

UCFB



**EQUALITY AND
DIVERSITY ANNUAL
REPORT
2018-19**

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Diversity Committee**

Equality Information: 2018 - 19

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Appendix 1 Student Services E&D Report

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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, staff handbooks, publications, induction and training provision, and through the line management structure, as appropriate.

3.2 Publicity material reflects the diversity of the organisation's 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.

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 UCFB's 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 Committee 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.

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, SMC. 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.

10. Student Tutorial Programme

UCFB delivers 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.

11. Student Data Information: Categories of Additional Needs

The following information shows the disability and learning support in place for students at UCFB:

Following a review of Disability and Learning Support processes across UCFB and Buckinghamshire New University, we introduced a registration process for all students with additional needs. This is to ensure that consent to share information is more explicit and any students not wishing to receive support for additional needs could opt out of the service.

UCFB Dual Campus

This reports the total number of students supported during each of the academic reporting periods to-date. Any withdrawn, suspended or graduated students are not included in the subsequent reporting period and is therefore an accurate account of each academic period.

Headline Data

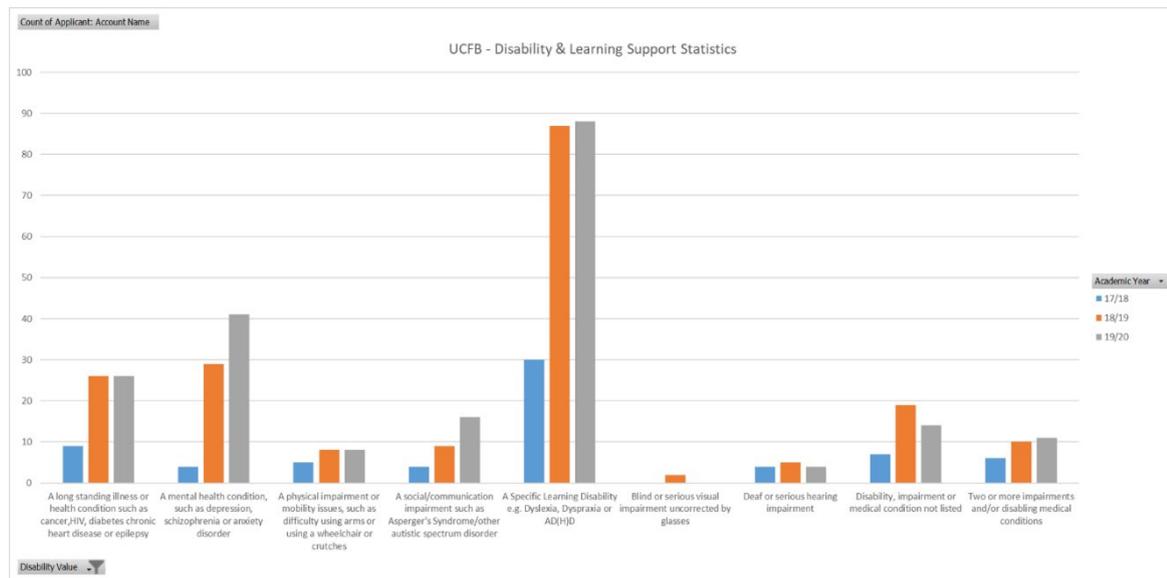
201.45% increase in students with an additional need since 2017/18

925% increase in students declaring a mental health condition since 2017/18

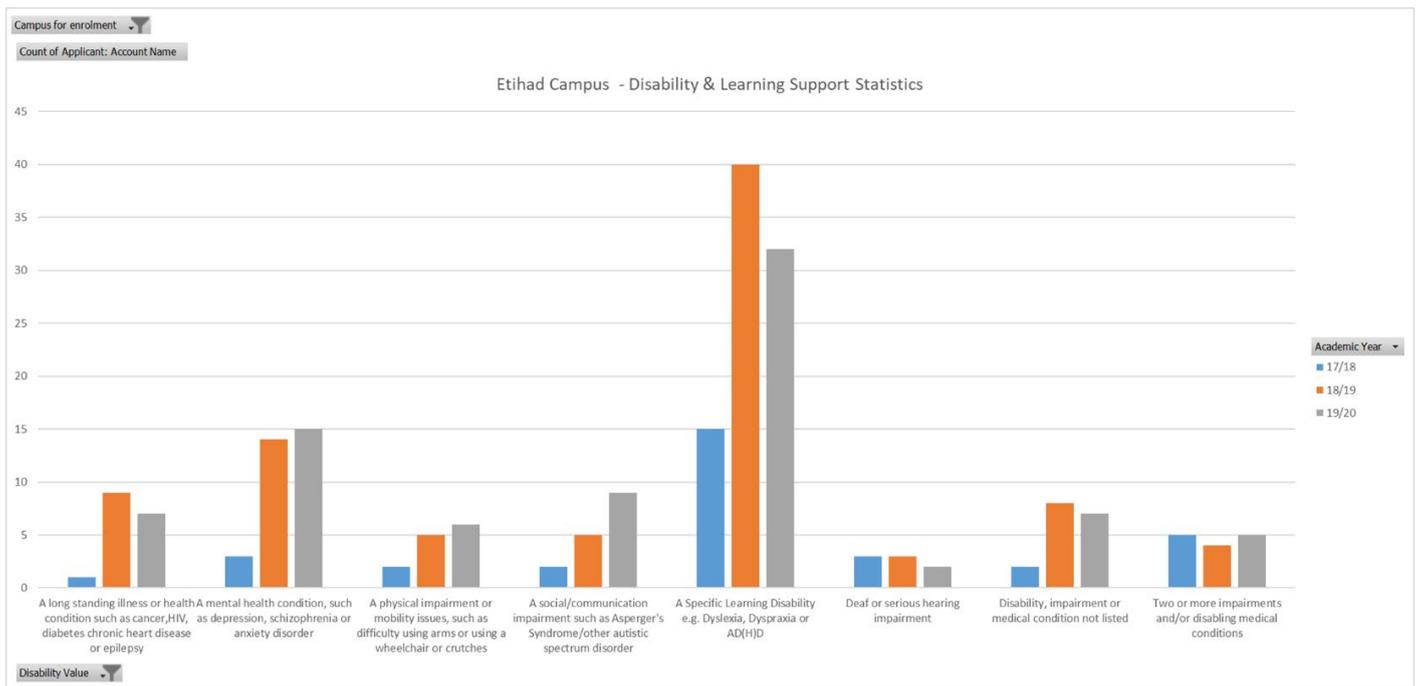
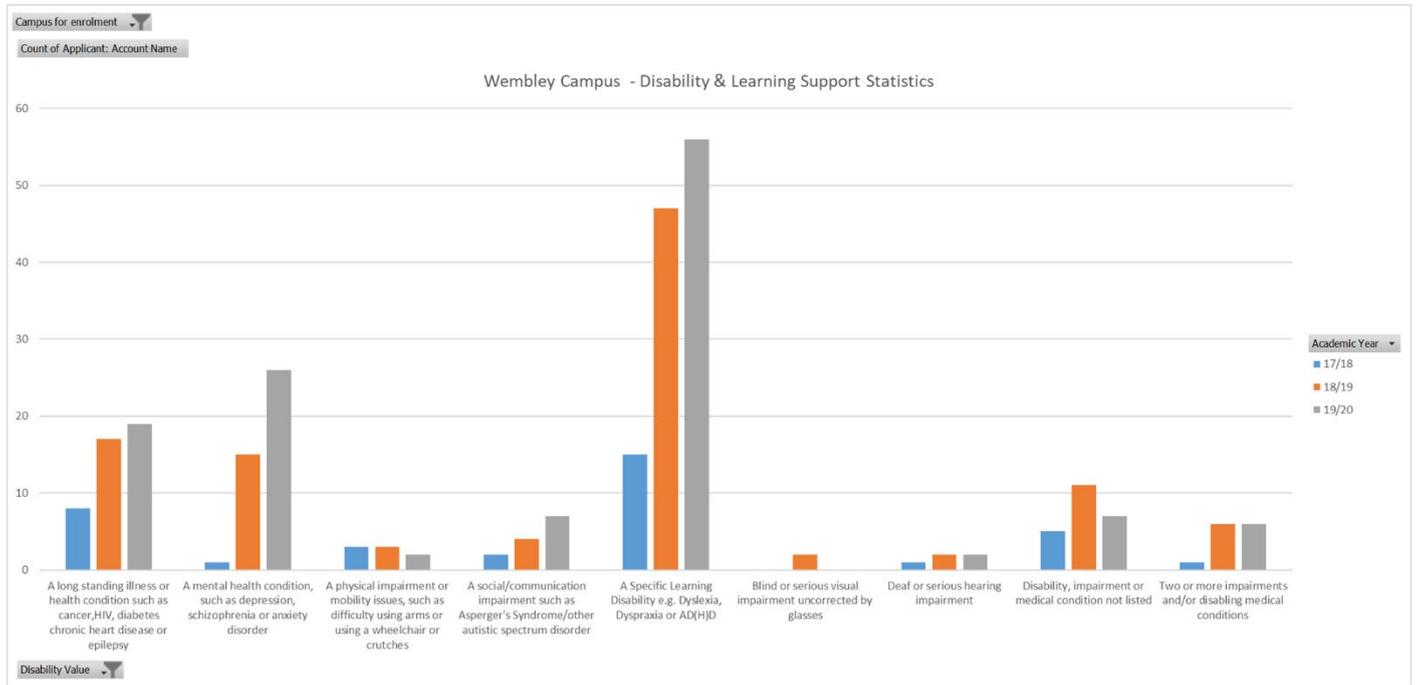
60% increase in students with a physical impairment

HESA Category	17/18	18/19	19/20
A long standing illness or health condition such as cancer,HIV, diabetes chronic heart disease or epilepsy	9	26	26
A mental health condition, such as depression, schizophrenia or anxiety disorder	4	29	41
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	5	8	8
A social/communication impairment such as Asperger's Syndrome/other autistic spectrum disorder	4	9	16
A Specific Learning Disability e.g. Dyslexia, Dyspraxia or AD(H)D	30	87	88
Blind or serious visual impairment uncorrected by glasses		2	
Deaf or serious hearing impairment	4	5	4
Disability, impairment or medical condition not listed	7	19	14
Two or more impairments and/or disabling medical conditions	6	10	11
Grand Total	69	195	208

There has been a marked increase in the number of students that Student Services supports with Mental Health needs and SpLDs. This informs CPD for staff, and awareness campaigns across the year.

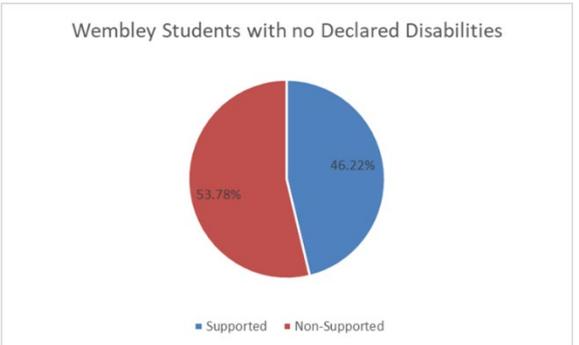
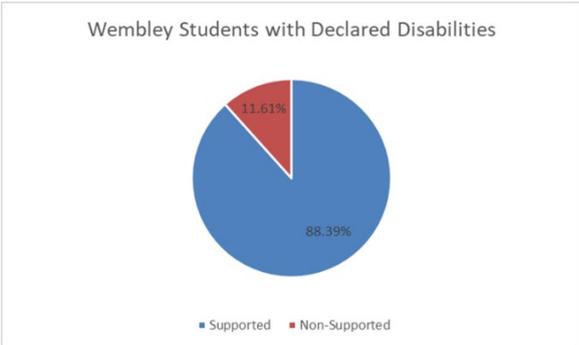
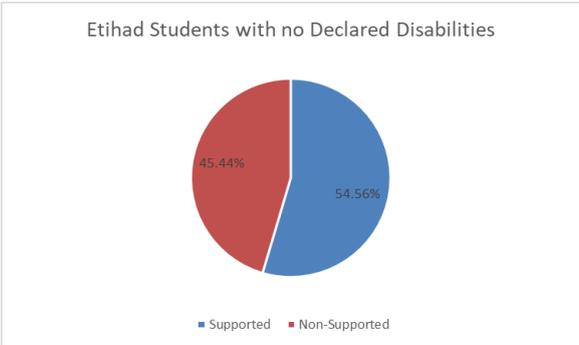
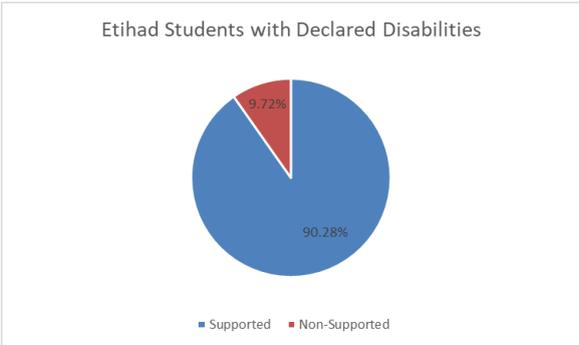
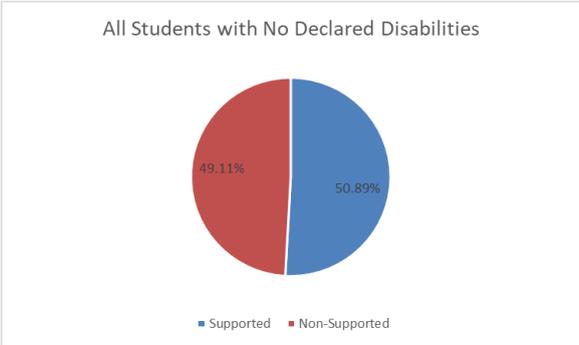
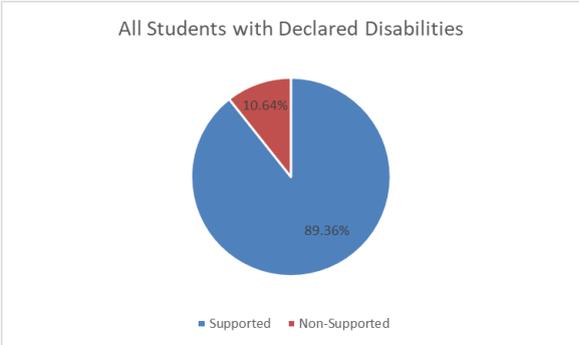


Campus-specific disability information



Support of Students with Declared Disabilities 19/20 - Semester 1

The charts below indicate the significant level of support offered to students with declared support needs, and that the service is consist cross-campus as demonstrated in the left-hand column. The data shows that 89.36% of students with additional support requirements receive support from Student Services in comparison to 50.89% of students without any declared disabilities or support requirements.



12. Student Complaints 2018/19

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

13. Student Support

The Student Services Team at UCFB is committed to delivering a range of activities which promote equality and diversity, in line with UCFB's Equality and Diversity Plan. Student input is key to its success and this is overseen by the Student Experiencer Working Group

LGBTQ+ Rainbow Laces Week (3rd-9th December)

To celebrate diversity in sport, the Athletic Union (AU) sports teams at both campuses were involved in StoneWall's Rainbow Laces campaign. This is a campaign where athletes wear rainbow designed laces in their boots and trainers as a show of support for the LGBTQ+ sporting community. The SEWG decided to purchase laces for all of the members of AU sports teams to wear and invited Marketing to help publicise the campaign at UCFB by posting and sharing the photos students had taken with the laces. The leftover laces that were not handed out to sports teams were displayed in the Study Hubs and available to students for a donation to the StoneWall campaign.



(SEWG), with representation from staff in student services, the E&E team and Marketing. An example of one of these activities is the LGBTQ+ Rainbow Laces Week shown below. A list of these activities are shown in Appendix 1 and Appendix 2.

14. Student Council

UCFB have a strong student voice process including a 'Student Council' committee. Programme Representatives from each year group 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 Representatives

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

Following a report by the Equality and Human Rights Commission (2019), it was reported that a quarter of students with ethnic minority backgrounds had experienced racism while at University, which caused a number of students to withdraw from University. In many cases students felt unable to report racist incidents as they did not feel that their University would take this seriously. Following discussions at the Health and Safety Committee, there had been no reported incidents of racist behavior, and a staff survey had not uncovered any problems. While UCFB is considered to be an inclusive institution, the E&D action plan will address these issues in its' communications and training programmes for staff. The E&D committee felt that through student council, the student union, student services and module evaluations that students do have

the opportunity to make UCFB of any incidents and area also able to contact UCFB's Partner Institution directly. This message has been reinforced in communication to all students via Student Services, in a monthly newsletter to students.

UCFB is committed to Equality and Diversity.

We aim to create a tolerant and respectful community and environment for learning and working. We encourage all members of our community to value differences and diversity. Through the application of our policies and practices, UCFB is committed to ensuring equality of opportunity and fair treatment for staff and students.

The Student Services Team maintains a friendly and confidential environment where students are encouraged to talk and are listened to when they have a worry or concern. Our staff can be found across all student and teaching spaces and can be contacted via email (campus-specific email inserted here).

*If you feel that you are experiencing discrimination, you can contact a member of our team either in person or via e-mail: StudentServicesEtihad@ucfb.com/
StudentServicesWembley@ucfb.com. A copy of the Bullying and Harassment can be found here:*

https://bucks.ac.uk/_data/assets/pdf_file/0024/9555/Student-Bullying-and-Harassment.pdf

18. Kick It Out Partnership with UCFB

For the 2018 and 2019 academic year, UCFB signed a partnership with Kick It Out who were celebrating their 25th anniversary. Twenty-five students were awarded scholarships for BA and MSc degrees, to act as peer educators working for Kick It Out. All applicants for the scholarships were invited to present their ideas for how they would represent Kick It Out as an ambassador. During the course of their time at UCFB they will work on projects which promote Kick It Out's core message. Keeley Baptista, the Programme Manager at Kick It Out stated that Kick It Out "aspire to educate everybody through the power of football and successfully promote equality, diversity and inclusion." Throughout their time at UCFB, the Next 25 scholars will work closely with Kick It Out and help to run seminars and activities that promote equality and inclusion. A number of the MSc Next 25 scholars have chosen to write their final dissertation on issues related to race, equality and inclusion.



19. 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	5	16
25-29	28	17	45

30-34	23	25	48
35-39	20	19	39
40-44	15	5	20
45-49	10	8	18
50-54	7	5	12
55-59	10	5	15
60-64	5	0	5
65+	2	0	2
Grand Total:	131	89	220
Full Time Staff	122	81	203
Part Time Staff (less than 30 hours)	9	8	17

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		1	1
Asian or Asian British – Indian	2	2	4
Asian or Asian British – Pakistani	1		1
Asian or Asian British – Other		9	9
Black or Black British – African	2		2
Black or Black British – Caribbean	2		2
Black or Black British – Any Other	7	3	10
Chinese			0
Mixed – White and Asian	1	1	2

Mixed – White and Black Caribbean	1		1
Mixed – White and Black African			0
Mixed – Any Other		2	2
White British	102	58	160
White Irish	1		1
White – Any Other	2	5	7
White – Other European	5	7	12
Unknown	5	1	6
Totals	131	89	220

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

Disability	Headcount		
	Male	Female	Total
Other Medical Condition (Epilepsy, Asthma, Diabetes)	2	1	3
Mental Health Difficulty		2	2
Disability Affecting Mobility			
Hearing Impairment	1		1
Other			
Visual Impairment			
Multiple Disabilities			
Emotional/Behavioural Difficulties			

Asperger's Syndrome			
Other: Physical Disability	3		3
Temporary Disability (After an Illness/Accident)			
Profound Complex Difficulty			
None	115	82	197
Unknown	10	4	14
% Without a Disability	95.42%	95.12%	95.27%
% With a Disability	4.58%	4.88%	4.73%

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

Religious Belief	Headcount		
	Male	Female	Total
Buddhist			0
Christian	53	35	88
Hindu		4	4
Jewish	1	2	3
Muslim	3	4	7
Sikh		1	1
Non-Religious	58	37	95
Atheist	5	2	7

Agnostic	1		1
Other		1	1
Prefer not to say			0
Refused			0
Unknown	10	3	13
Grand Totals	131	89	220

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

Marital Status.	Headcount		
	Male	Female	Total
Civil Partnership	0	0	0
Co-Habiting	5	4	9
Married	48	29	77
Refused to Say	0	0	0
Separated - Divorced	4	4	8
Single	70	50	120
Unknown	4	1	5
Widowed	0	1	1
Grand Total	131	89	220

20. Summary key equality and diversity activities and achievements 2018/19

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 2018/19 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.

Increasing female participation at UCFB

In order to encourage more female participation at UCFB, a number of events and activities were developed in 2018 to 2019, including:

- Kick It Out’s continued work on Raise Your Game
- Women in Sport Conference
- Women’s Football Scholarship
- Closely working with women in football to encourage higher education leading to a career in sport
- UCFB Women’s Football Academy

21. Priorities for coming year:

- BNU New Access and Participation Plan for September 2020/21
- 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 BNU, 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.

Appendix 1

Student Services- E&D Report

The Student Services team is committed to providing UCFB students with the opportunity to engage in a range of pastoral and wellbeing awareness campaigns that directly link to the UCFB E&D action plan, as well as responding to important topical issues. We have a Student Experience Working Group (SEWG) that meets on a weekly basis to discuss and plan the diverse range of campaigns and activities that are available for students to take part in. The group membership is made up of staff from Student Services, E&E and Marketing as well as student representation from the Students' Union (SU). HR also receive the minutes of these meetings and work with the group to provide UCFB staff the opportunity to engage where appropriate.

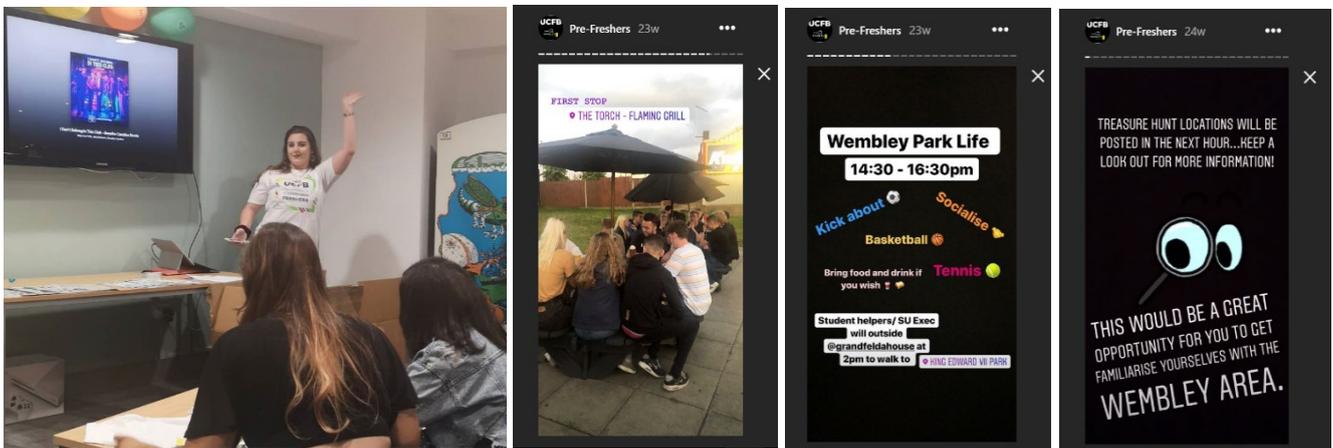
Below is a summary of the events and campaigns during semester 1 of the academic year 19/20.

Pre-Freshers' Week Activities (7th-13th September)

Due to the timings of enrolment compared to the start dates of student accommodation contracts, we identified that there was a gap of a week where students could move into their halls of residence and the start of the Freshers' Week activities. To ensure that we engaged students from the moment they moved in, the SEWG and the SU collaborated to plan and facilitate a weeks' worth of free activities for students to take part in to help them settle in a new area and meet with other students. A selection of drinking and non-drinking events were organised to ensure that activities were inclusive there was something for all students to feel comfortable attending. All events were led by the UCFB SU members.

Engagement lunches were organised for our international and female students.

A team building day was also organised for PG students during their first week.



Sexual Health Week (16th-22nd September)

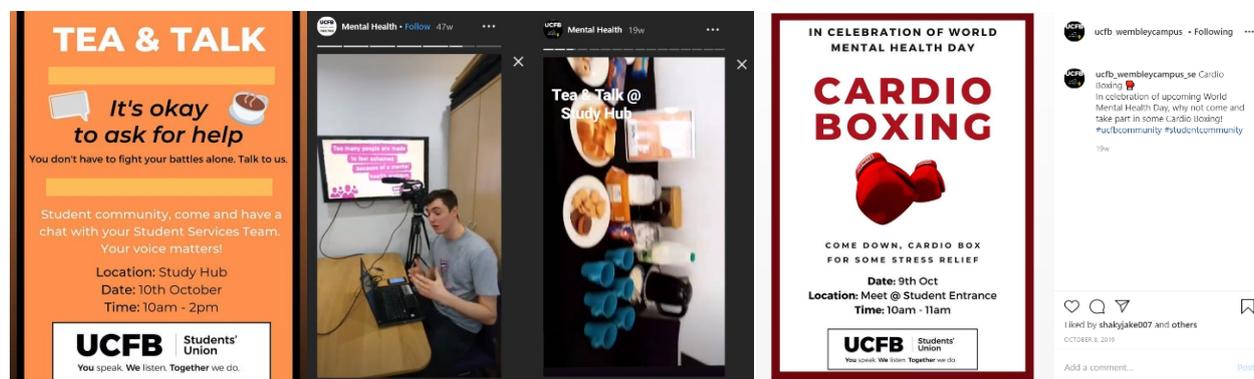
To promote Sexual Health Week, we arranged displays of advice leaflets around in both of the Study Hubs, a Moodle message with sexual health facts and NHS guidelines posted to all students. We also invited Sexual Health Advisors to the Freshers' Fair at both campuses.

World Mental Health Day (10th October)

For World Mental Health Day, Student Services produced a video that was released on

social media featuring members of pastoral staff and various students talking about the importance of looking after your mental health and what you should do if you need to speak to someone or had any concerns.

In the build up to the national day, Student Experience staff organised stress busting sport activities for students to engage in and on the day itself, Pastoral staff hosted Tea and Talk sessions in the Study Hubs.



LGBTQ+ Rainbow Laces Week (3rd-9th December)

To celebrate diversity in sport, the Athletic Union (AU) sports teams at both campuses were involved in StoneWall's Rainbow Laces campaign.

This is a campaign where athletes wear rainbow designed laces in their boots and trainers as a show of support for the LGBTQ+ sporting community. The SEWG decided to purchase laces for all of the members of AU sports teams to wear and invited Marketing to help publicise the campaign at UCFB by posting and sharing the photos students had taken with the laces. The leftover laces that were not handed out to sports teams were displayed in the Study Hubs and available to students for a donation to the StoneWall campaign.



Remembrance Day (11th November)

In the build up to Remembrance Day, poppies were on sale at both campuses in the Study Hubs.

For the whole of w/c 11th November, an online comment wall was available for students to post on and share their thoughts. This was monitored by the Student Experience team. We decided to go for an online comment wall this year as it could be cross campus and include online students.

SUFRA/Marcus Rashford "In The Box Campaign" (December)

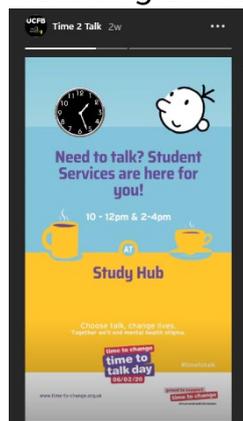
For the month of December, each campus set up a donation point in the Study Hubs for local foodbank campaigns. The Wembley campus support SUFRA while the Etihad opted for the In The Box campaign set up by Marcus Rashford. Students were

encouraged to donate any non-perishable products such as food that would be left behind or binned when they went home for Xmas, toiletries and sanitary products. This proved to be a great success and something that the students at both campuses engaged with.



National Time to Talk Day (6th February)

As part of the Refreshers Package, Pastoral staff hosted a Tea and Talk for any student to drop in with queries or a catch up during specific times. These were held in the Study Hubs at both campuses. The focus of these sessions is on promoting positive mental wellbeing and talking openly.



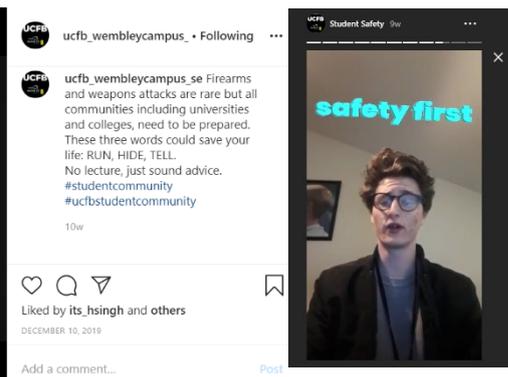
Student Safety Campaign (Ongoing)

Due to multiple incidents at both campuses in the last year, Student Services is running an on-going Student Safety campaign to all students.

The Student Safety campaign has covered a range of safety topics including:

- PREVENT and how to safely report concerns around extremism
- Staying safe in a weapons or firearms attack
- Safety on a night out
- Travelling safely
- Safety in student accommodation

The campaign has mainly been social media based with posts and videos of students giving their top tips but has also included Moodle messages to all students at key times of the year.



LGBTQ+ Month (February)

As a follow up to the successful Rainbow Laces campaign, Library staff at both campuses supported LGBTQ+ Month with displays of relevant resources around the LGBTQ community in sport.



International Women's Day 4th March 2020

Events planned across campus for round table discussions, wellbeing-packs and lunch. Guest Speaker at Wembley, Manchester students directed to the guest speaker organised for next month.

Appendix 2

Student Services – Events Calendar

Date	Event	Description
January		
Month Long	Dry January	Start new conversation about alcohol and raise awareness about the effects of alcohol – challenge go alcohol free for 31 days
12 - 18	National Obesity Awareness Week	Promoting how we as a country can eat healthier
20-2	Australian Tennis Grand Slam	Tennis
23	National Pie Day	A day to cook, bake and eat pies
February		
Month Long	LGBT History Month	National festival of LGBT history
1 – 14 (Feb – March)	Six Nations Rugby	Rugby
2	Super Bowl	American Football
6	Time to Talk Day	A day to bring the nation together to get talking and break the silence around mental health
9	National Pizza Day	LET'S EAT PIZZA!!!!
14	Valentine's Day	"Love is in the air, every time you look around"
21	Student Gay Pride	
25	Pancake Day	Start of Lent
March		
Month Long	Women's History Month	An annual declared month that highlights the contributions of women to events in history and contemporary society
8	International Women's Day	The press for a gender balanced world
15	Comic Relief - Red Nose Day	Raise money and awareness
16 - 22	Nutrition and Hydration Week	Importance of reinforcing and focusing energy, activity and engagement on nutrition and hydration
17	St Patricks Day	Honour the Patron Saint of Ireland
31	International Trans Day of Visibility	A day dedicated to celebrating trans people and raising awareness of discrimination faced by the trans community worldwide
April		
Month Long	Stress Awareness Month	Develop greater understanding of stress nationwide and to offer access to many proven coping strategies and sources of help available to individuals and organisations
1	April Fools Day	Opportunity to play jokes and tricks on one another
6	Grand National	Horse Racing
10	Golfers Day	"Opportunity to be thankful that someone invented this addicting, yet relaxing hobby"

9 - 12	The Masters	Golf
18 – 4 (Apr – May)	Betfred World Snooker	Snooker
26	Lesbian Visibility Day	A day to celebrate and raise awareness of lesbian communities and culture
26	London Marathon	Running
May		
9	Women’s FA Cup Final	Football
23 April - May	Ramadan	Fasting, worship and renewal of family ties. Fasting lasts an entire month and Muslims cannot eat during daylight hours - *to be vigilant to our Muslim students*
8	Ovarian Cancer Awareness Day	Raise awareness of ovarian cancer
13 - 17	Neurodiversity Week	According to the Department of Education, 15% of students in the UK have learning differences (dyslexic, dyspraxia, ADHD, autism etc.) It’s time to change the way schools, teachers and others perceive these students.
13 - 19	Mental Health Awareness Week	Raising awareness about mental health issues since 2000
23	FA Cup Final	Football
30	UEFA Champions League Final	Football
June		
Month Long	LGBT Pride	Celebrating pride (continues all summer)
1	Step Up For 30	30 minutes of physical activity for 30 days across June
July		
29 June – 12 July	Wimbledon Championships	Tennis
5 - 8	London Pride	Celebrating pride (continues all summer) https://prideinlondon.org/
6 - 28	Tour de France	Cycling
14 - 21	Open Championship	Golf
August		
1 - 26	The Ashes: England vs. Australia	Cricket
23 - 26	Manchester Pride	Celebrating pride (continues all summer) https://www.manchesterpride.com/
24	Rugby League: Challenge Cup Final	Rugby
September		
10	World Suicide Prevention Day	Promote worldwide commitment and action to prevent suicides

12	National Video Game Day	Celebrate popular games that have stormed onto the market a
16 - 22	Sexual Health Week	Campaigning for better sexual health services, and the right for all young people to have access to education regarding appropriate relationships and sex education
20 – 2 (Sept – Nov)	Rugby World Cup	Rugby
23	Bi Visibility Day	Celebrating bi identities and highlighting biphobia since 1999
25	National Comic Book Day	Library?
27	Macmillan Cancer Support: World's Biggest Coffee Morning	Coffee morning
Year long	Knife crime awareness	Raising awareness of knife crime and support services to prevent it
October		
Month Long	Black History Month	A month to celebrate those who have contributed to society (black role models)
Month Long	Girls Night – Breast Cancer Awareness Month	Whether you choose to have a Girls Night in or a Girls night Out, get together with your friends this October and help raise vital funds and awareness during Brest Cancer Awareness Month - https://www.lookgoodfeelbetter.co.uk/get-involved/get-involved-events/#girls-night-throughout-october
6 – 12	OCD Awareness Week	Raise awareness and understanding about obsessive compulsive disorder
6 - 12	Dyslexia Awareness Week	Aimed at increasing the understanding of dyslexia
12 - 19	National Hate Crime Awareness Week	Started in 1995, in direct response to the murder of Stephen Lawrence, to raise awareness and promote local support for victims of hate crime
10	World Mental Health Day	Raise public awareness about mental health issues
11	National Coming Out Day	Founded in 1988 to celebrate coming out as LGBT or as an ally. International Coming Out day empowers individuals to be themselves.
23 - 29	Recycle Week	Wrap say, “ Recycle Week 2019 will be full of action asking people to rinse, crush, squash, sort and separate – let’s make a difference” http://www.wrap.org.uk/content/recycle-week-2019
26	Make a Difference Day	Helping others by doing volunteering work in the community
31	Halloween	Scary time of year!
November		

TBC	Rainbow Laces Week 2019	A week where organisations, players and fans come together to show their support for LGBT people in sport
Month Long	Movember – Men’s Health Awareness Month	Movember is responsible for the sprouting of moustaches on men’s faces in the UK and around the world. Aim: to raise vital funds and awareness of men’s health, specifically prostate cancer and other cancers that affect men
6	National Stress Awareness Day (NSAD)	Develop greater understanding of stress nationwide and to offer access to many proven coping strategies and sources of help available to individuals and organisations
5	Bonfire Night	It commemorates the infamous Gunpowder Conspiracy of 1605
15	BBC Children in Need	Children in Need annual charity event night
20	Trans Day of Remembrance	A day to memorialise those killed, and raise public awareness of hate crimes against trans people
December		
10	National Lager Day	Appreciation of lager
14	Christmas Jumper Day	Save the Children charity

Health Awareness	
Sports Related Days	
LGBT+ Related	
Diversity Awareness	
“Random” Days	
Celebrations	

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. In November 2019 UCFB set up the Access and Participation Committee in order to review current participation levels and to set targets as part of the BNU New Access and Participation Plan

2	All	Ensure ESB maintain a link and commitment to equality and diversity.	Ensure that ESB is represented 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	

5	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	
6	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	
7	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.
8	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.
9	All	Establish and maintain support for protected strands.	Promote support for staff and students and identify support for them.	HR	Annually	
10	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
11	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
No	Protected Characteristic	Objective	Action	Lead	Deadline	Progress as at (date)
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
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17	Age	Review the attendance patterns and success rates.	Review past retention and success rates and develop an appropriate action plan.	Quality	Sept annually	Ongoing
18	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
19	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
20	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
21	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
22	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, HR	Nov 2018	In progress

23	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
24	All	Capture extended equalities data for all staff - Review equality data surrounding recruitment on a quarterly basis to enable consideration to be given to measures to support positive action if appropriate.	Produce quarterly reports for E & D Committee, Academic Standards and Governing Body.	HR, E & D Committee	Nov 2018	In progress
25		Mental health training for staff.	Training workshop for staff from external provider	Quality Wellness Committee	Oct 2018	In progress
26	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

