



## **EQUALITY AND DIVERSITY**

### **ANNUAL REPORT**

**2017-18**

**Author: UCFB Quality Department**

## Equality Information: 2017 - 18

### Contents

1. Introduction and Statement of Intent
2. The Policy
3. Organisational Responsibilities
4. Individual Responsibilities
5. Unacceptable Actions & Behaviours
6. Concerns and Complaints
7. Monitoring and Review
8. Overview of the Equality Act 2010
9. PAM Document
10. Student Tutorial Programme
11. Student Data Information
12. Student Complaints 2017-18
13. Student Support
14. Student Council
15. Student Representatives
16. Student Union
17. Student Voice
18. Human Resources / Staff Information
19. Continual Professional Development
20. Summary of Equality and Diversity activities and achievements
21. Priorities for coming year
22. Action Plan

## **1. Introduction and statement of intent**

**1.1** UCFB is committed to promoting and implementing equality of opportunity in the learning, teaching, research and working environments.

**1.2** UCFB aims to create a learning and working environment based on fostering good relations between all people, with a shared commitment to promoting respect for all, and challenging and preventing stereotyping, prejudice, discrimination and harassment.

**1.3** UCFB is committed to inclusiveness, which embraces diversity by valuing and respecting the perspectives and contributions of all our colleagues and students, to the benefit of the UCFB community in respect of its learning, teaching, research, management, administration and support service activities.

**1.4** UCFB upholds the principle that, in their areas of expertise, relevant staff of the organisation shall have freedom within the law to hold and express opinion, to question and test established ideas and received wisdom, and to present controversial or unpopular points of view without placing in jeopardy their employment or any entitlements or privileges they enjoy.

## **2. The Policy**

**2.1** UCFB aims to ensure that all members of its community are treated with fairness, dignity and respect.

**2.2** UCFB will apply this policy in compliance with and in the spirit of the relevant legislation.

**2.3** UCFB will not discriminate on grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation (hereafter referred to as the 'protected characteristics') in any decisions concerning student admissions, progression or support provision.

**2.4** UCFB will not discriminate on grounds of any protected characteristic, in decisions concerning staff recruitment and selection, career development, promotion, staff development opportunities, pay and remuneration, or reward and recognition.

**2.5** UCFB will not discriminate against any person on grounds of age, disability, gender reassignment, pregnancy and maternity, race, religion and belief, sex or sexual orientation, in the provision of facilities or services, or in the exercise of public functions.

**2.6** In the provision of residential accommodation, UCFB will seek to provide an inclusive living and studying environment. UCFB will not discriminate against any person on grounds of disability, gender reassignment, pregnancy and maternity, race, religion and belief, sex or sexual orientation.

**2.7** Under-represented groups are encouraged to apply to work and study at UCFB.

**2.8** UCFB will carry out monitoring, where practicable, by protected characteristics to ensure that all job applicants, applicants for promotion and applicants for study are being fairly treated, and to support and inform the Equality Impact Assessment process.

**2.9** UCFB will assess the impact of its policies and practices to identify and mitigate any disadvantage to protected characteristic groups.

### **3. Organisational Responsibilities**

UCFB will ensure that:

**3.1** Staff and students are made aware of this Equality and Diversity Policy through UCFB web pages, publications, induction and training provision, and through the line management structure, as appropriate.

**3.2** Publicity material reflects the diversity of the organisations community.

**3.3** Staff, students and visitors are treated fairly, irrespective of their protected characteristics. UCFB will take prompt action over alleged discrimination, victimisation or harassment.

**3.4** Reasonable adjustments are made, as appropriate, to enable disabled staff and students to overcome substantial disadvantage in the working and learning environment, and in the use of recreational facilities provided by UCFB.

**3.5** Existing procedures for staff and student complaints, grievances and discipline/conduct matters are applied in a just, fair, open and timely manner.

**3.6** Staff involved in staff recruitment, student admissions, selection and promotion panels receive training on equality and diversity matters.

**3.7** External contractors are made aware of their responsibility in relation to equality and diversity and will be required to comply with UCFB policies and regulations.

**3.8** Learning and teaching material, where practical, includes positive, diverse, non-stereotypical content.

**3.9** Public events are held, wherever possible, in accessible locations, and where accessibility is limited by necessity, this is made clear to potential attendees.

### **4. Individual Responsibilities**

**4.1** All UCFB staff, students, contractors and visitors have a responsibility under the Equality and Diversity Policy. All individuals are:

**4.1.1** Responsible for making themselves aware of the Equality and Diversity Policy.

**4.1.2** Expected to participate in training which supports the implementation of UCFBs Equality Policy, as appropriate.

UCFB Quality Department

**4.1.3** Responsible for their behaviour and expected to treat others with dignity and respect. This includes cases where alleged or proven discrimination, harassment, bullying or victimisation has occurred.

**4.1.4** To support UCFBs determination to promote good relations and eliminate discrimination and harassment.

**4.2** Staff responsible for schemes of work, teaching content and resources should demonstrate sensitivity to equality and diversity issues.

**4.3** Staff responsible for dealing with appeals, complaints, grievances, staff discipline and student conduct matters should demonstrate sensitivity to equality and diversity issues.

## **5. Unacceptable Actions and Behaviour**

**5.1** The Equality and Diversity Policy aims to ensure equality of opportunity and fair treatment for everyone. It is based on the principle that people have the right to their own beliefs, but not to engage in activities or acts which interfere with the rights or beliefs of others.

**5.2** Any attempt to coerce or threaten others to comply with a particular belief system, for example through unauthorised distribution of literature, or through threats or offensive remarks, may result in disciplinary action.

**5.3** UCFB does not tolerate offensive literature (whether disseminated in hard copy or electronically) or graffiti on its premises (subject to limited exceptions pursuant to academic freedom (i.e. for use in academically valid research)).

**5.4** Examples of unacceptable behaviours are contained within the UCFBs Student Code of Conduct, Code of Practice on Unacceptable Behaviour, and Staff Disciplinary Procedure.

## **6. Concerns and Complaints**

**6.1** Where staff and students perceive that they have been unfairly treated in respect of a protected characteristic the following protocol applies:

**6.1.1** Staff should speak to their Line Manager in the first instance. Further advice can be sought from the Human Resources Department and the Equality and Diversity Unit.

**6.1.2** Students should speak to their Adviser of Studies in the first instance. Further advice can be sought from the Student Representative Council, Equality and Diversity Unit.

**6.2** Whilst it is the intention that staff issues be addressed locally, there may occasionally be disagreement. In this event the help of Human Resources or the Principal Office, or of the Equality and Diversity Unit may be sought. If the matter is not resolved, the member of staff may consider the use of the Grievance procedure (which can include mediation, if appropriate):

**6.3** Students may use UCFB's Complaints Procedure.

## 7. Monitoring and Review

**7.1** The Equality and Diversity Strategy Committee (EDSC) and the relevant Equality Working Groups will monitor the implementation and revision of this Policy.

**7.2** UCFB will gather anonymised statistical information on the protected characteristics of staff and students in respect of the following:

**Staff:** general composition of employees of the organisation, recruitment and selection, promotion, training and development (including Performance and Development Review outcomes), sickness absence, grievances and disciplinary procedure.

**Students:** general composition of the students of the organisation, admissions, retention, progression, degree classification, complaints, appeals and conduct.

**7.3** Information collected will be reported to the Equality and Diversity Strategy Committee in the first instance, and will be used to inform future equality and diversity work across the institution.

**7.4** This policy shall be reviewed in the event of a change to relevant legislation, and in any event on a biennial basis.

You can find out more about our commitment to equality and diversity in our Equality and Diversity Report and Action Plan posted on our website at [www.ucfb.com](http://www.ucfb.com)

## 8. Overview of the Equality Act 2010

The Equality Act 2010 came into force on 1 October 2010. Its main purpose is to harmonise equality law (as set out in the previously legislation, such as the Sex Discrimination Act, Race Relations Act, Disability Discrimination Act and regulations relating to religion and belief, sexual orientation and age. Some provisions extend protection from discrimination; others consolidate them to provide consistency between the different characteristics.

The following is a brief overview of the Act. Further details are summarised under each section. The discriminator is referred to as 'A' and the person discriminated against is referred to as 'B'

### **There are nine protected characteristics:**

**Age:** Whether 'too old' or 'too young' or 'grey' or 'wet behind the ears'; it includes age groups, such as those between 40 and 50 or over 65

**Disability:** A person (B) has a disability if she/he has a physical or mental impairment and that has a substantial and long-term adverse effect on A's ability to carry out normal day-to-day activities

**Gender reassignment:** This is where 'B' is proposing to undergo, is undergoing or has undergone a process, or part of a process, for the purpose of reassigning the person's sex by changing physiological or other attributes of sex

**Marriage and civil partnership:** Where 'B' is married or in a civil partnership, not if they are perceived to be married or in a civil partnership. The protection does not apply to persons intending to marry or enter a civil partnership

**Race:** This includes colour, nationality and ethnic or national origins. Colour includes being black or white. Nationality includes citizenship

**Religion or belief:** Religion means any religion and includes lack of belief. Belief means any religious or philosophical belief and includes lack of belief

**Sex:** This refers to a man or woman of any age

**Sexual orientation:** This includes a person who is gay, lesbian, bisexual or heterosexual

**Pregnancy and maternity leave:** This refers to a pregnant woman or woman on maternity leave.

### **There are six types of discrimination, two of which only apply where the complainant has a disability**

**Direct:** This is where there is less favourable treatment because of a protected characteristic (as set out above). This cannot be justified except in the case of age.

**Disability related discrimination:** This is where A treats B (who has a disability) unfavourably because of something arising in consequence of B's disability and A cannot show that the treatment is a proportionate means of achieving a legitimate aim. A consequence of disability may be disability related sickness absence. This is only unlawful if A knew that B was disabled.

**Indirect:** this is where unjustified workplace practices, provisions or criteria disadvantage a group with a protected characteristic compared to a group who does not have this characteristic. Thus, a requirement to work full-time or long hours may disadvantage women compared to men as it is mainly women who take primary responsibility for childcare.

**Reasonable adjustments for those with a disability:** Where a provision, criterion or practice puts a disabled person at a substantial disadvantage (compared to a person who is not disabled), A must take such steps as reasonable to avoid the disadvantage. This includes:

- providing information in an accessible form
- removing, altering or avoiding a physical feature which disadvantages a disabled person, for example to enable access to a building
- providing an auxiliary aid, such as a computer accessory.

The costs should not be paid for by the disabled person.

**Harassment:** This only applies to age, disability, gender reassignment, race, religion or belief, sex, sexual orientation. Protection does not apply to pregnancy, maternity, being married or in a civil partner though the treatment may still be direct discrimination.

### **There are three types of harassment:**

- Unwanted conduct that has the purpose or effect of creating an intimidating, hostile, degrading, humiliating or offensive environment for the complainant or violating her/his dignity
- Unwanted conduct of a sexual nature where this has the same harassing purpose or effect as above
- Less favourable treatment because the victim has either submitted or refused to submit to sexual harassment or harassment related to sex or gender reassignment.

**Victimisation:** This occurs where a person is treated less favourably because she/he has either brought proceedings under the Act, given evidence in connection with proceedings, done anything for the

purpose or in connection with the act, or alleged that A or another person has discriminated. This is to protect those who complain of discrimination or give evidence in relation to such a complaint.

## 9. PAM Document

The student learning experience is our highest priority. We put our students at the centre of everything we do. The PAM document provides a position paper against the UK Quality Standards and identifies strengths and areas of required development. The review process is an ideal opportunity for UCFB to engage with the Quality Assurance mechanisms of Higher Education.

The strategic direction and development of provision for UCFB is managed by the Senior Leadership Team and the Academic Quality Department comprising of the Principal and Heads of Departments, EMC. This committee meets weekly and report directly to the Senior Leadership Team and the UCFB Board. These committees exist to support the strategic development, improve student performance and review policies and procedures. The Programme Management Committees will consider academic standards, student experiences, employability, performance, research and scholarly activity, the embedding and celebration of Equality & Diversity, Continuous Professional Development and engagement with the wider HE academic community with items then being taken forward to the Governing Body.

The PAM document reviews all programmes collaboratively and is reviewed by the UCFB Governing Body and the Bucks New University Partnership Board then on to their Education Committee.

The following information provides the QAA's judgements about UCFB College of Football Business Ltd from the QAA Annual Monitoring Visit 2018 (June):

### Outcome of the monitoring visit

From the evidence provided in the annual return and at the monitoring visit, the review team concludes that UCFB College of Football Business Limited (the College) is **making commendable progress** with continuing to monitor, evaluate and enhance its higher education provision since the previous visit, June 2017.

The College is making commendable progress with continuing to monitor, review and enhance its higher education provision. The monitoring visit and evidence provided confirm the College has fully implemented all actions arising from the 2015 Higher Education Review (Plus) recommendations. Significant improvements have been made in the College's management of its higher education provision, including governance and the overall student experience.

## 10. Student Tutorial Programme

UCFB will be delivering a tutorial programme to all students to enhance their learning journey throughout their time at UCFB. These sessions will cover a range of topics and issues in order to enhance students' awareness and understanding of the world around them, including important equality and diversity dates alongside contemporary moral issues that could affect their lives and decisions.

These topics will be:

1. October - **Mental Health Awareness week**
2. November - **World Kindness week**
3. December - **Abolition of Slavery week – modern day slavery**
4. January - **Human Trafficking week – including grooming**
5. February World day of Social justices – **social conditions Autism/Schizophrenia/Down Syndrome/Tourettes**
6. March - **Racism awareness week**
7. April - **Terrorism & Religion**

## 11. Student Data Information:

The following information demonstrates the three-year trend on retention and success rates:

### Student performance

Student numbers for 2017-18 had increased from 1,319 studying at the 2 campuses to 1,731, an increase of 412 students from the previous year (31%). There continues to be growth at both campuses with 931 studying at the Etihad and 1231 studying at Wembley, giving an overall total of 2162 students, a growth of 24.9% for 2018, a 6.1% drop.

The total number of students that were still in learning at the end of the 2017/18 academic year was 1,731 providing an overall retention rate of 83% (all years/cohorts), an increase of 5%.

During the 2017-18 academic year, there had been a total of 875 new starts in total, with 845 on undergraduate and 30 on postgraduate degree programmes offered by UCFB. The Etihad Campus (E) overall numbers were 394 and Wembley (W) numbers overall were 481.

Retention rates for Cohort 2015-16 = 69.6%, overall success rates = 64.2%, with an improvement on good honours degree by 5.4%, to 41%.

The two post graduate programmes, MSc Sports Management and the MSc International Sports Management have recruited successfully at Wembley with a total of 30 students with a retention rate of 93% compared to 88% in the previous year, an improvement of 5%.

This is the first year delivering our Foundation, 0 level, recruiting 84 and retaining 82 (including transfers), a retention rate of 98%, as of May 2018.

**Starts of students with declared disabilities/learning difficulties and those without**

Current students receiving Learning Support							
	15/16 starts		16/17 starts		17/18 starts		
Category	Etihad	Wembley	Etihad	Wembley	Etihad	Wembley	Totals
Learning difficulty		5	1	4	3	2	15
Dyslexia	1	12	7	6	6	5	37
Other Medical	1	7	2	7	4	13	34
Multiple disability		1	1		6	3	11
Dyslexia & dyspraxia		1		2	2	1	6
Mental health		4	1	7	2	1	15
Hearing impairment						1	1
Asperger's	1	2		1		1	5
Autism				1	1	1	3
Multiple learning difficulty		1		1		3	5
Moderate learning difficulty							
Declared disability but need more evidence		1			5		6
<b>Declared after application</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>14</b>
Totals	3	36	12	30	29	34	144

**Starts of students who have and have not received additional student support**

*ETIHAD*

Success rates of students who have and have not received additional student support									
	Supported								
	15/16			16/17			17/18		
	Starts	Success	Retention	Starts	Success	Retention	Starts	Success	Retention
	2	2		15	14 1x Suspended		36	33 1x Suspended 2x Left	

Success rates of students who have and have not received additional student support									
	Supported								
	15/16			16/17			17/18		
	Starts	Success	Retention	Starts	Success	Retention	Starts	Success	Retention
	36	34		30	25		34	31	

## 12. Student Complaints 2017/18

UCFB use the Buckinghamshire New University student complaints procedure as one of the ways to receive feedback from its students and suggests that complaints are dealt with by UCFB in the first instance. Valid complaints enable enhancement of learning opportunities through proactive quality improvements.

Complaints to be directed to [Complaints@ucfb.com](mailto:Complaints@ucfb.com)

## 13. Student Support

During 2017-18 academic year, students received support with the following categories of disabilities and learning difficulties:

Support Type	Etihad	Wembley	Total
Dyslexia	14	23	37
Visual Impairment	0	0	0
Mental Health	3	12	15
Multiple Disability	7	4	11
Emotional behavioral disability	0	0	0
Physical Disability	0	0	0
Other Medical Conditions	7	27	34
Asperger's	1	4	5
Learning Difficulty	4	11	15
Moderate learning difficulties	0	0	0
Severe learning difficulties	0	0	0
Autism	1	2	3
Other Specific learning difficulties	0	0	0
Multiple learning difficulties	0	5	5

## 14. Student Council

UCFB have a strong student voice process including a 'Student Council' committee. Programme Representatives from each year groups will attend the Student Council, chaired by the Education Officer(s) (student) to discuss common themes and issues across UCFB on behalf of all students in the their programme areas. Heads of Academics, Employability & Enrichment, Student Services may be invited to attend by the council and minutes are taken by the Quality Officer.

Detailed operational arrangements:

- Student Councils will take place every 5/6 weeks at each campus, commencing October each year
- Following each of these meetings a summary of issues raised and action taken will be reported to Quality and the Programme Management Committee
- Improvement actions will be reported back to programme representatives within 15 working days following the Student Council meeting.

## 15. Student Representative

All elected programme representatives will be invited to attend Programme Leader meetings along with Programme Leaders and other relevant delivery and support staff to discuss programme related issues and concerns in relation to their programme of study

Detailed operational arrangements:

- Every 4/5 weeks, prior to the Programme Management Committee, the Programme Representative will chair a meeting of the Programme Leaders to discuss issues and capture views of the group, this will be recorded and a copy of the record will be passed to the programme leader
- Programme team meetings will be held formally every 4/5 weeks
- Student Representative Issues and Feedback will be an item on the Programme Leader Meeting Agenda. Notes of the Programme Leader meetings will be taken, action points agreed and responsibility for actions allocated. Issues raised by programme representatives will either be addressed immediately by the programme leader and delivery team or, if necessary, referred for action to the Student Council, but also brought to the Programme Management Committee
- A summary of issues raised and action taken to address issues raised by students at Programme Leader meetings will be reported to the Student Council.

The process informs all aspects of a student's experience and informs the PMC process as well as addressing many concerns students may have from programme level upwards.

## 16. Student Union

UCFB Students' Union is a student-led initiative supported by UCFB, and its direction is democratically determined by its members through elections, which appoint Executive Committee Officers to manage the day-to-day operations.

UCFB Students' Union's aims are:

- To maximise the potential for UCFB students' experience to be an amazing one
- To provide opportunities for the students at UCFB to participate in shaping their student experience, and positively contribute to the experience of others
- To provide support and representation for UCFB Students in local and national issues.

UCFB SU provides a platform from which students can wholly shape their experience whilst at UCFB. There are lots of ways to get involved, from our volunteering and RAG programmes, to sports clubs and societies, and our dynamic and diverse events calendar.

It's all about taking an active part in shaping the UCFB experience, which enables students to develop their personal and professional skills, and gain experience in project management.

## 17. Student Voice

During the 2017/18 academic year, surveys were completed on student satisfaction rates. The surveys are used to measure student satisfaction and to identify key areas for improvement. They are used also to inform the Bucks evaluation process with the action plans published through Moodle, Student Council. Surveys are carried out:

- Following induction
- Mid-Module
- Completion of Module
- As part of the lesson observation process
- Student Council
- NSS

The findings from this last academic year demonstrated an overall improvement in satisfaction by 12%, with all 8 categories also showing improvement:

Teaching & Learning improved by 8%

Learning Opportunities improved by 9%

Assessment & Feedback improved by 8%

Academic Support improved by 6%

Organisation & Management improved by 5%

Learning Resources improved by 6%

Learning Community improved by 8%

Student Voice improved by 9%

### **Quotes taken from QAA monitoring visit June 2018:**

'Students value the range of opportunities provided and benefit from the variety of high-profile guest speakers supporting the breadth of sports-related programmes'.

'Student representation at Programme Leader, EMC and Bucks/UCFB Operational Board meetings ensures that the student voice is heard through student engagement with quality systems. Students engage with annual quality monitoring processes through membership and attendance at Governing Body and Academic Board meetings. The College has developed a detailed action plan related to outcomes and submission rates for the National Student Survey (NSS). Various committees, including the Governing Body, consider NSS results and progress monitoring. Regularly reviewed, effective and embedded processes are in place to assess, evaluate and enhance academic standards and the student learning experience. The establishment of the new Student Hub has helped to create space to build a student community. Students confirm this is a welcome addition and appreciate that Student Services are now located within the Hub'.

## **18. Human Resources/Staff Information**

The table below shows the total number of staff by gender, age and contract type.

Age	Headcount		
	Male	Female	Total
16 -19	0	0	0
20-24	11	4	15
25-29	21	17	38
30-34	22	20	42
35-39	22	7	29
40-44	11	10	21
45-49	13	3	16
50-54	9	4	13
55-59	8	4	12
60-64	1	0	1
65+	2	0	2
Grand Total:	120	69	189
Full Time Staff	102	55	157
Part Time Staff (less than 30 hours)	18	14	32

### Equality and Diversity Monitoring:

The table below shows the number of staff by gender and ethnicity.

Ethnicity	Headcount		
	Male	Female	Total
Asian or Asian British – Bangladeshi		2	2
Asian or Asian British – Indian	3	2	5
Asian or Asian British – Pakistani			0
Asian or Asian British – Other			0
Black or Black British – African	7	5	12
Black or Black British – Caribbean	2		2
Black or Black British – Any Other	3	1	4
Chinese			0
Mixed – White and Asian	1		1
Mixed – White and Black Caribbean			0
Mixed – White and Black African		1	1
Mixed – Any Other		2	2
White British	92	47	139
White Irish	1		1
White – Any Other	4	5	9
White – Other European	7	4	11
Totals	120	69	189

The table below shows the number of staff by disability and gender.

Disability	Headcount		
	Male	Female	Total
Other Medical Condition (Epilepsy, Asthma, Diabetes)	1	1	2
Mental Health Difficulty		1	1
Disability Affecting Mobility			
Hearing Impairment	1		1
Other		1	1
Visual Impairment			
Multiple Disabilities			
Emotional/Behavioural Difficulties			
Asperger's Syndrome			
Other: Physical Disability	3	1	4
Temporary Disability (After an Illness/Accident)			
Profound Complex Difficulty			
% Without a Disability	95.80%	94.20%	95.24
% With a Disability	4.20%	5.80%	4.76%

The table below shows the number of staff by religious belief.

Religious Belief	Headcount		
	Male	Female	Total
Buddhist			
Christian	53	25	78
Hindu		3	3
Jewish	2	2	4
Muslim	2	4	6
Sikh			
Non-Religious	51	35	86
Other	2		2
Prefer not to say	10		10
Refused			
Grand Totals	120	69	189

The table below shows the number of staff by marital status.

Marital Status.	Headcount		
	Male	Female	Total
Civil Partnership			
Co-Habiting	10	3	13
Married	42	27	69
Refused to Say			
Separated-Divorced	5	1	6
Single	54	36	90
Unknown	9	2	11
Widowed			0
Grand Total	120	69	189

**Disability Profile:** 4.76% of staff that have declared themselves to have some form of disability.

**Gender profile:** 36.5% of UCFB staff are female.

## 19. Continuous Professional Development

UCFB provides a wide range of CPD opportunities throughout the academic year with statistics below showing the percentage of staff who have completed compulsory training in safeguarding, equality and diversity and health & safety.

In addition, a significant amount of CPD has taken place with the academic staff to support them in embedding equality into the curriculum including sharing of best practices.

EVENT	ATTENDANCE 2016	ATTENDANCE 2017
Staff Orientation Days	87%	100%
UCFB has Talent	91%	93%
Cedar/Salesforce	100%	100%
Academic Dashboard	100%	100%
Programme Leader Reports	80%	87%
Role of the Mentor	80%	87%
Observation Documentation	93%	100%
Innovative Teaching Strategies	97%	93%
Stretch & Challenge	97%	90%
Equality & Diversity	100%	100%
Bucks processes & procedures	87%	93%
Administration & Governance	100%	100%
Student Service	100%	100%
Learning Support	100%	100%
Providing Quality Student Feedback	91%	100%
Role of the Programme Leader	91%	100%
Role of the Module Leader	91%	100%
Turnitin	87%	
VLR	87%	93%

## 20. Summary key equality and diversity activities and achievements 2017/18

Throughout the academic year we have carried a variety of topics within the heading of Equality and Diversity, beginning with a staff questionnaire to ascertain how much staff know and where the gaps were to provide a starting point. The next academic year will see the continuation of this training and with the added staff confidence and understanding, will be disseminated to students on a monthly basis. Activities for 2017/18 were:

- Staff questionnaires – what does Equality & Diversity mean? Who does this effect?
- Staff training session on ‘Gender Equality’
- Staff training on ‘Embedding E & D into our area of work’
- ‘What are protected categories?’
- Production of an Equality & Diversity calendar to highlight and celebrate various activities
- The draft E & D strategy committee and terms of reference has been produced
- E & D discussion and celebration sessions have been timetabled throughout the academic year.

## 21. Priorities for coming year:

- Ensure equality and diversity is inclusive to all strategic planning
- Continue to Celebrate, Promote and Embed Equality and Diversity in all programme areas
- Ensure equality and diversity information is published as part of the equality duties
- Review and update process for equality analysis. Discuss with the Academic Standards and Governing Body
- Work with Bucks, Academic Standards and Governing Body to review and update the Equality and Diversity policy in line with changes to legislation
- Ensure equality information is communicated effectively to staff, students and stakeholders
- Establish detailed action plans to address profiled groups performing significantly below performance rates
- Ensure profiled group data is addressed at programme levels by embedding into quality improvement plans
- Further develop consultation and engagement processes with staff, students and stakeholders
- Further develop the Student Voice strategies
- Continue with staff and student development sessions.

## 22. EQUALITY AND DIVERSITY ACTION PLAN

September 2015 – September 2020

This Action Plan covers all equality strands as defined in the Equality Act 2010: age, disability, race, religion or belief, gender re-assignment, marriage and civil partnership, pregnancy and maternity leave, sex.

No	Protected Character	Objective	Action	Lead	Deadline	Progress
1	All	Review student achievement data against the protected characteristics to ensure that UCFB practices promote equality.	Provide annual report to the Academic Standards Committee detailing student data against the protected characteristics. Take action if student attendance, retention and success rate achievements, for cohorts, with a protected characteristic, are below the average.	Quality E & D Committee	November 2018 2019 2020	Data retrieved from Bucks for analysis and reporting.
2	All	Ensure SLT maintain a link and commitment to equality and diversity.	Ensure that SLT representation at least two AS Committees per year and also attends one E&D event a year.	Principal	July 2015 July 2016 July 2017 July 2018 July 2019 July 2020	Achieved – 2015 2016
3	All	Ensure that the staffing profile matches the local population in terms of protected characteristics.	Review staffing profile for protected characteristics against the profile of the local demographics and set targets for recruitment.	HR	Review annually	In progress
4	All	Ensure that student surveys examine E&D themes.	Review student surveys to ensure that E&D themes are incorporated.	Bucks	Review annually	

<b>5</b>	All	Ensure that programme review and enhancement have assessments against equality and diversity criteria and those Equality and Diversity Impact Measures are set for all programmes.	Review documentation and ensure that SMART EDIMs are included for all programmes	Bucks	Review annually	
<b>6</b>	All	Ensure that all policies support UCFB's commitment to equality and diversity.	Ensure that all policies are subject to equality impact assessment	Bucks	Review annually	
<b>7</b>	All	Ensure that all staff recruitment is conducted in accordance with Safer Recruitment guidelines.	Safer Recruitment is followed.	HR	July 2016	Safe Recruitment procedure in place.
<b>8</b>	All	Ensure that all staff are trained in equality and diversity and that three yearly updating training takes place.	Identify appropriate training for staff and plan for all staff to be trained with refresher training every three years.	Wellness Committee, E & D Committee, Quality	UCFB Sept CPD event	Achieved to date. Refresher/update every September.
<b>9</b>	All	Establish and maintain support for protected strands.	Promote support for staff and students and identify support for them.	HR	Annually	
<b>10</b>	All	Ensure that a process exists for dealing with complaints and that discrimination in the process is avoided.	Review current policy and procedure to ensure that it is not discriminatory in any way.	Bucks, Quality, Head of Student Services	Sept 2016	Achieved
<b>11</b>	All	Ensure that all employees are appropriately rewarded and that there are no equal pay issues.	Conduct a gender pay analysis every 12 months and identify corrective action, if needed.	HR	November each year.	Achieved

13	All	Make all marketing and public materials available in a range of formats.	Respond to requests for materials to be made available in alternative formats. Ensure the publication of equality and diversity issues and developments in newsletters and committee reports.	Marketing	Annually	Ongoing
13	All	During any procurement process UCFB will seek the endorser's commitment to equality and diversity and this will become selection criteria for contracts where appropriate.	Review and (if necessary) update Procurement Guidelines.	Head of Finance	Quarterly	Ongoing
14	All	Ensure that materials are made available on the VLE that support the embedding of equality and diversity including a calendar of the main religious festivals.	Upload calendar of main religious festivals. Review materials on the VLE and adapt where necessary.	E & D, CRM, MIS, Marketing	Sept Annually	Ongoing
<b>No</b>	<b>Protected Characteristic</b>	<b>Objective</b>	<b>Action</b>	<b>Lead</b>	<b>Deadline</b>	<b>Progress as at (date)</b>
15	All	Ensure that E&D is embedded and promoted in seminars and lessons	Audit lesson observations to ensure that equality and diversity issues are taken account of. Develop a bank of equality and diversity learning materials for teachers to use. Train staff as appropriate	Head of Quality	Annually	Ongoing
16	Disability, race sexual orientation and gender discrimination	Ensure that awareness of these protected characteristics are promoted in both the staff and student communities.	Provide specific training and lessons to promote awareness of disability, race sexual orientation and gender discrimination issues.  Promote awareness through use of posters and displays.	Quality E & D Committee, Student Services, Student' Union	Annually	Ongoing

<b>17</b>	Age	Review the attendance patterns and success rates.	Review past retention and success rates and develop an appropriate action plan.	Quality	Sept annually	Ongoing
<b>18</b>	Sexual orientation	Provide a forum and support network through the Student Union / Council	Provide support and resources for the Thematic group	Head of student services	Nov 2018	Ongoing
<b>19</b>	Disability	Ensure that UCFB facilities and access meets the needs of students, staff and visitors with mobility and other disabilities.	Review and audit existing facilities and plan for improvements to access where they are necessary.	Facilities	Annually – prior to Sept	Ongoing
<b>20</b>	Faith and belief	Provide multi-faith rooms at all sites and ensure that they are available to staff and students.	Maintain, support and promote multi-faith rooms at both sites. Promote the access to these rooms to ensure widest possible use.	Facilities	2015	Stadium provided
<b>21</b>	Pregnancy and maternity	Ensure the students and staff who are pregnant or nursing receive appropriate support in their studies or employment.	Ensure that Risk Assessments are completed by managers for all pregnant and nursing students and staff. Take appropriate action based on individual needs where appropriate.	HR	Annually	Achieved
<b>22</b>	All	Schedule of UCFB wide events to promote E&D in general and issues connected with protected characteristics	Published programme of events	E & D Committee Wellness committee, HR	Nov 2018	In progress
<b>23</b>	Disability	To embed the ‘two ticks’ disability criteria into the UCFB planning processes - Positive work related experiences for disabled students.	UCFB to apply for this award with a targeted approach around our planning and students experiences	E & D Committee	Dec 2018	In progress
<b>24</b>	All	Capture extended equalities data for all staff - Review equality data surrounding	Produce quarterly reports for E & D Committee, Academic Standards and Governing Body.	HR, E & D Committee	Nov 2018	In progress

		recruitment on a quarterly basis to enable consideration to be given to measures to support positive action if appropriate.				
<b>25</b>		Mental health training for staff.	Training workshop for staff from external provider	Quality Wellness Committee	Oct 2018	In progress
<b>26</b>	All	Equality Challenge Unit – Charter Mark awards	UCFB to apply for the Athena SWAN Charter and race equality charter	E & D Committee	Jan 2019	In progress