to many of the protected characteristics. This data should be used where it is appropriate and relevant to the item under assessment. For example, to help you identify issues such as under-representation or different outcomes. Please note that you are required to ensure that any data used for equality analysis must be processed/used in accordance with UEL's Data Protection Policy.

Consulting with those affected is also good practice, particularly if it is a substantial item, i.e. one which will impact on a large number of people or will substantially change the way something currently operates. The analysis process can also help identify particular groups that you need to consult with, e.g. disabled students and staff if accessibility is identified as a key issue. The extent to which you use data and consultation in your Equality Analysis should be governed by relevance and proportionality.

Identifying issues and making changes

If analysis identifies that your item has a negative impact on a group, or a group has specific needs in relation to it, changes should be incorporated to address that. If the item specifically excludes a group or treats them 'less favourably' than others, this may be unlawful discrimination and must always be addressed. **The analysis form should be used as a record of your decision-making and, in the event that a discrimination claim is made, you need to ensure it adequately evidences and justifies your decisions.**

Equality Analysis Checklist

The checklist covers the 8 protected characteristics and identifies common issues in relation to **inequality, specific needs and challenging stereotypes**. It is **intended to prompt and stimulate thought around equality issues**. It **is *not* an absolute** list of issues and you can, of course, consider factors in addition to those here that are relevant to your area of activity.

	Inequality and under-representation *– things to avoid*	Specific needs *– factors you need to consider*	Challenge stereotypes *- positive messages to promote*
AGE *People of all ages and age groups, 'young' and 'old' alike*	• Criteria or arrangements that could exclude people on the basis of their age or broader age grouping • Assumptions about the age of your audience or customers • Stereotypes and assumptions based on age, e.g. that older people are 'nearing retirement' and don't need or want development opportunities	• Potentially different needs based on age bands. E.g. older students are more likely to be part-time and/or have caring responsibilities and so need greater flexibility in when and how they access services	• Images and examples from a wide range of ages/age bands
DISABILITY *People with physical and mental disabilities*	• Criteria or arrangements that could exclude or limit participation if a person is disabled • Presenting disability/being disabled as a negative thing or using negative language to describe disability • Under-representation – do you need to include measures to address this? • Assumptions that look at only physical disabilities.	• Is this accessible to all? <u>Basic</u> accessibility should be built in from the start. Think about your service and how people access it. Would those arrangements still work if someone has a disability? Do you need to introduce alternative arrangements? • Always have a contact point for people who need to discuss their specific requirements/queries. • Provide useful access information where appropriate (such as the 'flat level' route from A2B), location of accessible toilets and parking spaces	• Images and examples that include people with disabilities • Identify opportunities to present disabled people as high achievers and positive role models

	Inequality and under-representation – *things to avoid*	Specific needs – *factors you need to consider*	Challenge stereotypes - *positive messages to promote*
		• Provide information on student and staff disability support services as appropriate	
GENDER *Women and men*	• Criteria or arrangements that could exclude on the basis of gender or issues related to gender (see right) • Making assumptions about your audience or their aspirations on the basis of gender • Under-representation – do you need to include measures to address this?	• Impact of caring responsibilities (females and males) and resultant need for flexibility, part-time arrangements • Where a particular gender is a small minority (e.g. in a discipline), they may need additional support to prevent feelings of exclusion	• Gender stereotyping is still common place! Promote positive examples in your use of role models and images to challenge this. • Language used • Challenge Unconscious Biases – Training?
ETHNICITY *'Race', ethnic group, colour and nationality*	• Criteria or arrangements that could exclude people on the basis of their ethnicity • Under-representation – do you need to include measures to address this? • Attainment and progression gaps – how does what you're trying to do affect existing imbalances?	• Overseas students/staff with English as a second language – keep language clear, avoid colloquialisms • Where a group are a small minority (e.g. in a discipline), they may need additional support to prevent feelings of exclusion	• Images and examples of people from a wide range of backgrounds • Transparent procedures that are fair and open to a wide range of people and not just certain levels.
RELIGION OR BELIEF *Religious and comparable non-religious beliefs, non-belief*	• Criteria or arrangements that could exclude people on the basis of their religious belief • Under-representation – do you need to include measures to address this?	• Dietary requirements (food and drink) • Prayer times/access to facilities • Avoid major religious festival dates • Highlight things that might be an issue for people with religious beliefs – mixed groups, alcohol, food and	• Images and examples of people from a wide range of backgrounds

	Inequality and under-representation – *things to avoid*	Specific needs – *factors you need to consider*	Challenge stereotypes - *positive messages to promote*
SEXUAL ORIENTATION *People of all sexual orientations*	• Criteria or arrangements that could exclude people on the basis of their sexuality or having a same sex partner • Referencing marriage/husband and wives but not civil partnerships and same sex partners • Assumptions that everyone is heterosexual and has a partner of the opposite sex • Assumptions that people with children are always heterosexual • Under-representation – do you need to include measures to address this?	• Reassurances of confidentiality if people need to reveal their sexuality or details of next of kin • Use of inclusive language that doesn't exclude same-sex couples • Clarity/confirmation that 'partners' includes same sex or civil partners	• Content and images that include examples of individuals who are LGB • Use of the University's Stonewall membership logo
PREGNANCY AND MATERNITY *Women who are pregnant, are on or have taken*	• Criteria or arrangements that could exclude on the basis of pregnancy or taking/having taken maternity leave • How are pregnant students affected around assessment and exam times?	• Pregnancy may prevent participation in some activities • Are different arrangements needed for women who cannot participate due to pregnancy or maternity leave • Do you need to keep women on maternity leave informed?	• Profile/examples of students/staff who are carers of children/successfully combine studying/careers and being a parent • Profile academic staff who have returned to work following a career

Note: Above the table, in the top cells:
accommodation arrangements etc – so they are informed beforehand
• Always have a contact point for people who need to discuss their specific requirements/queries.

maternity leave		• Do you need special arrangements for women returning from maternity leave?	break as being a normal part of academic life
TRANSGENDER *People whose gender identity differs from their physical sex*	• Criteria or arrangements that could exclude people who are trans	• Be aware that some people do not view gender as a male/female binary and may choose not to define as either • Reassurances of confidentiality if information on a person's sex or gender is needed. People who fully transition into a different gender may want to update their records to reflect this. • 'Gender neutral' toilets and changing facilities are ideal, but not often available. People who are trans will often use the facilities that most closely align with their gender identity.	• Trans people are a small minority of the population and the issues they face are often misunderstood. Showing an understanding and appreciation of trans issues and people is a very positive action If it is appropriate to what you are doing

Equality Analysis Form

Item under assessment/discussion
Description of the item, its aims and purpose
Name(s) of the assessors
Details of any consultation or data collection
Who has responsibility for approving the item?

Considering the checklist above please outline how the policy, procedure, project, change etc. will have an impact on equality and inclusion highlighting any specific areas where there may be a more profound effect.

Thinking about the following:

1. Addressing under-representation,
2. Ensuring any specific needs are met,
3. Identifying opportunities to challenge stereotypes and prejudice.

What was the outcome of the Equality Impact Analysis? Please provide details of any recommendations, changes, action plans etc that have been or will be developed/implemented to mitigate any negative impact.

Summarise your findings and attach to any documentation that form the policy, procedures, reports etc. Please also send a copy to the Equality and Diversity Mailbox: equality.diversity@uel.ac.uk