

Oxford Brookes University Single Equality Scheme July 2010

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A. Introduction

This is the first Oxford Brookes Single Equality Scheme. It is set within the context of Oxford Brookes mission, values, objectives and strategies and identifies the University's approach to promoting equality in the areas of age, disability, gender, (including gender identity, expression and reassignment) marriage and civil partnership, pregnancy, maternity and paternity, race, sexual orientation and religion or belief (including lack of belief) across the full range of its activities.

The Scheme and accompanying action plan cover all aspects of the life and work of the University and deal with the University's role as an employer, as an institution of teaching & learning, and as a partner working with and within local, national and international communities.

The Scheme brings together the University's Race, Disability and Gender Schemes and the ongoing process of Equality Impact Assessment taking place within the University. In addition it also considers the needs of people within equality groups not previously considered in the existing schemes. In doing so it not only focuses attention on how the University can deliver an inclusive and supportive environment for all regardless of the equality strand, but requires the University to consider how it promotes good relations between all staff, students and stakeholders. The Scheme focuses attention on key equality priorities for the University and sets out our equality objectives for the next three years. These are designed to ensure that equality and diversity are embedded in everything we do. In doing so it responds to and reflects the objectives laid out in the 2009 Single Equality Act (see section B) to create one harmonised, modernised and simplified piece of legislation

B. Legislation and Scope of the Scheme

In its development the Scheme takes into account in both existing legislation (see Appendix B) and the Single Equality Act (2009). The Act's aim is to harmonise discrimination law, and strengthening the law to support progress on equality. When it comes into force (a phased introduction from October 2010) it will replace all existing

equality legislation, including the Equal Pay Act, creating one harmonised, modernised and simplified piece of legislation.

The Act details a number of protected characteristics which cover age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief (including lack of belief), sex and sexual orientation and it looks to strengthen the law in a number of key areas by:

- Creating a public equality duty. Higher Education Institutions will have to consider how their policies, programmes and service delivery will affect people with any of the protected characteristics;
- Extending the range of lawful positive action to overcome or minimise a disadvantage arising from a protected characteristic;
- Allowing employment tribunals to make recommendations in discrimination cases which apply to the whole workforce.

The Bill requires public authorities, including institutions in Higher Education, in carrying out their functions, to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation;
- Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it;
- Foster good relations between persons who share a protected characteristic and persons who do not share it. This involves having due regard to the need to:
 - Tackle prejudice and
 - Promote understanding
- Remove or minimise disadvantage suffered by people who share the equality characteristic or are associated with it;
- Meet the needs of persons who share the characteristic;
- Encourage persons who share the equality characteristic to participate in public life or other activity where their participation is disproportionately low.

C. The University

Oxford Brookes University occupies a strong position in UK higher education. We have a sound and growing international reputation for the quality of our teaching, learning and research and we are a vital part of, and contributor to, the local and national economy and society.

The University's vision is to provide an exceptional, student-centred experience which is based on both internationally significant research and pedagogic best practice. We will build on a tradition of distinction in academic, professional and social engagement to enhance our reputation as a university which educates citizens for lives of consequence.

The Chancellor of the University is Shami Chakrabati, the Director of Liberty and a respected human rights campaigner. The Board of Governors is responsible for determining the overall mission of the University. Responsibility for the day-to-day running of the University rests with the Vice-Chancellor and the Senior Management Team.

1. Our Mission

Oxford Brookes University is committed to leading the intellectual, social and economic development of the communities it serves through teaching, research and creativity that achieve the highest standards.

2. Our Values

In the development and nurturing of intellectual creativity we make our highest contribution to society. Social responsibility demands that all aspects of our activity should be sustainable. Equality, inclusivity and the celebration of diversity must be the foundation for all we do. We will never be content with anything other than a wholehearted commitment to the quality of the student experience. We will continue to enhance the value - and the perception of value - of our social as well as educational mission.

3. Strategic Goals

Student Experience

We will be a university that enables a student experience of the highest standard possible.

Research and knowledge transfer

We will be a university that is committed to externally recognised world-leading research which is exploited and disseminated for the benefit of our communities.

External

We will be a university dedicated to improving the human condition in Oxfordshire and around the world

Infrastructure and services

We will be a university characterised by our sector-leading, high quality, sustainable and cost-effective services, operating within a culture of continuous improvement.

4. Our Commitment - Equal Opportunity and Diversity statement

Equal treatment - promoting inclusivity and valuing diversity - is one of the University's core values. We are committed to the principle of equality of opportunity for all staff and students and to providing an environment where respect is shown to all and where individual employees and students are valued and supported in achieving their full potential. The University is opposed to any form of unfair discrimination and believes that an inclusive approach benefits all and enables everyone to contribute appropriately to our society. (see Appendix C for full statement)

D. Development of the Scheme

4. Involvement and consultation

The University has endeavoured, in the preparation of this and earlier schemes to ensure that it involves and consults with staff students and stakeholders. Activities undertaken to develop them have included:

- Consultation with representatives from the Trade Unions UCU and UNISON
- Consultation with representatives of the Students Union
- Opportunities for staff and students to feedback on the policy and to identify priorities for future action
- Articles in the University newsletter 'Onstream'
- Feedback from the staff and student surveys
- Interviews and focus groups with individual staff and students
- Joint consultation with the City and County Councils and Oxford University on disability issues
- Advice and guidance from members of groups not previously covered by the schemes
- Single Equality Scheme online survey

5. Data Collection

The University has used a range of data in developing the scheme which include:

- HESA employment statistics
- Internal monitoring data on applications, short-listing and job offers and on the staff profile
- Internal data on staff harassment, bullying, discipline and grievance cases
- Internal data on the student population
- Feedback from staff and student surveys

Appendix A provides more information on the current profile of staff and students at OBU

E. The Scheme

6. Increasing the scope of the Scheme

The Single Equality Scheme brings together the University's Race, Disability and Gender Schemes. In addition, to ensure an inclusive and supportive environment for all staff, students and stakeholders it also considers the needs of people within equality groups not previously considered in the existing schemes.

Until February 2009 no monitoring was undertaken for sexual orientation and religion and belief and we recognise that there may be particular issues in relation to the collection of data, its quality and usefulness that will need to be addressed. We also recognise that it may be necessary to undertake further work to:

- Understand any issues specific to those groups
- Raise awareness of the comprehensive nature of the new scheme
- Consider issues related to promoting good relations between all the strands
- Provide guidance and training where appropriate

7. Core Activities

The scheme covers all activities of Oxford Brookes (sections 1-13 below). The University will endeavour to promote equality of opportunity and good relations and ensure equality of outcome, process and autonomy for all staff, students and, where relevant, stakeholders.

The University also undertakes a range of activities designed to fulfil our positive duties and to ensure that the activities listed above are delivered in a way that is inclusive and supportive for all groups of students, staff and stakeholders. These are:

- Consultation, participation and involvement
- Awareness raising and the promotion of an inclusive environment
- Monitoring, reviewing and assessing

1) Admissions and access for students

Our Commitment

- The University is committed to widening and increasing participation in higher education, to social inclusion, and to opportunity through education and will seek the widest possible response across regional, national and international communities in its recruitment & admissions process.
- Developmental opportunities will be made available through our Associate College Partnership, through the provision of foundation programmes and degrees and through our involvement in a Lifelong Learning Network with Reading and Surrey Universities, Buckinghamshire Chilterns University College, and their respective further education partners.
- Promotional material about courses & programmes of study will include positive written information and visual images that reflect a diverse student population
- The University will actively work with the local community to raise aspirations and to encourage and support applications for entry to Brookes from under represented groups.

Activities undertaken since 2006

- A variety of widening participation activities have been carried out, mainly at School level. Awareness raising events are designed to attract under-represented groups, for example to attract girls into science. All schools have annual targets for widening participation activities.
- Oxford Brookes was awarded a Times Higher Education Award in October 2008 for its “Outstanding Student Financial Support Package”. The award is for a bursary scheme that has helped the university to develop relationships with local schools and colleges. The University offers £1,000-a-year scholarships to students who are nominated by their state schools because they are successful role models to other students, show commitment or potential, or have overcome personal or social difficulties. The project has enabled the University to develop closer links with schools and colleges, raising aspirations and financial awareness as well as promoting the scholarships. Following a successful trial, the scheme was rolled out to all 123 local schools and colleges, with 50 students benefiting in 2008.
- Events have taken place designed to engage young people from groups currently under-represented in Higher Education. For example In July 2008 Muslim parents and girls in years 11-13 were invited to an event at the university designed to raise aspirations. Speakers included successful Asian female graduates and business women.

2) Teaching and Learning

The 2009 University Strategy White Paper recognises that the experiences of students are heterogeneous and that our student community will have multiple identities. It acknowledges that;

“the student community will contain young, mature, full-time, part-time, home and international students, as well as students with families and in employment, and on taught or research programmes at undergraduate, postgraduate levels or on other short programmes.Students should expect that their experiences will be challenging,

memorable and demanding, containing appropriate levels of difficulty. We will encourage creativity, initiative, leadership and engagement with society, by creating opportunities for student-led initiatives in learning, community engagement, volunteering and leadership.”

Our Commitment

Oxford Brookes seeks to:

- Provide learning experiences and opportunities for all students which are of the highest quality, and appropriate to their expectations and needs;
- Establish learning environments that afford opportunities for a variety of learning styles and approaches to be pursued, utilise appropriate technologies, and facilitate effective participation in higher education;
- Provide effective support for all students as they prepare themselves for employability or career progression;
- Ensure that our staff achieve the highest professional standards; and
- Ensure that all services, processes and facilities with which our students engage are appropriate to their needs and expectations, and are of the highest quality.

(Brookes Student Learning Experience Strategy 2006)

Activities undertaken since 2006

We:

- Introduced a Brookes Student Learning Experience Strategy (BSLES) in 2006/7 that recognised that the learning experience of each student, and thus their own effectiveness and success as a learner, results from a complex set of interactions between the individual and the services and facilities, processes and systems which we provide. (BSLES 2006)
- Funded for small projects via the BSLES to improve the student experience. Some projects have focussed on a single equality strand, such as research into the induction experience of new disabled students.
- Delivered an annual internal Student Learning Experience conference, to enable members of staff to share examples of innovative practice.
- Developed an e-learning strategy that sets out our approach to blended learning (especially focusing on its use to support the differing needs and circumstances of students) and the use of technologies to enhance learning . Many staff are using new

technologies in a creative way to enhance student learning. Examples include students using a wiki for collaborative working (possible benefit for disabled students who are unable to attend physical meetings) or a lecturer making weekly podcasts (beneficial for dyslexic students). Targets in the elearning strategy and LR Strategic Plan for enhanced provision of technology-supported learning opportunities have been met.

- Developed Upgrade, our study advice service, which offers drop-in sessions and bookable appointments to students throughout the university
- Developed new Academic advisers arrangements (previously known as personal tutoring) designed to better support the learning needs of all students.
- Supported increasing numbers of students with dyslexia, including arranging 1:1 support by dyslexia tutors through the Dyslexia and Specific Learning Difficulties Service within the Student Disability Service
- Disseminated outcomes of work designed to develop our approaches to teaching, learning and assessment and promote good practice through two online publications, the peer-reviewed Brookes e-journal of Learning and Teaching (BeJLT) and the internal Teaching News.
- Provided increased developmental opportunities through our Associate College Partnership and our involvement in a Lifelong Learning Network with Reading and Surrey Universities, Buckinghamshire Chilterns University College, and their respective further education partners.
- Promoted research within the undergraduate degree through the Reinvention Centre for Undergraduate Research, a Centre for Excellence in Teaching and Learning that was located in the School of Built Environment. In Autumn 2009 the Reinvention Centre was short-listed for a Times Higher Education Supplement award in the category 'Outstanding support for students.'
- We have been consulting on a new Strategy for Enhancing the Student Experience, to replace the Brookes Student Learning Experience Strategy.

3) The curriculum

Our Commitment

- The University goal is to provide programmes of study and perspectives that recognise and value the diverse needs, interests & backgrounds of all students.
- The University is sensitive to the needs of individual students and offers them the opportunity to feedback on all elements of the curriculum via assessments at the end of each module and other identified consultation pathways.

Activities undertaken since 2006

We have:

- Reviewed and simplified our course offer.
- Developed a range of Foundation Degrees, and gained experience in developing appropriate curricula and pedagogies. In particular we've increased our experience of work-based learning drawing on our existing work placements or internships in both the undergraduate and postgraduate programmes, and the negotiated learning outcomes of the Brookes Open Award.
- Launched the Centre for International Curriculum Inquiry and Networking (CiCiN) and undertaken projects designed to promote the internationalisation of the Brookes curriculum, intended to encourage global and multicultural awareness as well as to meet the needs of international students.
- Undertaken work to give formal recognition within the curriculum for students' extra-curricula learning and work.
- Extended Reflective practice and Personal Development Planning to all students and embedded them as a key feature of Brookes curricula.

4) Student assessment and achievement

Our Commitment:

The University requires clear learning outcomes & assessment criteria to be specified for all taught modules and courses in order to provide a framework for fair assessment. Four principles guide the University's assessment regulations, policies and procedures

- **Constructive alignment.** A well designed course aligns the learning and teaching methods and assessment to the stated learning outcomes. In the context of equal opportunities and diversity this means that, providing achievement of the learning outcomes can be demonstrated, teaching and assessment methods should be as flexible as possible to meet the individual learning needs of the students.
- **Reasonable adjustment.** Reasonable adjustment must be made to any aspect of teaching or assessment that would substantially disadvantage a student in relation to their peers, unless this would compromise the maintenance of academic standards.
- **Inclusivity.** Unless there are sound defensible academic reasons for exclusivity curricula should strive to be as inclusive as possible. Striving for inclusivity should apply to all aspects of teaching, learning and assessment, from avoiding the use of sexist language and English idioms to including appropriate international examples and contexts, and avoiding an inappropriately Anglo-centric curriculum. When designing or scheduling assessments, serious consideration should be given as to whether any student would be, or feel, excluded either by the subject content, the assessment methodology or the schedule, or whether any student would need alternative arrangements to be made.
- **Variety.** Given that all forms of assessment could disadvantage somebody, it is recommended that programmes of study include a variety of different assessment methods. <http://www.brookes.ac.uk/student/services/handbook/policies-regulations.html>

Activities undertaken since 2006

We have:

- Hosted a Centre for Excellence in Teaching and Learning, the Assessment Standards Knowledge Exchange (ASKe). The centre has developed a range of materials on good practice in assessment and has undertaken a number of projects with students and staff designed to ensure a common understanding of assessment standards, and to enable students to develop their work in the light of feedback on a draft.
- Developed our approaches to promoting academic integrity, including use of Turnitin software to detect plagiarism and cheating. This has ensured a more consistent approach to assessment, addressing fears that ethnic minority students were being unfairly targeted.

- Developed and introduced an assessment compact that ensures fair and transparent assessment practices and standards.
- Undertaken School based Equality Impact Assessments focusing on progression and achievement of students from different equality groups.

5) Research and Knowledge Transfer

Our Commitment:

We believe that research is fundamental to our mission as a university; it contributes to the economy and society and to the experience of staff and students. We will therefore support research as a core activity, as important as teaching. We will ensure that its link with the curriculum remains a priority, our teaching is research-informed, and our students will have the opportunity to engage in original research and develop the research skills valued within the workplace. We recognise that all student groups have a contribution to make to the university's research community and, in particular, that high quality research students are essential for its health and vibrancy and for the sustainability of academia. We will therefore commit to increasing their number by selectively supporting the development of distinctive research degree training programmes which bring together areas of research strength and have the ability to secure external recognition.

(White Paper 2009)

Since 2006 we have:

- 'Reinvented' the relationship between teaching, learning and research to embed research into the undergraduate curriculum at an early stage. This work was led by the Reinvention Centre for Undergraduate Research, a Centre for Excellence in Teaching and Learning (CETL) that was based in the School of Built Environment in collaboration with the Sociology Department at Warwick. The Centre introduced research-based learning into undergraduate courses to teach students new skills and integrate them in the research cultures of departments.
- Awarded bursaries of up to £2000 to enable undergraduates to carry out ambitious international research projects.
- Developed a research centre in every school.

- Explored ways to transfer knowledge generated by staff for commercial benefit or the good of the wider community through the Research and Business Development Office.
- Developed a Code of Practice on preparing Research Assessment exercise (RAE) submissions to promote equality and diversity in the selection process. Staff involved in selection decisions at School and University level received training on equal opportunities and the requirements of the equality legislation.
- Undertaken research (via the Centre for Diversity Policy Research and Practice) ,funded by the Higher Education Funding Council for England and the Equality Challenge Unit, to investigate the impact of the equality and diversity requirements of the Research Assessment Exercise 2008 across the sector. The study delivered research findings and a series of recommendation to inform the development of the future Research Excellence Framework (REF).

6) Employability

Our commitment

The University recognises the importance of employability and the fact that most graduates will find themselves working in a multicultural environment and will therefore benefit from a curriculum with an internationalised focus. Our aim is to maximise the potential of our students and to support them in the development of skills that will enable them to obtain high quality work in their chosen profession after leaving University.

Activities undertaken since 2006

- In January 2009 we piloted our Brookes Future Leaders programme. This enabled students to reflect and build on the leadership and management skills they had developed through extra curricular activities such as taking part in student societies. Endorsed by the Institute of Leadership and Management (ILM), the programme was designed to help participants consolidate their achievements and further develop valuable skills that would impress their future employers.
- The Careers Service has developed a range of initiatives to support student employment including an online vacancy service “Talentbank”

- Work placements with local or national employers have been included in many undergraduate programmes.
- The University has offered a range of professional development courses to support career progression.
- The University has launched a programme of Brookes Internships, to enable new graduates to develop the skills and experiences necessary to embark on careers in their chosen professions. In its first year 16 Brookes graduates took up Internship opportunities within the University
- Developed foundation degrees, such as one for teaching assistants, which recognise the importance of work-based learning and offer students the potential to go onto full degree programmes if they choose.
- We have mapped progression routes into higher education, to postgraduate studies, CPD and employment for all Schools.
- Developed our links with alumni and employers to improve the student learning experience.
- Developed opportunities for students to engage in part-time and occasional employment at Brookes.

7. Student support outside teaching and learning

Our commitment

The principle of equality of opportunity underpins all aspects of the University's activities. Accordingly the services, systems and processes we provide to support students will be delivered to the highest professional standards and with the needs and expectations of all groups of students influencing their design and implementation. This includes services provided by the registry, library provision, services offered by "Upgrade", careers information and guidance, financial advice and support, student counselling services, accommodation and catering services, timetabling, administrative support in schools, and technical support.

We recognise the importance to the student experience of extra-curricular activities including sport, social activities (including participation in clubs and societies) and volunteering.

Activities undertaken since 2006

We have:

- Introduced a new mentoring service for students with Asperger's Syndrome or mental health issues.
- Provided increased 1:1 tuition for dyslexic students, delivered by in-house or freelance dyslexia tutors. We also finance a part-time dyslexia tutor for students who have not yet received their Disabled Students Allowance.
- Offered a range of student support services including counselling, advice for disabled students, advice for students with dyslexia or other specific learning difficulties, the Mature Students Adviser and the International Students Advisory Service.
- Offered support through the Chaplaincy to students of all faiths. Maintained good contacts with student faith societies and local faith communities.
- Offered advice through the Student Union Advice Centre and officers.
- Introduced a central equality notice board to provide information and support across all the equality strands.
- Provided excellent childcare through our Nursery.
- Matched potential student volunteers with local volunteering opportunities, and we welcomed over 50 organisations to the Volunteering Fair held in Love & Justice 2009.
- Awarded John Henry Brookes scholarships to enable students to carry out projects in the local community.
- Hosted the first and second National Student Pride events in 2006 and 2007.

8) Staff guidance and support

Our Commitment:

To ensure that all staff can access guidance and support to enable them to work effectively and to reach their full potential.

Activities undertaken since 2006

We have:

- Re-launched our staff mentoring scheme.
- Trained a new cohort of Harassment & Bullying Advisers.

- Introduced mediation as a mechanism for dispute resolution within the university and supported a number of staff to gain accreditation as mediators.
- Continued to provide an in-house Occupational Health service
- Appointed a Staff Disability Adviser to provide support for disabled staff and their managers, and for disabled job applicants.
- Developed Guidance for managers in recruiting and supporting disabled staff
- Started a Disabled Staff Network and email list.
- Extended the right to request flexible working arrangements to all members of staff with 26 weeks service, enabling them to undertake professional courses or higher education, either related to the current job, or to a possible career change.
- Commissioned a paper on the support provided for, and required by transgender and transsexual staff.

9) Staff Recruitment and Reward

Our Commitment:

The University is committed to achieving a diverse and representative work force and to recruiting the highest possible quality of staff. The University will advertise its vacancies to attract the widest appropriate range of applicants, and conduct recruitment and selection procedures which are designed to select the person most suitable to undertake the duties of the post taking into account the principles of equality and diversity.

Activities undertaken since 2006

We have:

- Redesigned our application and EO monitoring forms.
- Extended our monitoring of applications, short-listing and appointments to include the categories of sexual orientation and religion to ensure a fair recruitment process for all.
- Ensured that all staff sitting on recruitment panels have attended recruitment and selection training and required that training is refreshed every 3 years.
- Successfully renewed our Positive about Disability/Two Ticks Scheme accreditation.
- Arranged for all jobs to be advertised on the DisabledGo website
- Introduced the post of Staff Disability Adviser to support both applicants and managers through the recruitment process

- Developed guidance for recruiting managers on interviewing disabled applicants.
- Obtained advice and funding from Access to Work to support disabled members of staff.
- Offered extended work experience placements to pupils from Oxford Community School, to raise awareness of the university as a potential employer.
- Launched an Internship programme for Brookes students
- Launched an apprenticeship scheme that offers an alternative pathway for individuals to enter the workforce; enabling them to undertake paid employment while studying an NVQ through our local partner further education colleges.
- Undertaken an equal pay audit

10) Staff training and development

Our Commitment:

To develop and enhance the quality of all staff working at Oxford Brookes, to identify staff development needs and to provide appropriate training and development activities to ensure we have a workforce that has the necessary skills and understanding to deliver a high quality experience for all students.

Activities undertaken since 2006

- **Oxford Centre for staff and learning development (OCSLD)**

OCSLD supports the maintenance and development of quality teaching at Brookes through a variety of interactions with staff. They:

- Offer two HEA accredited courses: the Associate Teachers course and the Postgraduate Certificate in Teaching in Higher Education, and contribute to the Westminster Institute of Education's MA in Education.
- Are at the forefront of blended learning development in the UK and are exploring the use of e-portfolios and the meaning of personal learning environments in an educational context.
- Have furthered their work on internationalising the curriculum and work closely with the two Centres for Excellence in Teaching and Learning that are based at Brookes, in assessment and feedback and research in the undergraduate curriculum.

- Support the Upgrade Programme and in 2009 worked with them on their evaluation plan.

Further information on work undertaken by the centre can be found in their annual report available from

http://www.brookes.ac.uk/services/ocslid/ocslid_annual_report0708.pdf

In addition we:

- Worked (through the ASKe Centres for Excellence in Learning and Teaching) on developing ways of helping staff and students develop a common understanding of academic standards and looked to build on and promulgate established good practice. we have
- Offered Brookes Teaching Fellowships to reward excellence in teaching and support pedagogic improvement in areas that contribute to the Brookes Student Learning Experience Strategy. The fellowships are open to all staff (academic and non-academic) engaged in teaching and/or the support of learning.
- Developed Turnitin training for staff and assessors
- Gained whole university accreditation as Investors in People, which required us to demonstrate excellent people management skills, including providing development opportunities.
- Developed our annual Personal Development Review process for staff, increasing the focus on coaching and mentoring.
- Ran a successful Core Management and Leadership Programme for junior and middle managers. Equality and diversity feature strongly as elements of the programme.
- Offered staff development opportunities ranging from second degrees and the development of computer skills (via the European Computer Driving Licence) to support with basic English language and numeracy.
- Offered a range of NVQs to staff interested in gaining qualifications for the skills and knowledge used in the workplace including ones in accountancy, administration, advice and guidance, cleaning and customer service.
- Integrated the requirement to undertake Equality Impact Assessment into the project management training
- Developed a range of on-line courses to support the development of Brookes staff
- Developed specific equality focused training for managers including sessions on mediation, supporting disabled staff and delivering an inclusive environment.

- Used research undertaken by the Centre for Diversity Policy Research and Practice (for example Leadership Styles for Work-Life Balance and research to investigate the causes of women' under-representation in Higher Education) to develop pilot training programmes that support the delivery of an inclusive working environment.

11) Procurement and partnerships

Our Commitment:

- The University recognises that it is bound by the general duty established by the relevant acts to secure equality through its many partnership activities, insofar as they directly affect employment or education in the United Kingdom.
- Contractors and service providers are responsible for following the equal opportunities policies of the University. Contracting and outsourcing procedures and commitments including a requirement that contractors accept the duty to provide services, interact with students, staff and the public in the context of the University and its operations and in keeping with the requirements of legislation.
- Where possible, to only knowingly work with and purchase from suppliers who share our ethos of equality for all.
- To actively identify and promote working and supply partnerships that demonstrate equal opportunity compliance within the entire supply chain. We will always be mindful of the origins of manufacture and apply our equal opportunities ethos in those market places where we have the ability to influence them.

Activities undertaken since 2006

We have:

- Worked with contractors to identify the equality issues relevant to each large contract.
- Amended tender documentation to reflect the growing emphasis on working with a responsible supply base.
- Supported a purchasing consortia drive towards a responsible supply chain.

12) Physical estate

Our Commitment:

To invest significantly over the next fifteen years to achieve the best possible physical environment for our students and staff. To endeavour to maintain the quality of the working environment during construction.

Activities undertaken since 2006

- We have been considering how best to address the postponed investment in our university infrastructure. We undertook a massive Space to Think project to masterplan future development on the Gipsy Lane site, involving extensive consultation with students, staff and the local community. We recognise that many of our existing buildings are no longer fit for purpose and do not meet our aspirations to be a leading university.
- Much development work has already been undertaken for the New Student Centre Building, including a disability access audit of the plans by QMP Consultants.
- We continue to refurbish and improve our existing buildings, including making adjustments for disabled people. A significant improvement has been the installation of automatic or push-pad doors in many buildings.
- Information on access to many Brookes buildings now appears on the DisabledGo website <http://www.disabledgo.com/en/org/oxford-brookes-university>, providing a useful source of information on access for current and prospective students, staff and visitors.
- We have developed social learning spaces, such as the Simon Williams Undergraduate Centre and the Reinvention Centre, which reflect the contemporary working patterns of students and provide less traditional and more inclusive learning spaces.
- We have upgraded our sporting facilities at Headington and Harcourt Hill, recognising the social, cultural and sporting benefits of providing good facilities for all our students.
- Within the Sports Centre at Headington, the CLEAR Unit and Physical Fitness Laboratory provide an environment where patients undergoing rehabilitation can

exercise under supervision. Patients can be referred to this facility by local healthcare practitioners.

13) Community relations and engagement

Our commitment:

The University will work with local community groups representing minority groups to develop positive relationships and links that encourage interaction at all levels between the community and the University, promote equality of opportunity and positive relationships between different groups, and ensure that diversity and differences are valued.

Activities undertaken since 2006

- We have held annual meetings for local disability organisations, in conjunction with the University of Oxford and the City and County Councils. The development of the Oxford Disability Directory arose from these meetings.
- We have contributed to the Oxford Employers Race Equality Network.
- In 2009 Brookes won £473,680 to help thousands of unemployed people in the most deprived areas of Oxford boost their skills, qualifications and confidence. The funding from the Higher Education Funding Council for England will enable us to provide courses for about 2,000 learners in disadvantaged and rural areas, and 300 seminar places to coach local businesses in surviving these difficult economic times. The funding comes in addition to £2.7 million to train workers in higher skills over three years.
- Our Student Innovation Fund was set up in 2008 to enable wider society to benefit from the enterprising and innovative ideas of Brookes students. Each project is awarded up to £300 to enable a student to turn an innovative idea into a practical project. Examples include developing an eco shelter for the Barracks Lane Community Garden, running a youth club for teenagers on a local council estate, raising awareness of autism, and redecorating a room in a local youth club for young women who felt excluded by the overly male atmosphere.
- We undertook a range of outreach activities, for example we ran a film module in Blackbird Leys, with local teenagers working alongside Brookes staff

14) Consultation, participation and involvement

Our Commitment:

'We are a learning organisation and our future development and progress is dependent upon the kind of community we create inside the university, through our shared commitment to intellectual independence and social and economic justice. We will create a community in which individuals are enabled to develop their full potential intellectually, will be equipped for work but will also be prepared to play an active part in the shaping and enacting of a tolerant and democratic society.'

[University strategy 2010 to 2020: white paper, July 2009]

Activities undertaken since 2006

- Extensive consultation, led by the Vice-Chancellor, to develop the university strategy for 2010 to 2020.
- Extensive consultation with students, staff, local residents and stakeholders over our plans to redevelop our physical estate.
- We have developed action plans in response to the findings of the National Student Satisfaction Survey, and our regular staff surveys. We analysed responses to the staff survey by the six main equality strands.
- Set up a disabled staff network that offers disabled staff the opportunity to network with colleagues and provides a targeted mechanism through which they will be able to input their concerns, issues and opinions into key issues being discussed within the University

15) Awareness raising and the promotion of an inclusive environment

Our Commitment

The university is committed to fostering and maintaining an atmosphere of tolerance and mutual respect, and celebrating the diversity of our community.

'Equality, inclusivity and the celebration of diversity must be the foundation for all we do.'
(University strategy 2010 to 2020: white paper, July 2009).

The University recognises the importance of promoting and developing an awareness and understanding of the issues surrounding, and an improved practice of, equality and diversity to all its staff and delivers a wide range of activities designed to achieve those aims.

Activities undertaken since 2006

- We undertook a month long programme of events in Feb/Mar 2009, celebrating diversity and human rights under the banner of 'Love & Justice'. This offered a variety of events challenging people to increase their awareness of diversity by:
 - Creative responses to poetry and photography competitions, by Brookes students, staff, and members of the local community including school children.
 - Meeting authors such as gay activist Neil Bartlett.
 - Participating in specially devised forum theatre sessions.
 - The annual student-organised human rights film festival.
 - Student Union debate.
 - Discussion seminars on women of faith.
 - A lecture by dyslexia expert David Pollak.
 - Inviting our governors to a lecture by Professor Chris Brink, Vice Chancellor of Newcastle University.
 - Joint events with the Oxford International Women's Festival.
- The Centre for Diversity Policy Research and Practice held a national conference to disseminate its research into good practice in managing age diversity. The research and associated resource guide are available as wikis, making them widely accessible
- Each year we run staff workshops on inclusive working practices.
- Contributed EOD sessions to school and directorate away days.
- Included an EOD session in the compulsory university induction day for new staff.
- Introduced a university-wide Induction Checklist to ensure consistency in staff experience.
- Introduced a central equality notice board for information.
- Developed our equality web pages.

16) Monitoring, reviewing and assessing

Our commitment;

The University goal is to offer an inclusive and supportive environment for all. In order to monitor our progress towards this goal, high quality data are needed on all aspects of the staff and student experience. We are committed to ensuring that systems are put in place to make such data available and to ensure that the information obtained is used to enable University-wide and Directorate and School specific analysis and action planning, primarily through the equality impact assessment process.

Activities undertaken since 2006

We have:

- Introduced staff monitoring for sexual orientation and religion/belief and asked staff to update their details.
- Introduced more detailed disability categories, and asked staff to update their details.
- Reported on data in our annual Diversity Reports.
- Developed key performance indicators for the university, which include some equality indicators.
- Started examining student data on progression and attainment by ethnicity, gender and disability at school level in equality impact assessments.
- Analysed data on staff recruitment in equality impact assessments in the directorates.
- Analysed responses to our Staff Survey by equality categories and worked to increase the response rate.
- Analysed university data from the National Student Satisfaction Survey.

F. Action Plan

The University Action plan sets out the key objectives we have identified as significant in order for us to meet our legislative responsibility to promote equality and tackle discrimination.

Admissions and Access for Students:

Outcome	Actions – we will	Lead Responsibility	Timescale	Strand
OBU meets or exceeds its Hefce benchmarks in relation to admissions for students across the equality strands	Review our promotional and marketing materials and publications to ensure that they are accessible, use inclusive language and positively reflect all the equality strands	Director Corporate Affairs	Annually. Progress to be identified in Diversity report	All
	Monitor applications and acceptances using data on all available equality strands	Directors Corporate Affairs & Academic and Student Affairs	Annually results to be published in Diversity report	All possible
	Investigate any trends of under representation within the admissions process			
Respond appropriately through the Aim Higher and widening participation strategy and take additional action where necessary	Directors Corporate Affairs & Academic and Student Affairs	Ongoing		

Teaching and Learning

Outcome	Actions – we will	Lead Responsibility	Timescale	Strand
OBU provides learning experiences and opportunities for all students which are of the highest quality, and appropriate to their expectations and needs	Recognise the heterogeneous nature of the student community and consider the needs of specific groups of students wherever necessary	PVC Student Experience	Ongoing - progress/initiatives to be identified in the annual Diversity report	All
	Involve our students in the development of policies and practices for teaching and learning to ensure they reflect the needs of all groups			
	Review our delivery mechanisms and offer flexible delivery options in appropriate subjects			

The curriculum

Outcome	Actions – we will	Lead Responsibility	Timescale	Strand
Equality and Diversity considerations are embedded in module and programme development, review and quality assurance processes	Ensure that regular curriculum redesign and development takes place and put mechanisms in place to ensure inclusion and diversity are considered in the development and validation of new programmes and the periodic review of existing modules and programmes	PVC Student Experience	Ongoing - progress/initiatives to be identified in the annual Diversity report	All
A fully internationalised curriculum exists across all disciplines to support and promote a rich diversity amongst our staff and students.				
All programmes contain an appropriate focus on the need for graduates to be open to a variety of perspectives on life and work				

Assessment and achievement

Outcome	Actions – we will	Lead Responsibility	Timescale	Strand
A variety of assessment mechanisms exist and appropriate support is available to provide all students with the opportunity to demonstrate the achievement of learning outcomes.	Undertake research to explain any difference in progression and achievement levels by equality strand and, where necessary, take action to address those differences.	PVC Student Experience	Initial work to be completed by July 2011 . progress and further action needed to be identified in the Diversity report	All possible
	Continue to develop our approaches to promoting academic integrity (for example through the continued promotion of use Turnitin software) to detect plagiarism and cheating.		Ongoing - progress/initiatives to be identified in the annual Diversity report	All
	Ensure that all staff involved in the detection of plagiarism are fully trained and understand issues likely to be related to different equality strands.		Ongoing - progress/initiatives to be identified in the annual Diversity report	
	Fulfil our commitments as laid out in the New Assessment Compact		Ongoing - progress/initiatives to be identified in the annual Diversity report	
	Capitalises on the special expertise represented by our two Centres for Excellence in Teaching and learning to ensure equality and diversity are considered in assessment practices and in undergraduate research-based learning.		Ongoing - progress/initiatives to be identified in the annual Diversity report	All

Research and Knowledge Transfer

Outcome	Actions – we will	Lead Responsibility	Timescale	Strand
Equality considerations are taken into account to ensure that all eligible staff have the opportunity to submit to the REF	Review our methods of communication of any equality code of practice developed for the REF to ensure that that all eligible staff are aware of its contents	PVC Research	December 2010	All relevant
	Ensure that effective and targeted equality and diversity training, developed using best practice guidelines is undertaken for those selecting submissions for the REF.	PVC Research	March 2011	
	Offer a supportive and confidential process through which staff are able to disclose any issues regarding personal circumstances that my impact on their research output	PVC Research	December 2010	

Employability

Outcome	Actions – we will	Lead Responsibility	Timescale	Strand
All students are offered the opportunity to develop skills that will enable them to obtain high quality work in their chosen profession after leaving University.	Provide additional support and guidance for groups recognised as less successful in obtaining high quality work after graduating.	Head Careers Service	Ongoing - progress/initiatives to be identified in the annual Diversity report	All relevant

Support for students outside Teaching and Learning

Outcome	Actions – we will	Lead Responsibility	Timescale	Strand
Disabled students are supported to engage in the full range of University activities	Undertake work to ensure the long-term financial future of the Student Disability Service.	Head Student Disability Service /Director Academic and Student Affairs	Ongoing - progress/initiatives to be identified in the annual Diversity report	Disability
	Monitor the introduction of central financing for disabled students to ensure it has no adverse impact on support for individual disabled students.		Ongoing – results to be identified in the annual Diversity report	
	Improve our provision of assistive technology for disabled students		Ongoing - progress/initiatives to be identified in the annual Diversity report	
	Work to identify funding streams for disabled international students		Ongoing - progress/initiatives to be identified in the annual Diversity report	
All students receive the necessary support and guidance to give them the opportunity to fulfil their potential	Monitor the effectiveness of revised personal tutoring arrangements	Head Student Services	Ongoing - progress/initiatives to be identified in the annual Diversity report	All
	Review and where necessary develop our range of specialist support services to ensure they meet the needs of all students	Head Student Services	Ongoing - progress/initiatives to be identified in the annual Diversity report	

An inclusive and supportive environment exists for all groups of students	Monitor student satisfaction across all equality strands through the student surveys	Director Corporate Affairs	Annual – results to be identified in annual diversity report	All
	Recognise the heterogeneous nature of the student body and the different cultural standards and norms within such a diverse community and undertake activities designed to promote good relations between groups, celebrate diversity and raise awareness of expectations with regard to behaviour	Head Student Services	Ongoing - progress/initiatives to be identified in the annual Diversity report	
	Take action to promote the needs of individual groups of students where particular needs or gaps in understanding are identified (for example through consultation, feedback and monitoring)	PVC Student Experience	Ongoing - progress/initiatives to be identified in the annual Diversity report	
	Provide a wide range of activities and a rich cultural programme outside the formal curriculum	Head Student Services/Head Students Union	Ongoing - progress/initiatives to be identified in the annual Diversity report	

Staff guidance and support

Outcome	Actions – we will	Lead Responsibility	Timescale	Strand
Staff are provided with guidance and support that enables them to work effectively and offers them the opportunity to reach their potential	Develop the Disabled Staff Network	Staff Disability Adviser	September 2010	Disability
	Raise awareness amongst staff and managers of support available for disabled staff, and ensure that necessary support is provided in a timely manner.		Ongoing - progress/initiatives to be identified in the annual Diversity report	
	Identify areas where staff have less experience or expertise (for example in supporting transsexual or transgender staff or students) and provide additional training and guidance	HR Business Partner (EOD)	Draft guidance for supporting transsexual/transgender staff produced by December 2010. ongoing progress/initiatives to be identified in the annual Diversity report	All relevant
	Promote a good Work-life Balance and flexible working arrangements for all staff.		Ongoing - progress/initiatives to be identified in the annual Diversity report	All
	Work with managers and share good practice to promote an inclusive workplace.		Ongoing - progress/initiatives to be identified in the annual Diversity report	All

Staff recruitment and reward

Outcome	Actions – We will	Lead Responsibility	Timescale	Strand
The University has a diverse and representative high quality workforce.	Ensure all recruiting managers understand their responsibilities with regard to disabled applicants and the Two Ticks Scheme and the support available via Access to Work	HR Business Partner (EOD)	Ongoing - progress/initiatives to be identified in the annual Diversity report	Disability
	Promote the existence of the Staff Disability Adviser and their role in supporting disabled applicants through the application process	Staff Disability Adviser	Ongoing - progress/initiatives to be identified in the annual Diversity report	
	Introduce jobs for people with learning disabilities.	Director HR	September 2010	
	Review our advertising materials and the publications where we advertise to ensure that they are accessible, use inclusive language and positively reflect all the equality strands	HR Business Partner (Employee Relations)	Ongoing - progress/initiatives to be identified in the Annual Diversity report	All
	Monitor recruitment and selection patterns across the University to ensure recruitment and selection practices do not unintentionally discriminate against any group of individuals	HR Business Partner (EOD)	Ongoing - progress/initiatives to be identified in the annual Diversity report	
	Investigate the reasons for the under-representation of some minority groups at many levels within the university and where necessary identify appropriate actions designed to improve representation	HR Business Partner (EOD)	Ongoing - progress/initiatives to be identified in the annual Diversity report	
	Revise the recruitment & selection training to ensure the focus is on the positive benefits of employing a diverse workforce and that it acknowledges the attitudinal factors that can impact on decision making.	HR Business Partner (Employee Relations)	September 2010	

	Use schemes such as apprenticeships and the intern programme to encourage people from a diverse range of backgrounds to enter employment at the University	Director HR	Ongoing - progress/initiatives to be identified in the annual Diversity report	
	Investigate the possibility of undertaking research with local schools and community groups to investigate career aspirations and attitudes towards OBU	HR Business Partner (EOD)	July 2011	
A fair pay structure exists within the University	Undertake further equal pay audits to establish whether there are any pay inequities arising associated with age, gender, race, disability or part-time and fixed term working.	HR Business Partner (Reward)	October 2010	
	Analyse in more detail the nature of any inequities and develop an action plan to close pay gaps that cannot be justifiably explained.	HR Business Partner (Reward)/HR Director	Action plan December 2010, Actions Ongoing	

Training and development for staff

Outcome	Actions – we will	Lead Responsibility	Timescale	Strand
The University has a workforce that has the necessary skills and understanding to deliver a high quality experience for all students.	Develop training and guidance in areas where staff have less experience and expertise (e.g. when supporting transsexual or transgender staff or students)	HR Business Partner (EOD)	Draft guidance for supporting transsexual/transgender staff produced by December 2010. ongoing progress/initiatives to be identified in the annual Diversity report	All relevant
Staff understand their rights and responsibilities in relation to EOD and the promotion of an inclusive environment	Ensure all staff and students attend all compulsory EOD training (e.g introduction day for staff)	Head OCSLD/Head Student Services	Ongoing - progress to be identified in the annual Diversity report	All
	Deliver training and/or updates that ensure all managers have up to date knowledge of University policy and practice and the corresponding legal framework	HR Business Partner (EOD)	Ongoing - progress/initiatives to be identified in the annual Diversity report	
	Analyse feedback from the staff survey by equality strands to identify any potential issues and areas where staff would benefit from additional training and guidance (for example in areas where they have less experience and/or understanding)	HR Business Partner (EOD)	Bi-annual on production of staff survey. Results to be published in the annual Diversity report	
All staff are provided with the same opportunity to develop their careers at the University	Develop training to encourage under-represented groups to understand the process and to apply for jobs at senior levels within the University (for example training for female academics interested in promotion to readership or professorship)	Director HR	December 2010 and ongoing.	All relevant

Procurement and partnerships

Outcome	Actions – We will	Lead Responsibility	Timescale	Strand
The University uses its procurement function to promote equality of opportunity and social responsibility wherever possible	Ensure that contractors and service providers are provided with details of, and follow, the equal opportunities policies of the University.	Purchasing Manager	Ongoing	All
	Ensure that procurement tenders contain an explicit reference to equal opportunities and diversity	Purchasing Manager	Ongoing	
	Undertake training so that all staff (not just those involved in our procurement function) understand the procurement process and its role in supporting the delivery of the University's responsibilities with regard to promoting equality	Purchasing Manager	July 2011	
Collaborative arrangements and partnerships adhere to the University's equality and diversity standards	Ensure that in the development of collaborative agreements and partnerships, other institutions are aware of the University standards expectations, and commitment with regard to EOD	Purchasing Manager/PVC External Affairs	Ongoing	All

Physical estate

Outcome	Actions – we will	Lead Responsibility	Timescale	Strand
A high quality inclusive physical environment exists for students and staff and stakeholders	Undertake extensive investment in rebuilding our physical estate over the next 15 years and ensure that accessibility is considered as an important factor in the design and delivery of all new estate.	Director Estates & Facilities Management	Ongoing - progress/initiatives to be identified in the annual Diversity report	
	Work to maintain the quality of the working environment during construction and to especially consider the needs of disabled people	Director Estates & Facilities Management	Ongoing - progress/initiatives to be identified in the annual Diversity report	
	Promote the existence of the DisabledGo website to enable individuals to assess the accessibility of our estate and identify where support may be necessary	Staff Disability Adviser	September 2010 and ongoing	
	Recognise that particular equality groups may benefit from additional facilities and designated physical space and give due consideration to providing such space.	Director Estates & Facilities Management	Ongoing as & when necessary. progress/initiatives to be identified in the annual Diversity report	

Community relations and engagement

Outcome	Actions – we will	Lead Responsibility	Timescale	Strand
The University has positive relationships with local community groups and interaction at all levels.	Actively engage with community groups designed to support inclusivity and tackle discrimination e.g. MANTRA, HALT, Oxford Pride, the Oxford International Women’s Festival	HR Business Partner (EOD)	Ongoing - progress/initiatives to be identified in the annual Diversity report	All
	Engage in partnership working where possible with other organisations such as the city and county councils, and the University of Oxford.			
	Continue to develop and promote volunteering opportunities for Brookes staff with local community groups.	Director HR	Ongoing - progress/initiatives to be identified in the annual Diversity report	
	Develop our Student Innovation Fund for student-led initiatives in the local community.	PVC Student Experience	Ongoing - progress/initiatives to be identified in the annual Diversity report	

Awareness raising and the promotion of inclusive environment

Outcome	Actions – we will	Lead Responsibility	Timescale	Strand
Senior management show a visible commitment to equality and diversity	Deliver EO training and development to Governors and SMT	Vice-Chancellor	Dec 2010	All
The University promotes an inclusive environment where all students and staff are treated with respect and tolerance, and diversity is celebrated.	Continue to develop and deliver a range of EOD awareness raising activities	HR Business Partner (EOD)	Ongoing - progress/initiatives to be identified in the annual Diversity report	
	Further develop our web pages to continually improve their Accessibility and to include improved information and resources on all the equality strands.	Director Corporate Affairs	Ongoing - progress/initiatives to be identified in the annual Diversity report	
	Consider issues related to promoting good relations between all the equality strands	HR Business Partner (EOD)/ Head Students Services	Ongoing - progress/initiatives to be identified in the annual Diversity report	
	Raise awareness of the comprehensive nature of the new single equality scheme.	HR Business Partner (EOD)/Head Student Services	December 2010	
	Provide guidance and training where appropriate, especially in relation to areas where staff and students have less experience and understanding, for example in the support of transgender staff and students.	HR Business Partner (EOD)/Head Student Services	Ongoing - progress/initiatives to be identified in the annual Diversity report	

	<p>Set up a process of regular internal monitoring of data (by available equality strands) relating to numbers of student academic and non-academic complaints and disciplinary cases Analyse in more detail the nature of any differences identified and work to remove those that cannot be justifiably explained.</p>	<p>PVC Student Experience/Director Academic & Student Affairs</p>	<p>Ongoing - progress/initiatives to be identified in the annual Diversity report</p>	
	<p>Set up a process of regular internal monitoring of data (by available equality strands) relating to staff grievance, disciplinary, capability and harassment and bullying cases Analyse in more detail the nature of any differences identified and work to remove those that cannot be justifiably explained.</p>	<p>Director HR</p>	<p>Ongoing - progress/initiatives to be identified in the annual Diversity report</p>	
	<p>Use all relevant and available monitoring data to assess staff and student satisfaction. Analyse in more detail the nature of any differences identified and work to remove those that cannot be justifiably explained.</p>	<p>Director HR/ Director Corporate Affairs</p>	<p>Ongoing - progress/initiatives to be identified in the annual Diversity report</p>	
	<p>Promote the availability of flexible working and work-life balance to all staff, especially amongst those groups who traditionally have been less likely to take up the options available (e.g. men)</p>	<p>Director HR</p>	<p>Ongoing - progress/initiatives to be identified in the annual Diversity report</p>	

Consultation, participation and involvement

Outcome	Actions – we will	Lead Responsibility	Timescale	Strand
Staff, students and stakeholders are aware of the content of the SES and its action plan, and have the opportunity to offer feedback	Publish the SES on the University and SU websites and make available in a range of formats. Publicise its existence and request feedback	HR Business Partner (EOD)/Manager Students Union	December 2010	All
Clear channels for communication and consultation are in place	Identify a range of targeted methods that support ongoing consultation with all groups of staff and students	Director Communications	Ongoing - progress/initiatives to be identified in the annual Diversity report	All

Monitoring, reviewing and assessing

Outcome	Actions – we will	Lead Responsibility	Timescale	Strand
The University has comprehensive and high quality data to support the delivery of an inclusive and supportive environment for all staff, students and stakeholders	Review staff and student monitoring categories with a view to ensuring that the data provide the quality and depth of information needed to assess the impact of policy and practice on all groups of staff and students	Director HR/ Director Academic & Student Affairs/Director Corporate Affairs	Ongoing - progress/initiatives to be identified in the annual Diversity report	All
	Work to increase the disclosure rate of applicants to and members of the University across all of the equality strands but particularly with reference to the new categories of sexual orientation and religion/belief.			
	Develop improved systems for collecting, collating and analysing monitoring data.			
	Ensure data are produced in a format that allows for easy access and analysis and provides information that is of value for evaluation and monitoring			
	Undertake a process of regular internal monitoring of data (by available equality strands) relating to student applications, progression, retention and attainment and numbers of student complaints, disciplinary cases and appeals against exam results is set up.	Director Academic & Student Affairs	Ongoing - progress/initiatives to be identified in the annual Diversity report	
	Undertake a process of regular internal monitoring of data (by available equality strands) relating to staff applications, short listing and recruitment and numbers of staff grievances, disciplinary, capability and harassment and bullying cases and staff training	Director HR	Ongoing - progress/initiatives to be identified in the annual Diversity report	

	Ensure that analysis of all relevant surveys (e.g. staff and student surveys) is undertaken by available equality strands	Director HR/ /Director Corporate Affairs	Immediately	
The University can identify progress made towards meeting its diversity and equality objectives and is able to benchmark that progress against comparator universities	Undertake a mapping exercise using available data (e.g. through HEIDI and the staff and student surveys) to demonstrate progress against university objectives and appropriate comparator institutions	Director HR	December 2010	All
Results on monitoring, review and assessment are available for consideration and comment	Continue to publish an annual diversity report	Director HR	Ongoing	

G. Responsibility and accountability

The Board of Governors are responsible for establishing and approving a Single Equality Scheme and for monitoring its implementation.

The Vice-Chancellor has overall responsibility for promoting the principles behind this scheme both inside and outside the institution, and for ensuring that relevant managers carry out the actions in the accompanying action plan and fulfil their role in delivering equality within Oxford Brookes.

The Senior Management Team is responsible for providing leadership on the implementation, co-ordination, monitoring and evaluation of the action plan.

Deans, Directors, Heads of Department and managers are responsible for carrying out allocated actions and reporting on progress. In addition they are responsible for ensuring that equal opportunities and diversity are promoted within their School or Directorate, that all employees are aware of their responsibility not to discriminate unfairly and to promote equality of opportunity, and that action is taken against staff or students who discriminate for reasons covered by equalities legislation.

Teaching staff are responsible for ensuring that the content of their curriculum, teaching methods and materials, classroom values and assessment mechanisms promote equality of opportunity and inclusive practice

All employees are responsible for promoting an inclusive working environment and for not discriminating against anyone on any basis. This will include taking up training and learning opportunities that further this goal.

Students are expected to ensure that their behaviour promotes positive relationships between people of all groups and for not discriminating against anyone on any basis.

H. Assessing Progress

6. Monitoring

Monitoring of employees

The Directorate of Human Resources will monitor the following aspects of employment practice on the basis of ethnic origin, sex, sexual orientation, disability, religion and age as far as possible disaggregated by School and Directorate.

- Applications, short-listed applicants, appointments
- Staffing by grade, length of service and part-time/full-time/fixed term contract status
- Take up of training and development opportunities
- Internal promotions/progressions
- Grievance, disciplinary, capability and harassment and bullying cases
- Dismissals and redundancies
- Early retirement
- Staff choosing to leave the university

This information will be used at a University wide level, and provided to individual Schools and Directorates to support the EIA process and the achievement of the objectives laid out in the action plan.

Monitoring of students

The Directorate of Academic and Student Affairs and individual Schools will monitor the following by ethnic origin, sex, sexual orientation, disability, religion and age, as far as possible disaggregated by school and by programme of study.

- The admission and progress and achievement of students
- Transfer and drop-out rates
- Reported incidents, student disciplinaries and student complaints

This information will be used at a University wide level, and provided to individual Schools to support the EIA process and the achievement of the objectives laid out in the action plan.

Monitoring of the Action Plan

Responsibility for monitoring the implementation of the action plan, and for reporting on progress made against identified objectives lies with the Vice-Chancellor supported by the Directorate of Human Resources.

7. Equality Impact Assessment

Equality Impact Assessment (EIA) is the thorough and systematic analysis of a policy or practice and its implementation to determine whether it has a differential impact on a particular group or groups of people. The purpose of an EIA is to ensure that Oxford Brookes' policies are neither directly nor indirectly discriminatory. Carrying out EIAs is also a means of proactively promoting equality for all members of the Oxford Brookes community.

The EIA process leads to an active investigation of whether equality is actually in place or not. If a review finds any evidence of differential impact on identifiable groups then our responsibility is to look for solutions/explanations that

- Identify and remove any discrimination
- Proactively prevent its reoccurrence

Legislation recognises the need for relevance and proportionality in the undertaking of these activities.

Since 2007 University-wide action has taken place to:

- Undertake a mapping exercise of the main University policies
- Undertake a preliminary screening of the main University policies in order to identify priorities
- Develop guidelines on how to conduct an EIA
- Provide training and advice
- Set a timetable for Schools and Directorates to carry out equality impact assessment

Details of the key EIAs undertaken so far can be found at

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8. Reviewing and reporting

The SES action plan will be reviewed annually. The review will report of progress towards undertaking the actions and delivering the outcomes identified in the action plan. Results of the monitoring and review will be used to assess the effectiveness of the University's policies in tackling discrimination and in promoting equality and good relations. The report will include such conclusions and recommendations from the data as are felt necessary to further promote the objectives of equality and equality of employment opportunity.

Any additional areas for action identified will be included within the scheme and priorities for future action will be decided in consultation with staff, students and stakeholders.

The results of the review will be incorporated into, and publicised through the annual Diversity Report which will be sent to SMT, Deans, Directors and all relevant committees including the Executive Board, Student Union, Learning and Teaching Committee and the Board of Governors.

The report will be published on the University web site accompanied by any decisions on it. It will also be made available on request in alternative formats.

We will publicise the publication of the report to all staff and students and local stakeholders. Every effort will be made to ensure that staff and students are informed of the results of the monitoring and have an opportunity to provide feedback on the results and on any consequential recommendations for action.

Appendix A - Staff & Student Profile

Staff profile as at 31st January 2010

Gender	Number of people	Percentage
Female	1362	60.13%
Male	903	39.87%

Ethnicity	Number of people	Percentage
Black and minority ethnic group	181	7.99%
Information refused	30	1.32%
Not known	8	0.35%
White	2040	90.07%
No information recorded	6	0.26%

Disability	Number of people	Percentage
Disabled	111	4.90%
Not disabled	2148	94.83%
Prefer not to say	14	0.62%
No information recorded	7	0.31%

Age	Number of people	Percentage
<25	78	3.44%
25-34	411	18.15%
35-44	558	24.64%
45-54	634	27.99%
55-64	535	23.62%
65+	49	2.16%

The University has been collecting data on Sexual Orientation and Religion since February 2009. As can be seen from the information below there are still gaps in the data coverage that need to be addressed; just over 50% of staff have not yet update their records to include the new categories. Work will be taking place during 2010/11 to increase these percentages.

Sexual Orientation	Number of people	Percentage
Bisexual	11	0.49%
Gay man	7	0.31%
Gay Woman/lesbian	12	0.53%
Heterosexual/straight	819	36.45%
Other	6	0.27%
Prefer not to say	143	6.36%
No information recorded	1249	55.59%

Religion	Number of people	Percentage
Buddhist	10	0.45%
Christian	462	20.56%
Hindu	10	0.45%
Jewish	5	0.22%
Muslim	15	0.67%
Sikh	3	0.13%
Other	26	1.16%
No religion	344	15.31%
Prefer not to say	152	6.76%
No information recorded	1220	54.29%

For Sexual Orientation and Religion the tables below show the profile of those whose preferences are known (i.e. excluding the no information recorded)

Sexual Orientation	Number of people	Percentage
Bisexual	11	1.10%
Gay man	7	0.70%
Gay Woman/lesbian	12	1.20%
Heterosexual/straight	819	82.06%
Other	6	0.60%
Prefer not to say	143	14.33%

Religion	Number of people	Percentage
Buddhist	10	0.97%
Christian	462	44.99%
Hindu	10	0.97%
Jewish	5	0.49%
Muslim	15	1.46%
Sikh	3	0.29%
Other	26	2.53%
No religion	344	33.50%
Prefer not to say	152	14.80%

Student Profile:

Profile of total Brookes student population 2009/10

There are 16546 students.

Table 10: Student gender

Gender	Number of people	Percentage
Female	9561	57.8%
Male	6985	42.2%

The gender balance of the student population is now more even than in earlier years. In every year between 1999 and 2006, the university had over 62% female students.

Table 11: Home/EU and overseas students

Breakdown	Number of people	Percentage
Home/EU students	14422	87.2%
Overseas students	2124	12.8%

Table 12: Ethnicity of UK-domiciled students

Ethnicity	Number of people	Percentage
Black and minority ethnic group	1716	13.0%
Prefer not to say	236	1.8%
White	11023	83.8%
No information recorded	180	1.4%

The percentage of Black and Minority Ethnic students has risen slightly, from 11.9% in 2008/09, while the percentage of White students remained constant.

Table 13: Student disability

Disability	Number of people	Percentage
Disabled	1791	10.8%
Not disabled	14291	86.4%
Prefer not to say	61	0.4%
No information recorded	403	2.4%

Numbers of disabled students continue to rise every year. Currently 10.8% students have disclosed a disability to the university, an increase from 7.9% in 2006/07. The great majority of these have dyslexia or other specific learning difficulties.

Appendix B - Legislative background and requirements (to be updated when the Equality Act comes in to force October 2010)

Race Relations (Amendment) Act (2000) (RR(A)A)

The original Race Relations Act (1976) outlawed discrimination on the grounds of race, colour, nationality and ethnic or national origins and covers employment, education, and the provision of facilities or services. The RR(A)A amends this legislation and requires us to take a more proactive approach to:

- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good race relations between people of different racial groups

In addition we need to comply with a number of other conditions – we must:

- prepare a written policy on race equality
- assess the impact of our policies on students and staff
- monitor the recruitment and progress of students and staff
- set out arrangements for publishing the results of monitoring

Disability Discrimination Act (2005) (DDA)

The DDA amends the Disability Discrimination Act (1995) which laid out the original definition of disability as “a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day to day activities”. The 2005 Act has widened this definition in that it includes some conditions such as cancer from the day of diagnosis and removes the requirement for a mental impairment to be “clinically well recognised”. The Act defines “substantial” as being more than minor or trivial and “normal day to day activities” includes obvious activities but also includes mobility, manual dexterity, lifting, hearing, eyesight, speech, memory and the ability to concentrate, learn, or understand. In general, however, for a condition to be treated as a disability it has to last or be expected to last for twelve months or longer. The Special

Educational Needs and Disability Act (2001) (SENDA) specifically covers students and requires us to ensure that disabled students are not discriminated against from admissions to graduation. This includes making reasonable adjustments to enable individual disabled students to study and to provide auxiliary aids and services.

The DDA requires us to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life; and
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons

In order to achieve the aims above we must produce and publish a Disability Equality Scheme, implement it, report on it, and review and revise it at least once every three years. In doing so, there is a very specific requirement on us to involve disabled people in drawing up the Scheme.

Gender Equality Duty (2007)

The original Sex Discrimination Act (1975) outlawed discrimination on the grounds of sex, marital status, or gender reassignment and covers employment, education, and the provision of facilities or services. The Equality Act (2006) (which amends the Sex Discrimination Act (1975) introduced the Gender Equality Duty – requiring us to pay “due regard” to the need to:

- eliminate discrimination and harassment that is unlawful under the Sex Discrimination Act and discrimination which is unlawful under the Equal Pay Act and promote equality of opportunity between men and women

In addition we need to comply with a number of other conditions – we must:

- prepare a written scheme on gender equality, including an action plan with gender equality objectives
- formulate the gender equality objectives, considering the need to have objectives to address the causes of any gender pay gap
- gather and use information on how policies and practices affect gender equality
- consult employees, service users and others
- assess the impact of current and proposed policies and practices on gender equality
- implement the actions set out in the written scheme and review progress at least once every three years

The term “sex” is used to describe biological differences between women and men. The term “gender” refers to the wider social roles and relationships which structure men’s and women’s lives. The gender equality duty covers men, women and transsexual individuals. Transsexualism is a recognised medical condition where an individual believes he or she was born in a body of the wrong sex and seeks to permanently change their outward physical appearance in order to live more comfortably in the opposite gender role.

The University recognises that gender identity is an important and complex personal issue and looks to demonstrate best practice by extending its protection to cover all transgender and gender diverse people as transgender people are just as likely to encounter discrimination as transsexual people

OTHER LEGISLATION

In addition to the Acts noted above there are other relevant pieces of legislation which impact on our work on equality and diversity.

Age Discrimination

The Employment Equality (Age) Regulations 2006 outlaw age discrimination against employees (including applicants for jobs) and people applying to be students. We cannot discriminate against someone, therefore, on the grounds of their age in relation to admission, progression and graduation/non-graduation. Similarly, we cannot discriminate against people in relation to recruitment and selection, access to training and development, promotion opportunities, and retirement. Staff are entitled to request to work beyond their normal retirement date and this request will be considered. Retirement Guidelines which outline the process to be followed are available from the Human Resources website.

Sexual Orientation

The Employment Equality (Sexual Orientation) Regulations 2003 outlaw discrimination on the grounds of sexual orientation in employment. Sexual orientation is defined as an orientation to the same sex, the opposite sex, or the same and opposite sex. The Equality Act 2006 widened the scope of the Regulations to cover the provision of goods, facilities, services and education. The law also covers discrimination against someone because of a perception about their sexual orientation, even if that perception is not correct. The Civil Partnership Act 2004 gave same-sex couples broadly the same rights as married couples.

Legislation recognises both direct and indirect discrimination on the grounds of sexual orientation. A person who is a civil partner in a registered civil partnership of a same-sex couple should not be treated less favourably than a married person in similar circumstances. If a civil partner is treated less favourably, they may be able to bring a claim for sexual orientation discrimination under the Sexual Orientation Regulations or a claim for sex discrimination.

The Regulations outlaw direct discrimination, indirect discrimination, harassment and victimisation on the grounds of sexual orientation. It is also unlawful to discriminate against or harass someone after the working relationship has ended. The definitions of discrimination includes discriminating against someone because of their perceived sexual orientation (even if this turns out not to be the case) or because he/she is friendly with others of particular sexual orientations.

In very limited circumstances it will be lawful for an employer to treat people differently if it is a genuine occupational requirement that the job holder must be of a particular sexual orientation. For example, an organisation advising on and promoting gay rights may be able to show that it is essential to the credibility of its chief executive who will be the public face of the organisation that s/he should be gay. The sexual orientation of the holder of that post may therefore be a genuine occupational requirement. It is very unlikely that any posts at the University would fall into this category but managers should take advice from link HR Advisers if necessary.

Gender Recognition Act (2004)

The Gender Recognition Act (GRA) gives legal recognition to transsexual people in their acquired gender. Legal recognition is achieved when a Gender Recognition Certificate (GRC) is issued by a Gender Recognition Panel.

The GRA recognises that a person's gender identity, and not surgery, is the key issue so does not require an individual to undergo any specific treatment or surgery to qualify for a certificate. It is the process that matters.

The effect of obtaining a gender recognition certificate is significant. Individuals with a GRC are legally recognised as being of their new gender 'for all purposes' including the criminal law, entitlement to state benefits and occupational pension schemes. They are entitled to be issued with a new birth certificate reflecting the changed gender and will be able to marry someone of the opposite sex or enter into a civil partnership with someone of the same sex.

A GRC is not a legal requirement in order to obtain a passport, driving licence or bank/credit card in a preferred name and gender

The University believes it is important to adhere to the spirit as well as the letter of the law and adheres to the best practice recommended by Press for Change (<http://www.pfc.org.uk/node/1408>) which is to treat all trans people as though they have a GRC

Religion or Belief

The Employment Equality (Religion or Belief) Regulations 2003 outlaw discrimination on the grounds of a person's religion or belief, in employment. Religion or belief is defined as being "any religion, religious belief, or philosophical belief". In general, three criteria are used to determine a religion:

- a belief in a supreme being
- worship of that supreme being; and
- a group or following of people who observe the beliefs, values, customs and traditions as set down by that supreme being.

However, philosophical beliefs are much less well defined and political beliefs are explicitly excluded from the legislation. The Equality Act 2006 extended the scope of these Regulations to cover the provision for goods, facilities, services and education.

The legislation covers discrimination on the grounds of perceived as well as actual religion or belief and the religion or belief of someone with whom the person associates.

The Regulations outlaw direct discrimination, indirect discrimination, harassment and victimisation on the grounds of religion or belief. It is also unlawful to discriminate against or harass someone after the working relationship has ended. The definitions of discrimination includes discriminating against someone because of their perceived religion or belief (even if this turns out not to be the case) or because he/she is friendly with others of particular religions or beliefs.

In very limited circumstances it will be lawful for an employer to treat people differently if it is a genuine occupational requirement that the job holder must be of a particular

religion or belief. For example, some organisations, such as faith schools, have an ethos based on a religion or belief. They may be able to apply a genuine occupational requirement to some of their posts (but possibly not all) and each case would need to be justified. It is very unlikely that any posts at the University would fall into this category but managers should take advice from link HR Manager if necessary.

Appendix C – Statement of Equal Opportunities and Diversity

Equal treatment - promoting inclusivity and valuing diversity - is one of the University's core values. We are committed to the principle of equality of opportunity for all staff and students and to providing an environment where respect is shown to all and where individual employees and students are valued and supported in achieving their full potential. The University is opposed to any form of unfair discrimination and believes that an inclusive approach benefits all and enables everyone to contribute appropriately to our society.

The University embraces the spirit of all equalities legislation and codes of practice, ensures that all its policies and practices meet the requirement and intent of all relevant legislation and is committed to developing policies, practices and procedures which actively promote equality of opportunity and maximise the abilities, skills, and experience of staff, students and visitors to the University.

We seek to make the University an inclusive place to work and study and welcome applications from all sections of the community and from people at all stages of their life. Decisions related to the recruitment, employment, training, progression and retention of staff and to the recruitment, admissions, teaching, assessment, progression and retention of students are governed by the principles of equality of opportunity. All applicants to and members of the University community will be treated equally regardless of disability, gender, the nature of close relationships, caring responsibilities, age, race, colour, nationality, ethnic origin, religion or belief, sexual orientation, membership of or activity in, a trade union, and spent offences where not relevant to the workplace.

The University recognises the importance of taking a proactive stance in the promotion of equal opportunities and the delivery of an inclusive environment and will take active steps to promote good practice. In particular it will:

- Monitor the recruitment and progress of all students and staff by the main diversity strands and publish the results of that monitoring as part of the annual Diversity Report.
- Ensure that all policies and procedures are fairly constructed and applied by undertaking equality impact assessments. If any evidence of differential impact is identified then the University will take steps to
 - Remove discriminatory processes and procedures
 - Modify processes and procedures in such a way as to prevent it reoccurring
- Promote good relations between and amongst staff and students of all backgrounds
- Promote an inclusive culture for work and study, and develop the skills required by staff and students to work effectively in a diverse environment, through guidance, training and awareness raising.
- Involve and consult staff and students with regard to matters related to equal opportunities and diversity.
- Ensure all staff and students are aware of the provisions of this document and other policies related to equality of opportunity and understand their rights and responsibilities under legislation and the University's policies and codes of conduct.
- Ensure that in all collaborative arrangements and partnerships and/or work with contractors and service providers the University communicates clearly the requirement that those organisations accept the duty to provide services and interact with students, staff and the public in the context of University policy and in keeping with the requirements of legislation.