

# Choosing and Using Equality and Diversity Consultants and Trainers



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The public sector duties on race, disability and gender, as well as legislative requirements relating to the other equality strands, require Higher Education Institutions (HEIs) to work actively to ensure that all members of the HE community understand both individual and corporate responsibilities in relation to equality and diversity. This guidance suggests a process that will help staff in HEIs to identify and refine their particular equality and diversity training and consultancy requirements.

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This publication was compiled and written by:

Robyn Challis – Equality Challenge Unit

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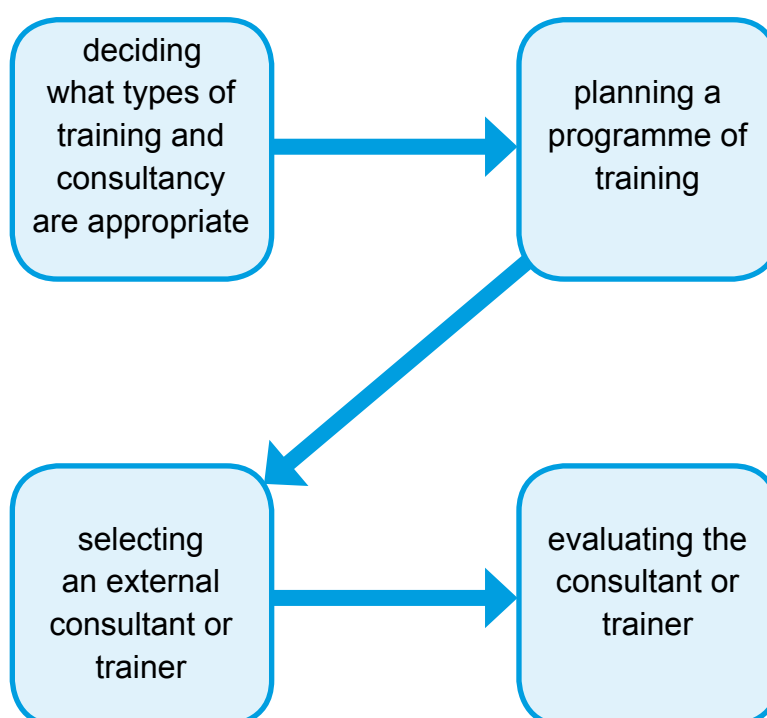
Alison Holmes, Durham University

# Introduction

Equality and diversity issues are central to the work of Higher Education Institutions (HEIs). The National Committee of Inquiry into Higher Education set out four main purposes for higher education, one of which was “to play a major role in shaping a democratic, civilised, inclusive society”. Providing equality of opportunity and positively promoting equality are integral to this aim.

HEIs may need to take steps to ensure that both staff and students are equipped to build principles of equality and diversity into their work, and behave in a way that does not discriminate against or otherwise infringe the rights of others. To build capacity on equality and diversity issues for all members of the HE community, institutions may need to buy in expertise from external consultants and trainers.

This guide should enable staff in HEIs to tender for equality and diversity consultants and trainers with confidence, and to be aware of the issues that may arise. It suggests a process which involves -



The guide is written for:

- staff trainers and developers in HEIs, including those working in students' unions and trades' unions
- staff coordinating their institution's response to legislation relating to all equality areas, including the public sector duties to promote race, disability and gender equality
- equality and diversity specialists.

The guide provides details of publicly funded and voluntary sector equality and diversity consultants and trainers, but does not recommend or endorse individual consultants or trainers. Working through the process described above will enable institutions to identify an appropriate consultant or trainer.

## Defining terms

Although many consultants are likely to offer training as one of a range of services, this guide distinguishes between **training** and **consultancy**.

**Training** is defined as an educational process where knowledge is conveyed and skills are developed.

**Consultancy** is defined as other expert advice or services. It can happen remotely from an institution and does not necessarily involve the education or empowerment of existing staff.

The working definitions of equality and diversity used in this guide, and in ECU's **An A to Z of Equality and Diversity** (<http://www.ecu.ac.uk/publications/guidancepublications/>) are as follows:

**Equality** or equality of opportunity, is about ensuring that people experience freedom from discrimination, and that there is equality of outcome for people regardless of their different background or characteristics.

**Diversity** describes the range of visible and non-visible differences that exist between people. Managing diversity harnesses these differences to create a productive environment in which everybody feels valued, where talents are fully utilised and in which organisational goals are met.

This guide is organised into five sections:

- Section 1:** introduces the various reasons why equality and diversity consultancy and training may be required within an institution. It examines training interventions that may help further an institution's implementation of the equality and diversity agenda.
- Section 2:** helps institutions identify the circumstances under which they may need to buy in consultancy services, other than training.
- Section 3:** offers practical advice on the steps to take when choosing and employing a consultant or trainer. It explores the issues involved in the procurement of these services and the way that the selection of consultants and trainers can, in itself, assist institutions in meeting equality legislation and their duties to actively promote equality.
- Section 4:** provides a resource of equality and diversity consultants and trainers.
- Section 5:** cites the texts and documents referred to in the writing of this guide.

# Section 1: Equality and diversity training

## 1.1 Why equality and diversity training might be required

Both staff and students are likely to need training in order to understand their own rights and responsibilities and the rights of others. Discrimination law is not straightforward and the same legal concepts do not apply to all groups of people or equality strands. For example:

- HEIs have to meet public sector duties on race, disability and gender – but each of these three duties is slightly different
- the Disability Discrimination Act (DDA) is different from other anti-discrimination legislation in that only disabled people are protected from discrimination, whereas other equality law protects *everybody* on the grounds of age, race, gender and so on. There are specific provisions for married, pregnant and transgender people
- some impairments are not visible, meaning that staff may be unaware of their obligations towards disabled colleagues, students and visitors
- the DDA involves the concept of *reasonable adjustment*, which is not found in other areas of law
- there is an evolving legislative agenda, illustrated most recently by the provisions of the Equality Act and Work and Families Act of 2006. Discrimination in the area of goods, services and facilities in relation to sexual orientation and religion and belief is soon to be made unlawful
- rights are distributed across numerous pieces of legislation such as the Employment Rights Act and the Human Rights Act, and are not solely located within anti-discrimination legislation. See ECU's website for a full list of legislation relevant to equality and diversity (<http://www.ecu.ac.uk/links/legislation.htm>)

Although HEIs have corporate responsibility to ensure they comply with the relevant legislation, members of staff also have individual liability. An HEI's board of governors could be subject to litigation if any member of the community acts contrary to the law, unless the institution has taken all reasonable steps to prevent individuals from behaving in a discriminatory way. The most obvious way that institutions can prevent staff from discriminating is by providing training.

It may also be appropriate to offer equality and diversity training to contractors who carry out services for or on behalf of an institution. Contractors must comply with anti-discrimination law, as HEIs themselves may be found liable for any breaches. Contractors will also be subject to the public sector equality duties in some of their work for public sector clients. See **sections 3.4 – 3.5** for more information.

There is also a strong business case for embedded equality and diversity practices in all functions. The ethical and legal case for equality and diversity will be familiar to most readers, along with the societal benefits. Additionally there are significant strategic and commercial benefits for organisations, as well as professional benefits for individuals.

### **1.2 Should training be compulsory?**

Some HEIs, or heads of function in HEIs, choose to make equality and diversity training mandatory for staff. ECU believes that every member of the higher education community should receive some element of equality and diversity training, but the extent and nature of this training will depend on their roles, and could be integrated into other training without being diluted.

Mandatory training may be the only way to ensure that busy staff attend training courses. It can be presented as a way of protecting and helping staff by ensuring they have the right skills and knowledge to carry out their roles, reducing the risk of individual liability. Other incentives for attending training are offering continuing professional development (CPD) points, and provision of cover. Making training part of mandatory induction for all new staff has been successful in many institutions, and making equality and diversity a standard item of discussion in performance appraisals/ reviews can be a further incentive to attend training, as well as being a systematic way of maintaining a high profile for equality and diversity issues.

It is important to remember that a standard training programme will not necessarily be relevant to the needs and roles of all staff. For example, staff who have been working within the principles of equality and diversity for years may require refresher training, rather than basic training. A training needs assessment or analysis is a systematic way of determining what training may be required by individuals or groups.

### 1.3 Single-strand equality training

Single-strand training can be offered either as *awareness* training or as *equality* training and there is often overlap between the two models. Traditional awareness training has tended to focus on an individual's circumstances, for example seeing race or disability in terms of personal issues or problems, rather than as social constructs. In contrast, equality training recognises that institutional structures can be inherently discriminatory and often only reflect the interests of majority groups, or those minority groups who have traditionally held power in society. Equality training helps delegates focus on ensuring that people from all groups have the same chances to participate and succeed in higher education, both in study and in employment.

For example, social model trainers view disability as the restrictions that are placed on people with impairments or a medical condition by society, describing disabled people as being '*disabled by society*'. They show the role an organisation can play, as part of society, in removing those barriers, but also include an element of awareness such as customer care etiquette and appropriate language.

Awareness-raising of particular issues may be required in order to respond appropriately to individual circumstances.

**Example 1:** The tutors of a student with a visual impairment need to know about the adjustments s/he requires during seminars. If they do not have much recent experience of teaching visually impaired students, they will need to receive training to enable them to make their teaching styles accessible.

**Example 2:** A new manager, in a department whose staff and students practice a diversity of faiths, needs to be made aware of the different ways in which faiths are observed during the week, as this impacts on the timetabling of meetings.

It is important that awareness training does not lead to stereotyping and assumptions. In the first example given above, the student may prefer to receive course materials in Braille, on audio tape, or electronically, depending on how long s/he has had a visual impairment and the type of primary and secondary education s/he received. In the second example, it should not be assumed that staff and students who identify as belonging to the same faith observe it in the same way. Different types of observance result from personal choice and a number of other issues which reflect diversity within faiths.

A central aim of the public sector duty on disability is for accessibility and inclusiveness to be built in to all of an HEI's functions: the time should come when awareness training based around individuals' requirements is no longer necessary, because they will already be accommodated. This principle is transferable to other equalities areas.

In many HEIs it has become institutional policy for notes to be provided in advance of lectures and seminars, in time for them to be translated into Braille if necessary, and for the whiteboard to be used in conjunction with an oral description of what is being written or drawn.

Some HEIs adopt a whole-organisation policy of minimal timetabling on Fridays, as this is a day of particular religious observance for more than one faith.

### 1.4 The benefits of diversity training

People from all protected groups are part of the higher education community, both in work and in study. Newly enshrined legal rights in terms of disability, religion and belief, sexual orientation and age are being reflected in work and study environments: people are increasingly likely to feel comfortable about disclosing an impairment, practising their faith

openly and discussing their sexual orientation – all giving rise to a more explicitly diverse community.

Diversity training has the scope to be more than an overview of the legislation applying to individual equality strands, and can be based around the approach individual institutions have adopted or are exploring in relation to diversity. A holistic approach to diversity is easier to link to an institution's vision and values. For example, emphasis can be placed on encouraging positive action, promoting an inclusive community, and empowerment.

Training to help manage diverse groups of people will be useful to HR staff, departmental managers and other staff who manage or facilitate groups, such as academic staff. Internal HR tools such as flexible working and retirement policies can complement training in this area, as can tools to embed diversity into teaching and learning.

### **1.5 Beyond the workshop approach – alternative delivery styles**

Often, training is designed for delegates with similar roles and from the same department. It is worth thinking creatively about whether this is the most appropriate format. Alternatives could be:

- trainees from a diverse range of grades and functions, or recruited by seniority or work area, or a mixture of staff and students
- one-to-one work
- sourcing existing courses and events externally as well as commissioning or planning bespoke training
- theatre and role-play, which have proved to be successful, interactive media for communicating powerful messages about equality and diversity in a fresh and engaging way and facilitating behaviour change. Several HEIs have used theatre companies who have tailored their material to the particular needs of the institution
- 'train the trainer' courses, which are a way of maximising returns on investment by enabling staff within institutions to become equality and diversity trainers, working towards a recognised qualification, and taking on a training remit in their work

- on-line equality and diversity training, which can be a cost-effective and time-efficient training solution. Staff are able to work at a location and time of their own choosing, and the privacy of on-line training may encourage more openness from trainees. Staff could be encouraged to discuss the package and any points of interest in a follow-up group meeting to overcome the absence of an 'expert' trainer. This would also help managers ensure that staff had pursued the programme.

The University of Northampton has designed an [Equality & Diversity e-learning area](#) within NILE, its e-learning environment. This is not an assessed module and can be accessed and used by the general public as well as members of the university. Students on vocational courses are increasingly using the module to help them meet their course criteria.

### 1.6 Responding flexibly to training needs

Targeted training can be necessary within the higher education context.

In one HEI, data has highlighted that bullying has become an issue in a particular school. This analysis can allow targeted training to be implemented as a matter of urgency. This could include general awareness-raising about dignity at work and the various forms that bullying can take. It could also provide a seminar for line managers to ensure that they are aware of their responsibilities in taking a stand against bullying, recognising it in themselves and supporting staff who may have been subject to bullying. Once this 'hot spot' has been targeted, lessons can be learnt for the whole institution, which can feed into a larger training plan.

### 1.7 Developing a training plan

As seen above, it can be important to respond to need quickly. Generally though, a well-founded and structured approach based on needs analysis allows institutions to plan training strategically and cost-effectively.

The University of York focused on Equal Opportunities as a specific strand of training and development in its Human Resources plan for 2001-4. This reflected the new duties placed on the sector at the beginning of that period, including the public sector duty for race and the application of the Disability Discrimination Act (DDA) to education. A budget was created for the development of training resources designed to embed equality and diversity into all other training courses (for example, recruitment and selection and training for academic administrative staff).

The University's HR strategy for 2005-9 continues with the approach of embedded equality and diversity training, with additional stand-alone training provided for emerging areas such as the forthcoming disability equality duty and the age equality regulations.

# Section 2: External consultancy

## 2.1 Identifying relevant skills within the institution

Before deciding to use external consultants, an institution may wish to carry out a staff skills audit in order to identify in-house expertise. This will enable an institution to determine to what extent, if at all, aspects of work need to be handed over to external consultants. Often, there will be staff and students within an institution who have considerable expertise in, and commitment to, equality and diversity work.

IDEA Knowledge shares good practice ideas from local councils across England and Wales, and has produced a competency toolkit (<http://www.idea-knowledge.gov.uk/idk/core/page.do?pagelId=1358965>) to help local authorities assess their ability to plan and deliver change.

## 2.2 When might external consultancy be preferable?

There may be occasions when institutions decide that external consultancy is most appropriate. Benchmarking is one example of an area where external consultants can be useful.

**Race for Opportunity** ([http://www.bitc.org.uk/programmes/programme\\_directory/race\\_for\\_opportunity/benchmarking.html](http://www.bitc.org.uk/programmes/programme_directory/race_for_opportunity/benchmarking.html)),

**Opportunity Now** ([http://www.bitc.org.uk/programmes/programme\\_directory/opportunity\\_now/onbmsurvey05.html](http://www.bitc.org.uk/programmes/programme_directory/opportunity_now/onbmsurvey05.html)),

and the **Employers' Forum on Disability** (<http://www.employers-forum.co.uk/www/standard/index.html>) offer benchmarking services which can significantly help institutions meet the three public sector duties. Buying in a benchmarking service creates a financial imperative to carry out the necessary work, such as information collection, which can otherwise become low priority.

Leeds Metropolitan University has been benchmarking in the areas of race and gender for a number of years, and in April 2005 participated in the Employers' Forum on Disability's first **Disability Standard** (<http://www.employers-forum.co.uk/www/standard/index.html>) benchmarking survey. The detailed and plentiful feedback received has made a major contribution to Leeds Metropolitan University's first Disability Equality Scheme, and for this reason is viewed as a valuable investment. The Disability Standard produced the first complete picture of the University's performance in relation to disabled staff and students, and was a powerful tool which led to immediate senior management buy-in to disability equality.

# Section 3: How to choose a trainer or consultant

## 3.1 Writing a training specification

Once the need to employ an external consultant or trainer to fulfil an institutional requirement has been identified, writing a training specification helps commission the appropriate level of specialism in terms of a customised programme which is fit for purpose. Although individual trainers may not require submission of a written document setting out an institution's requirements, it can be a useful exercise to produce one, in order to clarify requirements, and it is good contractual practice. The institution's requirements can be drawn from a training needs assessment as suggested in **section 1.2** above.

### Examples of some training specification considerations

**Background** Institutional context; the reason training is required

*"Recent staff changes mean that our HR team needs to get up to speed on the new age legislation, so that we can roll training out to all line managers."*

**Audience** Who will be trained? What are current levels of knowledge?

*"Three members of staff work in our HR function, whose remit includes equality and diversity. One staff member has been*

*in post a year; the other two are new and have not covered equality and diversity in previous roles.”*

*“We would like training to take place on a Monday or Tuesday so that our part-time colleague can attend.”*

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**TIP!** If a training group is small, consider sharing training sessions with neighbouring institutions.

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**Content** What you would like the course to cover, and over what period of time?

*“We have audited our job adverts for age-related references, but need help understanding applicability to other HR procedures.”*

*“We would be prepared to set aside half a day initially, but are happy to be guided by you if you feel a longer training period would be preferable.”*

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**TIPS!** Your chosen trainer will help establish whether your timeframe is realistic.

If the training covers legislation, find out how quickly it will date and when refresher sessions will be required.

It may be sensible to postpone training until legal changes are in force.

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### Venue

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**TIP!** Off-site training can help attendees focus on the day and avoid returning to workstations during breaks, which has a tendency to disrupt timings.

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### Accessibility

Access or dietary requirements

*“One delegate will be accompanied by a personal assistant, so please allow seating for an extra person.”*

*“Please ensure that a halal lunch option is available.”*

*“When you arrive we will show you how to use the radio mic that works with our hearing loop, in case you have not used one before.”*

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**TIPS!** Ensure that trainer and trainees are asked about any requirements as early as possible, so that they can be met.

Whether your own premises, the trainer’s premises or a neutral venue are used, ensure that the venue is accessible to trainer and trainees

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### Cost

Rates for external training provided in-house may range from £450 to £750 per half day, excl VAT.

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**TIPS!** Find out whether cost includes trainers’ expenses/ refreshments/ VAT

Trainers may offer a discount for the public sector and discounts for volume bookings; for example when booking a programme of training that costs more than £3,000.

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### Value-add

*“One delegate is a qualified solicitor. Does your training carry continuing professional development (CPD) points?”*

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**TIP!** Ensure that where relevant, courses are accredited by a respected awarding body.

Negotiate! Trainers may be prepared to throw in additional services such as post-training consultancy or access to a helpline.

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### Anticipated outcomes

*“We want the HR team to be able to audit all policies for age equality as a result of working through a few policies during training, and to produce a plan which sets out a timetable for doing this.”*

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**TIP!** Your trainer should be able to help you find a realistic balance between delegates’ prior level of knowledge, allotted time and anticipated outcomes.

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### Evaluation

*“We will be using our in-house training evaluation form (copy attached); please let us know whether this meets your own evaluation requirements.”*

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**TIP!** Evaluation can be a two-way process; your trainer may also want the opportunity to feed back to you about the accuracy of your training specification.

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### Follow-up

*“We would consider arranging a follow-up session after the age laws have been in force a few months.”*

**TIP!** Could the trainer offer follow-up sessions to consolidate learning?

### 3.2 Going to tender for consultancy

**Section 5** of this guide provides details of some organisations you may wish to approach when going to tender, as well as advertising more widely. You may wish to invite expressions of interest, then send a more detailed tender document to those interested parties who appear to meet your needs.

#### Sample headings for consultancy tenders

Background  
Tender Requirements  
Explanatory statement regarding equality legislation  
Confirmation from tenderer: equality requirements understood  
Data gathering on equality duties, if required  
Timing  
Quality assurance

Selection criteria  
Fee structure  
Delay and completion to satisfactory standard  
References  
Reporting responsibilities

Conflict of interest  
Certificate of non-collusion

Confidentiality  
Intellectual property

Submission of tenders  
Queries

### 3.3 Choosing a trainer or consultant

Choosing from completed tenders may not be straightforward where there appear to be several evenly-matched competitors. Staff may wish to develop a short-list of applicants, based on their own criteria for the service they require, and taking the following issues into consideration:

- feedback from consultants' previous clients about whether they carried out work on time, delivered what was asked for and whether they would consider employing them again
- the consultant's experience in delivering what the institution requires
- whether their ethos, approach and style of working are compatible with that of the institution
- their commitment to equality and diversity and their ability to help the institution meet its responsibilities under equality legislation, including the public sector duties (see below)

Choosing a consultant does not have to be a paper-based exercise and could involve meeting short-listed consultants, carrying out telephone interviews, or video-conferencing.

### 3.4 Managing the consultancy process

To ensure that budgets are well-spent and a service is fit for purpose and is delivered on time, it will be necessary for a named person within the HEI not only to act as a point of contact for external consultants, but also to project manage the whole consultancy process. Collaborative work needs to be undertaken at the start of the process to produce a project plan. Regular review meetings should be built in to ensure that work is on schedule and the agreed outputs are delivered and are of appropriate quality.

### **3.5 Meeting equality legislation and promoting equality through the procurement of consultants and trainers**

Employing consultants and trainers is essentially a procurement/purchasing function, which is subject to the public sector duties on race, disability and gender (forthcoming), as well as to domestic and European legislation. It may be advisable for staff to consult colleagues with a procurement remit when any procurement decisions are made.

As procurement is subject to the public sector duties, institutions will have to meet the duties in relation to both the content of contracts and the monitoring of contracts. If a contractor is carrying out a public service in lieu of an institution (for example, where an institution works in partnership with a private company to deliver a science course) then the private company itself becomes subject to the public sector duty in relation to that particular activity.

This principle should also extend to other areas of equality law relating to sexual orientation, religion and belief, and age. It will be important for HEIs to feel reassured that consultants and trainers will uphold the HEI's legal responsibilities in these areas.

HEIs can meet their duties by choosing consultants and trainers who have appropriate experience of equality and diversity issues. HEIs can also ensure that principles of equality and diversity are built into contracts with consultants and trainers.

Best value is not always lowest cost. Examining whether a trainer or consultant can assist an institution in meeting its public sector duties can help when assessing value.

### **3.6 Practical steps to take when choosing a consultant or trainer, to help meet equality legislation and promote equality**

ECU's website (<http://www.ecu.ac.uk/>) gives more information about the public sector duties on race, disability and gender (forthcoming), as well as the non-discrimination provisions in place in all equality areas. The public sector duties are broadly similar, placing a requirement on HEIs to actively promote equality of opportunity and good relations, and eliminate unlawful discrimination and harassment. The disability equality duty contains some additional principles. Below are some practical suggestions and examples

of how the procurement of equality and diversity trainers and consultants can help an HEI meet its duties.

Proc-HE works to develop and implement procurement strategy for UK Higher Education. The Proc-HE Vision is *'working together to develop and promote efficient and effective procurement practices and procedures throughout higher education taking into account social, ethical and environmental issues'*.

*AUPO, the Association of University Procurement Officers, has a Corporate and Social Responsibility (CSR) Group which operates under the Proc-HE umbrella. The CSR Group recommends that in procurement, HEIs ask potential vendors to indicate whether they have, in the last 3 years, been in breach of the Human Rights Act and/or any UK equality legislation, or equivalent legislation in another country. If so, the Group recommends that the vendor is required to complete a full Vendor Questionnaire. The Questionnaire asks:*

- what the unlawful findings were and what corrective actions have been taken
- whether any contract with the organisation has been terminated on grounds of their failure to comply with anti- discrimination legislation.

The vendor must provide details of each breach and state the corrective action taken.

For procurement projects which, through an impact assessment process, have been deemed to be of high relevance to equality and diversity, the Questionnaire asks further questions to establish how the company approaches equality and diversity in relation to its own employment practices, and the way it provides public services. The questions touch on the public sector duties to ascertain, for example, how the company tailors its services to meet the needs of different groups.

By avoiding using consultants who do not appear to have learnt from previous mistakes, HEIs can work towards eliminating discrimination and harassment.

The Vendor Questionnaire and other useful tools can be found on the CSR Group's web pages ([http://www.proc-he.ac.uk/index/groups/csr/csr\\_equality.html](http://www.proc-he.ac.uk/index/groups/csr/csr_equality.html))

Building equality-related criteria into specifications is an ideal way of promoting equality of opportunity between different groups: women and men, people of different ethnic background, and between disabled and non-disabled people. Involving different staff and student groups helps ensure that specifications meet their needs and actively promote equality where possible. This involvement is effective because it uses and builds on the expertise that HEIs have in-house.

Following an incident of anti-Semitic graffiti on campus, Anglia Ruskin University has developed strong working relationships with the Cambridge Ethnic Community Forum and its Racial Incident Support Panel (CRISP). This collaboration will help the University promote good relations between people of different groups.

Commissioning disability equality training based on the social model of disability, and ensuring it is delivered by disabled people, will help challenge negative attitudes towards disabled people. The DRC Code of Practice on the disability equality duty points out that some people pity and even fear disabled people, possibly because they are not sure how to behave in their company. Many people are not accustomed to seeing disabled people in positions of authority, which contributes to a lack of respect for disabled people. A disabled trainer could effectively challenge views like these. It is important to remember that disability is only one aspect of identity, and disabled people have other interests and expertise beyond training. A disabled person from a Black or Minority Ethnic group acting as a consultant on change management is likely to be even more well-placed to challenge attitudes.

Staff or volunteers from the local Coalition of Disabled People may be ideally placed to advise on a strategy for increasing the number of disabled people holding prominent public appointments, such as on an institution's Board of Governors.

'More favourable treatment' in relation to disability is lawful, although there is no requirement or intention for institutions to compromise quality standards. Institutions can meet this principle of the disability equality duty by accepting tender submissions in a range of formats to take account of people's impairments; by actively encouraging tender submissions from organisations of disabled people; by encouraging joint tenders, and, if

necessary, offering training to local disabled people's organisations to enable them to compete in tendering exercises.

### 3.7 Trainers and consultants from the public, private and voluntary sectors, and within trades unions

Consultancy is often associated with the private sector. However, it is important to remember that there are many training and consultancy options from the public and voluntary sectors. A number of trades unions operate in the HE sector and provide free training events which their members can attend. Details of public and voluntary sector trainers, as well as trades unions, can be found in the **Resources** section of this guide.

### 3.8 Evaluation

When training or consultancy work has been completed, it is useful to evaluate the performance of the consultant employed by the institution, to inform the institution's next tendering exercise. Below are some issues the institution may want to consider.

#### ***Service evaluation***

- Was the service delivered to specification and on time?
- Was it easy to communicate with the consultant and deal with unforeseen issues as they arose, with flexibility on both sides?

#### ***Evaluation of trainees/colleagues***

- Were any of the issues identified through a training needs assessment met through this training? (**See 1.2**)
- What were the satisfaction levels of those trained?

#### ***Equality and diversity evaluation***

- Were access requirements met?
- Did the trainer/consultant demonstrate a satisfactory level of expertise?

# Section 4: Resources

## Publicly funded, voluntary sector and independent networks/ membership organisations

### ACAS

(<http://www.acas.org.uk/>)

ACAS (the Advice, Conciliation and Arbitration Service) has been a statutory body since 1976. ACAS runs low-cost training sessions on a variety of employment issues. It also offers free e-learning packages on subjects including bullying and harassment. In addition to their advertised sessions, they offer bespoke training for the workplace, and can help you define your training needs to develop the programmes most suitable for your institution.

### Action on Access

(<http://www.actiononaccess.org/>)

Funded by HEFCE and DELNI, Action on Access runs conferences and events on the theme of widening participation.

### British Council of Disabled People (BCODP)

(<http://www.bcodp.org.uk/>)

Umbrella group for organisations controlled by disabled people.

### Business in the Community (BITC)

(<http://www.bitc.org.uk/index.html>)

BITC is an independent, business-led charity whose aim is to challenge organisations to improve the impact they have on society. BITC programmes include **Race for Opportunity** ([http://www.bitc.org.uk/programmes/programme\\_directory/race\\_for\\_opportunity/index.html](http://www.bitc.org.uk/programmes/programme_directory/race_for_opportunity/index.html)) and **Opportunity Now** ([http://www.bitc.org.uk/programmes/programme\\_directory/opportunity\\_now/index.html](http://www.bitc.org.uk/programmes/programme_directory/opportunity_now/index.html)) which provide benchmarking services for race and gender equality, as well as offering advice and support to member organisations.

### DIAL UK

(<http://www.dialuk.info/>)

DIAL UK serves the national network of disability advice centres. Use the website to find disability advice centres in your area, which may be able to

direct you to local trainers and consultants.

### **Disability Rights Commission**

(<http://www.drc-gb.org/>)

The DRC signposts to the University of Cambridge's Disability Equality Trainers Database (see below).

### **Employers Forum on Age**

(<http://www.efa.org.uk/>)

The Employers Forum on Age (EFA) is an independent network of leading employers who recognise the value of an age diverse workforce, and offers a range of advice and consultancy services.

### **Employers' Forum on Disability**

(<http://www.employers-forum.co.uk/www/index.htm>)

The Employers' Forum on Disability is an employers' organisation focused on disability as it affects business, funded and managed by employers.

The Forum hosts a range of **training and courses**

(<http://www.employers-forum.co.uk/www/guests/old-events/prog/upcoming.html>) as well as offering **tailored training/ briefings**

(<http://www.employers-forum.co.uk/www/guests/old-events/tailored-events.html>)

### **Equality Challenge Unit**

(<http://www.ecu.ac.uk/>)

Funded by the four UK higher education funding councils, UUK and GuildHE, ECU is not a training organisation but answers enquiries from the sector on equality or diversity free of charge.

### **Higher Education Academy**

(<http://www.heacademy.ac.uk/>)

Runs events and workshops, some of which are in relation to equality and diversity, such as Curriculum Innovation for Diversity and the Change Academy.

### **The Leadership Foundation for Higher Education's Diversity Resources Project**

(<http://www.lfhe.ac.uk/diversity/drp/report.pdf>)

acts as a directory for a range of tools which can be used in staff training on equality and diversity.

### Discussion forums

Members of JISC mailing lists

(<http://www.jiscmail.ac.uk/>) with an equality theme such as admin-eo, dis-forum and NADO, often discuss training and consultancy issues and may be happy to recommend individual trainers and consultants.

### Scottish Disability Team

(<http://www.sdt.ac.uk/default.asp>)

The SDT receives its funding from the Scottish Funding Council and its remit includes the delivery of an HE-sector DDA Compliance Training Programme in Scotland.

### Skill

(<http://www.skill.org.uk/>)

Skill provides bespoke training and consultancy in HEIs, advising on policies, practice and procedures concerning disabled people, including how to meet duties under the Disability Discrimination Act and Disability Equality Duty.

### The 1990 Trust

(<http://www.blink.org.uk/subsections.asp?grp=47>)

The 1990 Trust describes itself as the first national Black organisation set up to protect and pioneer the interest of Britain's Black Communities. Their approach is to engage in policy development and articulate the needs of Black communities from a Black perspective. Trainers and facilitators can provide training on themes such as Managing Ethnic Diversity and Race Equality Management.

### Trades Union Congress (TUC)

([http://www.tuc.org.uk/tuc/unions\\_main.cfm](http://www.tuc.org.uk/tuc/unions_main.cfm))

The TUC provides links to trades unions operating in the HE sector. Trades unions often provide free training to members, which can include training in equality and diversity issues.

### University of Cambridge

The Disability Rights Commission recommends the University's Disability Equality Trainers Database (<http://www.cam.ac.uk/cambuniv/disability/university/trainingdb/>) which contains up-to-date information on training providers who are interested in working within HEIs.

### **University of Northampton**

The [University of Northampton's Equality and Diversity e-learning information area](#) can be accessed by members of the public.

### **Private sector trainers and consultants**

#### **Diversity Directory**

The Diversity Directory is compiled and published by a private sector organisation, Diversity Exchange.

(<http://www.diversityexchange.com/index2.php3>)

It lists about 70 equality and diversity trainers and consultants.

Information is provided by consultants themselves and is not endorsed or recommended by Diversity Exchange or ECU. Subscribing to the Diversity Directory currently costs £85 per year.

# Section 5: References

**CRE The duty to promote race equality: Race Equality and Public Procurement. A guide for public authorities and contractors**  
(<http://www.cre.gov.uk/duty/procurement.html>)

**Disability Rights Commission The Duty to Promote Disability Equality: Statutory Code of Practice (England and Wales) 2006**  
([http://www.drc.org.uk/employers\\_and\\_service\\_provider/disability\\_equality\\_duty/getting\\_started/codes\\_of\\_practice.aspx](http://www.drc.org.uk/employers_and_service_provider/disability_equality_duty/getting_started/codes_of_practice.aspx))

**HEFCE Equal opportunities and diversity for staff in higher education. Key findings and recommendations from the research programme** April 2005/19  
([http://www.hefce.ac.uk/pubs/hefce/2005/05\\_19/](http://www.hefce.ac.uk/pubs/hefce/2005/05_19/))

**Home Office Training in racism awareness and cultural diversity 2002**  
(<http://www.homeoffice.gov.uk/rds/pdfs2/dpr3.pdf>)

**Home Office/ Institute for Employment Studies A review of training in racism awareness and cultural diversity 2002**  
(<http://www.homeoffice.gov.uk/rds/pdfs2/rdsolr0902.pdf>)

**Leadership Foundation for Higher Education Diversity Resources Project**  
(<http://www.lfhe.ac.uk/diversity/drp/report.pdf>)

**Leadership Foundation for Higher Education In Practice Special, no. 1, 2005**  
**'Leading Horses to Water: The management of mandatory Staff Development in HE institutions in the UK'**, by Professor John C Adams  
(<http://www.lfhe.ac.uk/publications/newsletters.html/ipspecial1.pdf>)

**National Committee of Inquiry into Higher Education Higher Education in the Learning Society**  
(<http://www.leeds.ac.uk/educol/ncihe/>)

**Proc-HE Equality in Higher Education Purchasing (EHEP) Toolkit**  
([http://www.proc-he.ac.uk/index/groups/csr/csr\\_equality.html](http://www.proc-he.ac.uk/index/groups/csr/csr_equality.html))  
updated 2006

**TUC Promoting Disability Equality**  
(<http://www.tuc.org.uk/equality/tuc-12006-f1.cfm#tuc-12006-1>)

#### Disclaimer

The information provided in this publication is not intended to be either legally binding or contractual in nature. Should you require more specific advice regarding the application of equalities legislation, it is recommended that you consult an appropriate qualified legal professional.

## Choosing and Using Equality and Diversity Consultants and Trainers

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Equality Challenge Unit  
7th Floor, Queens House, 55/56 Lincoln's Inn Fields,  
London WC2A 3LJ  
Tel +44 (0)20 7438 1010 Fax +44 (0)20 7438 1011  
Email [pubs@ecu.ac.uk](mailto:pubs@ecu.ac.uk) Website [www.ecu.ac.uk](http://www.ecu.ac.uk)