

Academic teaching staff: developing equality and diversity skills, knowledge and values



Equality Challenge Unit

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Appendices

Appendices to this report including a literature review, participant demographics and details of the research are available online:

www.ecu.ac.uk/publications/academic-teaching-staff

Introduction

Higher education institutions (HEIs) have a responsibility to ensure that academic staff have the knowledge, skills and confidence to deliver the curriculum in a way that safeguards individuals and fosters good relations between different groups.

HEIs must ensure that students are protected from discrimination and harassment. If academics lack confidence or competence in this area, it not only adversely affects students and puts the institution at risk of not meeting its legal responsibilities, but also increases the stress on academic staff and makes them vulnerable to complaint.

HEIs are required to demonstrate compliance with the public sector equality duty in all of the activities that they carry out. While HEIs have taken their duties seriously, there is some uncertainty about how well prepared academic teaching staff are to apply equality and diversity to their practice.

Some evidence exists relating to the impact of equality and diversity skills among academic staff. Research by the Forum for sexual orientation and gender identity equality in post-school education (2010) noted the potential for dogmatic views among learners to disrupt learning, and identified the confidence and preparedness of academic staff to deal appropriately with such situations as key to their effective management. This was identified as a challenge particularly for early career staff or those with limited teaching experience.

In 2012, in their consideration of how to engage institutions with the equality and diversity agenda, ECU's Scottish liaison group highlighted the engagement of academic staff as a particular challenge. ECU developed a range of materials designed to equip academics in Scotland with an understanding of equality and diversity issues appropriate to the role and to increase their competence and confidence in teaching students from a diversity of backgrounds. Subsequently the audience for these briefings was broadened to include all UK HEIs. The positive reception to the introduction of these materials suggests that there is an interest among HEIs in doing more to develop the equality and diversity expertise of academic staff.

With this in mind ECU, working in partnership with HEA, commissioned a scoping study to explore approaches HEIs were taking to support the equality and diversity expertise of academic teaching staff. This scoping study took place in 2013 at a time when many HEIs were accrediting and aligning their teacher training and academic development provision to the **HEA UK Professional Standards Framework (UKPSF)**, providing an

excellent opportunity to explore how equality and diversity expertise was addressed within this process.

The study sought to identify current practice in the development of equality and diversity skills, knowledge and values. It identified the views of HEI staff on the need for such development and how such development was integrated into institutional workforce policies, procedures and practices. The study also sought to explore how the impact of staff development programmes on academic teaching staff members' equality and diversity skills, knowledge and values is measured or identified.

Data were collected through a national online survey of academic teaching staff and case studies of ten HEIs.

The findings of the study and the accompanying recommendations made will help institutions to:

- = identify how equality and diversity issues and teaching and learning development are positioned within their institutions
- = identify how effectively they are supporting academic staff with the values, knowledge and skills to deliver teaching and learning to a diverse student population, address gaps and build on successes
- = develop an understanding of the equality and diversity behaviours that academic staff should demonstrate at different career stages in line with the UKPSF or other career-development frameworks
- = increase the expertise and confidence of academic staff in relation to equality and diversity by embedding equality and diversity within workforce development and management processes

Themes

This publication looks at the following themes:

- = equality and diversity expertise
- = HEI enablers, for example, culture, leadership and strategy
- = teaching and learning development for academic teaching staff
- = developing and supporting the equality and diversity expertise of academic teaching staff
- = talent management of academic teaching staff

To prevent quotes from being taken out of context and to protect the identities of those involved in the case study interviews, only factual data quotes have been attributed to named HEIs. All other evidence from the case study interviews and online survey remain anonymous, and the job titles of participants have been standardised throughout.

The research

The scoping study was conducted in three phases. Ethical approval was applied for and granted by the De Montfort University faculty of health and life sciences research ethics committee.

Literature review

A systematic literature search was conducted in order to explore what is already known about the development of equality and diversity skills, knowledge and values in academic teaching staff in HEIs, identify existing concepts and debates relevant to the topic, and identify gaps in the literature.

Online survey

The second phase was a national online survey collecting data from academic teaching staff working in HEIs across the four nations of the UK. The purpose was to identify the views and experiences of these staff on their equality and diversity perceptions, practice and professional development. A survey was designed to gather both quantitative and qualitative data.

A total of 963 responses were received. Of these, 557 participants visited each question of the survey, and it is data from these responses that were included in the analysis and have subsequently been cited throughout the report. Quantitative

data were collated into descriptive tables and qualitative data were analysed thematically.

Case studies

Phase three involved recruiting and working with institutions as case study sites. This was to identify organisational practices on the development of equality and diversity skills, knowledge and values among academic teaching staff.

Ten case study sites were recruited. Despite best efforts to recruit case study sites from across the four UK nations, nine sites were based in England and one in Scotland.

There are several limitations associated with the data collected in this study:

- = despite broad encouragement to participate in the survey, it is possible that individuals who perceive equality and diversity issues to be of importance are more likely to have completed the survey
- = data for the case studies were collected from only a small number of individuals at each HEI and so findings are likely to be limited and partial
- = as with the survey data, it is likely that academic teaching staff who took part in the case studies are those who are engaged with the equality and diversity agenda
- = despite publicising the study nationally, only one case study site was located outside England

Appendices

Further demographic information on participant demographics including job roles, HEA status and diversity-monitoring data are contained in the appendices to this report. These are available online:

www.ecu.ac.uk/publications/academic-teaching-staff.

UK Professional Standards Framework

In designing and implementing the study, the HEA UK Professional Standards Framework (UKPSF) was used as a critical model by which HEIs and online survey participants could benchmark their provision.

The framework also provided the investigators with a consistent set of terms to use to outline the key characteristics of typical teaching and learning support roles (the four descriptors) and the 'dimensions of practice'. The dimensions are a set of statements outlining the:

- = **areas of activity** (the word 'skills' was used here) undertaken by teachers and supporters of learning within higher education
- = **core knowledge** that is needed to carry out those activities at the appropriate level
- = **professional values** that someone performing these activities should embrace and exemplify

For more information on the HEA UKPSF:
www.heacademy.ac.uk/professional-recognition/uk-professional-standards-framework-ukpsf

Attitudes to equality and diversity

Individual perceptions and understanding of, and commitment to, equality and diversity differed among academic teaching staff.

The importance of equality and diversity skills, knowledge and values

Academic teaching staff who responded to the online survey or took part in focus groups were asked about their perceptions of the importance of equality and diversity skills, knowledge and values. A basic definition of equality and diversity was made available to all participants:

‘Equality refers to the fair treatment, and elimination of discrimination and harassment, of all persons and groups, regardless of age, disability, gender reassignment, marriage and civil partnership status, pregnancy and maternity status, race, religion or belief, sex and sexual orientation. Diversity refers to the recognition, respect and valuing of differences within and between groups of people.’

Scoping study survey and interview schedules 2013

The survey required participants to be specific and to rate their responses against a five-point scale. Of the 557 academic teaching staff who responded fully to the survey, 533 (95.7 per cent) thought that equality and diversity skills, knowledge and values were ‘very’ or ‘quite’ important for teaching staff. By contrast, only 16 (2.9 per cent) of academic teaching staff who responded to the survey thought that equality and diversity expertise was either not too important or not important at all for teaching staff. Some 1.4 per cent or eight academic teaching staff were unsure.

Table 1: Importance of equality and diversity skills (online survey participants)

How important do you think it is for academic teaching staff to have equality and diversity skills, knowledge and values?		
Answer options	Response percentage	Response count
Very important	74.9	417
Quite important	20.8	116
Not too important	2.2	12
Not important at all	0.7	4
Not sure	1.4	8
answered question	100	557
skipped question	0	0

Academic teaching staff who participated in the case study focus group interviews were also mostly supportive of the notion that teaching staff should have greater equality and diversity expertise.

However, it became clear that there were mixed understandings about how equality and diversity related to academic practice. A large proportion of academic teaching staff who believed that equality and diversity expertise was important referred to the changing diversity profile of their institutions:

'UK universities are becoming progressively diverse, both in terms of students and academic staff. We need to use this aspect to enhance our teaching and research outputs.'

Academic staff member, survey participant

'Because the student body is increasingly diverse, and it is important to reflect on how to behave with respect while still covering difficult areas of the curriculum.'

Academic staff member, survey participant

Participants also referred to the globalisation of the higher education agenda and to the cultural expectations of a culturally diverse workforce:

'Academia is becoming a globalised, diverse and multicultural environment and it is important that teaching/research staff be adequately prepared to handle the challenges that come with this in order to ensure that all students receive fair treatment and do not feel that they have somehow been treated differently because of who they are.'

Academic staff member, survey participant

'The nature of the workplace has changed irreversibly and we must understand the different approaches to work and relationships with colleagues if we are to get the best out of staff.'

Academic staff member, survey participant

'Expectations, work patterns and work style vary hugely, we must not assume that traditional British models "will do" for all.'

Academic staff member, survey participant

By contrast, participants, who thought that equality and diversity skills, knowledge and values were not so important, believed that equality and diversity expertise was irrelevant or had limited impact on the business of the university, or teaching and research:

'This is a distraction for intelligent people from work of value.'

Academic staff member, survey participant

'Diversity has limited impact in science itself, so it is in the teaching process which it raises its head. Hence it is important to recognise, but not something that has daily impact.'

Academic staff member, survey participant

Some participants believed that HEIs should avoid focusing on diversity as this focus in itself brought about unfair discrimination:

'There needs to be an awareness, but not an over emphasis, as this in itself creates "issues" and an immediate demarcation of groups. Doing this is a form of "discrimination". In this way, positive discrimination is still discrimination!'

Academic staff member, survey participant

Notion of the terms: 'inclusion' and 'inclusive'

On analysing the transcripts and data further, it was noticeable that even among staff who were less comfortable with the terms 'equality' and 'diversity', there was a greater ease with the terms, 'inclusion' and 'inclusive' in relation to inclusive teaching and learning, and accessibility of the curriculum. Yet, even the understanding around this interpretation was variable, and perhaps demonstrates that all of these terms should be clearly defined by sector leaders. In many instances it was clear that inclusion and inclusive (learning, teaching, curriculum) were being applied exclusively to service access and the delivery of teaching and learning to disabled students. To some it was the perception that treating everyone the same brings about fairness:

'Academics need to treat all equally.'

Academic staff member, survey participant

'Everyone should be treated the same.'

Academic staff member, survey participant

For others, the concept of inclusion appeared to be applied to wider dimensions of diversity:

'I think from a learning and teaching perspective we all understand at [named HEI] that in order to get students to succeed and to enjoy their experience and engage fully then we need to make sure that they can access every single learning opportunity, including assessments and resources and communication and engagement with staff. And that can really only be achieved if we have got an inclusive approach to learning and teaching.'

Academic staff member, HEI case study

Key points

- = Participants were mostly in agreement that equality and diversity skills, knowledge and values are important.
- = There was a disconnect for some staff between equality and diversity and the business of the university.
- = There was a disconnect for some staff between equality and diversity, subject-specific programmes (eg sciences) and academic practice.
- = Academic staff may feel more at ease with the terms 'inclusion' or 'inclusive practice' than 'equality and diversity'.

- = Inclusion, inclusive learning and inclusive curriculum are familiar terms, but differently interpreted.
-

Recommendations

Institutions should:

- = develop and reinforce corporate messages to ensure a consistent and shared understanding of equality, diversity and inclusion among staff
- = ensure that all staff have the opportunity for equality and diversity training that explicitly references all protected characteristics
- = ensure that equality and diversity content is sufficiently explicit to be clearly identified by participants whether it is delivered as discrete sessions or courses, or embedded into other programmes
- = embed equality and diversity scenarios and statistics into staff development opportunities on inclusion, inclusive learning and an inclusive curriculum

The impact of institutional culture

Institutional culture has a clear impact on the equality and diversity expertise of academic teaching staff who teach or support learning, with leadership, teaching and learning strategy, and student engagement as strong enablers.

Leadership approaches

The ways in which senior leadership staff lead or direct the business and culture of the HEI was believed, by participants, to have a significant impact on the level of importance equality and diversity was given by the institution as a whole.

Academic teaching staff responding to the survey identified strategic approaches and leadership practices which they perceived to be a barrier to integrating equality and diversity into the institution. For example:

'Our university with its elitist agenda is the main barrier to equality and diversity.'

Academic staff member, survey participant

'There is so much inequality, enshrined by current management and recruitment practices.'

Academic staff member, survey participant

'Securing institutional "buy-in" is difficult to achieve beyond the warm words. The lack of follow-through and taking serious steps to effect culture change that would embed equality and inclusion is frustrating and ultimately constrains the organisation.'

Academic staff member, survey participant

'There is a problem with management delegating these areas too much to teaching staff and not living the values themselves... They don't really exemplify or understand equality and diversity issues except at the rhetorical performative level to secure personal advancement.'

Academic staff member, survey participant

Where the leadership stance regarding the importance of equality and diversity was perceived to be positive and overtly made, as opposed to one which was said to be implied, the impact was perceived to be greatest. The impact appeared to be twofold: it liberated staff to be able to talk openly and frankly about equality and diversity issues and brought about heightened respect for those leaders who demonstrated positive equality and diversity values. A human resources (HR) lead in one HEI described how the institution's values regarding diversity were 'explicit' and 'clearly demonstrated in leadership behaviours':

'I think that the leadership is just critical because if your leaders are not displaying those behaviours it gives other staff within the university an excuse not to do it right.'

HR lead, HEI case study

Another senior member of staff at one HEI spoke of how they believed that the senior executive was 'setting a culture which is all about inclusivity' and they believed that:

'Every decision that [person] makes [they] check in [their] own mind as to whether it fits with the values.'

HR lead, HEI case study

Authentic equality and diversity leadership, even at more local levels such as departmental head, had impact and could bring about change:

'So [they] came in [the new head of school] and when [they] met with all the staff [they] made a very intentional choice to make EDI [equality, diversity, inclusion] the issue that [they] would focus on... And I think that has really helped... And I think that's very much changed the feel in our school about how much you can have conversations about those issues.'

Academic staff member, HEI case study

Institutional-level teaching and learning strategies

While strategic planning and strategic direction generally were referred to as equality and diversity influencers with HEIs, inclusive teaching and learning strategies were identified as key levers by some case study HEIs. Where the principles of equality, diversity and inclusion were explicitly embedded into the teaching and learning strategy, both academic and institutional leads expressed a greater confidence in discussing curriculum design and the application of inclusion principles to practice.

The Inclusive Curriculum Framework (ICF), at the **University of Bradford**, has inclusive learning as one of its key principles, requiring staff to be up to date and confident in utilising appropriate methods in delivering content to diverse student groups. Learning and teaching enhancement programmes, including regular webinars, have been designed and delivered to staff. Curriculum development fellows will lead on the implementation of the ICF. The framework was described as follows:

'The inclusive curriculum... is more than just what our students look like when they are sitting in front of us in a classroom. It's more about what they are bringing in and how their own diversity requires us as staff to think about very different ways of learning and teaching. And understanding how the wider culture that those students come from mean some of them learn in very different ways, and we as teachers have to be very aware of that. And in some cases we have to relearn how to teach in the context of our student body.'

Academic staff member

Kingston University's *Led by learning* strategy has informed and guided the academic review and Kingston's educational strategy. The educational strategy picks up the education side of *Led by learning* which has equality, diversity and inclusion embedded into it:

'The expectation is that wherever we're considering curriculum change or staff development activities, that equality, diversity and inclusion will be absolutely embedded in those activities and that again is clearly evidenced in the education strategy.'

Staff development lead

The university has developed a set of guiding principles to inform the curriculum:

'And embedded within that is equality, diversity and inclusion, not as a "you must do equality, diversity and inclusion" but equality, diversity and inclusion must inform all your decision-making, all your consideration of curriculum content etc. within your curriculum.'

Staff development lead

Equality and diversity is identified as a key strategic area for Southampton Solent University. Social justice is at the heart of the university's mission statement, and inclusivity is positioned at the forefront of their recently refreshed learning and teaching strategy. It is also embedded in faculty objectives:

'We are profoundly committed to social justice. It's one of the university's key strategic aims, profound commitment to social justice... That commitment to social justice is really hardwired into the institution. I think that's the starting point and then that plays through into a number of other documents. The teaching and learning strategy... was refreshed in the last year, with a particular emphasis on equality, diversity and inclusivity. There's a real attempt to recognise that we needed to make our commitment to equality, diversity and inclusion more explicit in the teaching and learning strategy.'

Deputy vice-chancellor

Heriot-Watt University has a new learning and teaching strategy with access and inclusion at its heart:

'I think the learning and teaching strategy is a really big deal, the amount of people that turned out for its launch and how it's going to move things forward here... and what this does is say we need to be excellent at this and it's the perfect time to make sure that excellence is understood in terms of accessibility and inclusion.'

Equality adviser

The University of Worcester ran *Developing inclusive curricula in higher education using an appreciative inquiry approach*, as part of the HEA's *Developing and embedding inclusive policy and/or practices in higher education* initiative. The aim of the project was to improve the learning experience of disabled students through further embedding effective inclusive practices in learning, teaching, assessment and curriculum design throughout all academic departments within the university. The project focused on developing appreciative inquiry as an effective model of engagement.

Student engagement

Through the case study phase, this study sought to identify the extent to which the student voice impacted on equality and diversity expertise of academic teaching staff. Students' union representatives were interviewed and HEI staff were asked about the role that students had in providing feedback on equality and diversity impact to the institution.

From the sample of case study HEIs it was clear that HEI staff welcomed the contributions that students made to strategic decision-making committees and to influencing practical guidance:

'Our students are absolutely fundamental to the review of the academic framework so they were involved in that whole process.'

Staff development lead, HEI case study

'[students had]... rewritten... assessment criteria in language that the students understand.'

Staff development lead, HEI case study

One academic teaching staff member believed that listening to the student opinion prepared them for future challenges:

'We need to be ready for an increasing challenge we will get from the student body.'

Academic staff member, HEI case study

Most commonly, students were represented on the central learning and teaching (or equivalent) committees, and were recruited through their students' union. Most students' union representatives in this study described the role as involving reviewing and evaluating teaching and learning frameworks at a strategic level, and courses and programmes of study at a school or departmental level. All the representatives interviewed were keen to express their good and close working arrangements with their HEIs:

'We have a really good relationship with the university, we work very closely together, so for example the university's new learning and teaching strategy, which has been launched in the last couple of months, was led by the learning and teaching [committee], which myself and one of the sabbatical officers [attended].'

Student representative, HEI case study

However, there were some notes of frustration that HEIs did not specifically commission the students' unions to represent the perspectives of students from the liberation or diversity groups and societies in order to contribute to equality impact analysis or assessment of strategic proposals and practices. In some cases students' unions had equality and diversity information relating to case work and complaints which could have a direct and beneficial impact on the HEI decision-making processes.

Key points

- = A clear and unambiguous senior leadership stance and behaviours on equality and diversity can have a positive impact on staff confidence in engaging in equality and diversity issues.
 - = Teaching and learning strategies may strongly impact on staff understanding and commitment to equality and diversity.
 - = The student voice is important and is valued by HEIs.
 - = Students' unions liberation (diversity) groups and societies could offer valuable insights and experiences to HEIs in the form of consultation and advice.
 - = HEIs should use the students' perspective and experience more effectively including utilising student union equality and diversity information, case work and complaints.
-

Recommendations

Institutions should:

- = consider how students' union representatives can best contribute to developing understanding of equality and diversity in their interactions with the institution
- = encourage students' union representatives to undertake equality and diversity training before they join teaching and learning, quality and other key committees
- = reflect on how best to model the skills, knowledge and values relating to equality and diversity
- = develop processes to effectively identify and track equality and diversity outcomes within the learning and development provision in order to measure and evaluate impact

Developing equality and diversity expertise

The study investigated the type, quality and impact of equality and diversity development and training received by academic staff.

Perceptions of quality

Academic participants in the online survey were asked to rate the quality of equality and diversity development and support they had been offered against the HEA UKPSF: activity, core knowledge and professional values. They were also asked to rate the quality of general training, development and support in their institution for comparison.

Table 2: Perceptions of quality of support (online survey)

	Areas of activity		Core knowledge		Professional values	
	General training	Equality and diversity	General training	Equality and diversity	General training	Equality and diversity
Very good	80 (14.7%)	60 (11%)	81 (15%)	65 (12%)	84 (15.6%)	83 (15.4%)
Quite good	147 (27%)	127 (23.3%)	139 (25.7%)	121 (22.3%)	141 (26.2%)	142 (26.3%)
Satisfactory	164 (30.1%)	149 (27.3)	169 (31.1%)	150 (27.7%)	161 (29.9)	127 (23.5%)
Quite poor	85 (15.6%)	108 (19.8%)	80 (14.8%)	107 (19.7%)	77 (14.3%)	87 (16.1%)
Very poor	36 (6.6%)	66 (12.1%)	38 (7%)	59 (10.9%)	43 (8%)	65 (12%)
Not sure	32 (5.9%)	36 (6.6%)	33 (6%)	40 (7.4%)	32 (5.9%)	36 (6.7%)

Academics who responded to the survey were slightly less positive about the quality of the equality and diversity teaching development and support than teaching and development support more generally.

The quality support for the development of professional values was rated more highly than for areas of activity and core knowledge. This may suggest that HEIs are aiding the development of a greater understanding and appreciation of the importance of equality and diversity, but are less effective in supporting academic teaching staff to put these values into practice.

Equality and diversity support and development for academic teaching staff

The case study HEIs were asked to describe the extent to which equality and diversity development and support was offered by HEIs to academic staff who taught or supported learning. Each of the HEIs described some or all of their equality and diversity development offers. This shows a wide range of embedded and discrete equality and diversity development provision across the case study HEIs.

At the **University of Bedfordshire** there is a general introduction to the professional teaching scheme (PTS) which highlights that attention to inclusivity (equality and diversity) is regarded as a 'way of working' at the university. The PTS is underpinned by the UKPSF values in general terms, as an overall consideration, and within all PTS activities.

The **University of Bradford** includes equality and diversity in several areas.

- = The Postgraduate Certificate in Higher Education Practice includes a mandatory equality and diversity module.
- = A mandatory online learning module *Diversity in the workplace* and refresher programme after three years.
- = Bradford's *Cultural understanding in learning and management* programme provides an avenue for sustained development of academic staff in understanding equality and diversity in learning, teaching and assessment practices. This programme encourages academic teaching staff to work in pairs and undertake an active learning process:

'I think that really allowed me to work with my partner about what dignity and respect means for me in terms of my own personal values and beliefs.'

Academic staff member

- = The Diversity and inclusion in learning, teaching and assessment network exists to sustain and build upon current developments that promote inclusive learning and teaching at the University of Bradford, and in the sector more widely. The network, which consists of around ten members, seeks to capitalise on the university's unique, diverse staff and student population in order to innovate in the development and implementation of inclusive pedagogies, and the

creation of wider university strategies that support inclusive learning, teaching and assessment. Through this work the network seeks to bring about cultural change across the university and to improve the learning experience at Bradford for all students. The network uses an evidence-based approach to promote best practice in inclusive learning, teaching and assessment. Members are from a range of disciplines and departments; as such, the network has access to wide range of expertise.

Approximately one third of students at **Heriot-Watt University** are from outside of the UK. 35 per cent (2742) of students on the institution's UK campuses come from 123 countries, making Heriot-Watt a culturally rich place of learning and one of the most internationally diversified universities in the UK. The university has five campuses: Edinburgh, Scottish Borders and Orkney in the UK, one in Dubai and one in Malaysia.

- = Heriot-Watt offers specific online equality and diversity training and some face-to-face training to all staff with an ambition, but no mandate, for everyone to complete this. New staff are expected to attend equality and diversity training as part of their induction.
- = The *Learning enhancement and development skills* programme is predominantly offered to postgraduate research students who have a teaching remit. The programme includes intercultural learning and equality and diversity issues. Completion of the programme entitles participants to apply for associate fellowship of the HEA, accredited at UKPSF level 1.
- = The Postgraduate Certificate in Academic Practice (PGCAP) is offered to all new academic staff with teaching (supporting student learning) responsibilities. This is accredited at UKPSF level 2 and staff completing this can prepare for application to fellowship of the HEA. Equality and diversity is embedded and a discrete component of the PGCAP.
- = The university has a significant and developing presence in Malaysia and Dubai. A programme of values workshops has been developed for international staff teaching at these campuses. Among other things, the programme in Malaysia explores critically the notion of global education and its

local implications, the interface between local cultures and the culture of this Scottish university. Special sessions on the university's values have been held at both the Dubai and Malaysia campuses, led by the director of human resources. Heriot-Watt values have been put into practice, for example, in recruitment at the Malaysian campus, including in the recruitment of the chief operating officer. As some applicants for posts had not heard of Heriot-Watt University, having an understanding of what is important to the university as an organisation and being able to identify with its values was mentioned positively by all new colleagues. Both Dubai and Malaysian campuses have members of staff who are *Spirit of Heriot-Watt* award winners, and this has helped emphasise the values at the university's international sites.

Kingston University includes equality and diversity in several different areas.

- = An *Equality skills for success* workshop is provided for all new staff. The programme provides staff with a thorough understanding of equality and diversity issues in the workplace.
- = *Equality essentials* e-learning modules are provided for all academic teaching staff.
- = An equality module is provided as part of the postgraduate certificate programme.
- = An equality case study is included within the leadership and management development programme for senior academic teaching staff and focuses on an equality issue or procedure.
- = The *Fair recruitment and selection* programme includes a session on understanding the effects of diversity and equality on recruitment. The university is currently developing unconscious bias training to be incorporated into the existing recruitment and selection workshop.
- = Equality and diversity factsheets are provided for academics to explain their role in promoting equality and diversity.

- = Cultural inclusivity guides for teaching staff, a resource that shares good practice in cultural diversity in curriculum design, delivery, assessment and organisation.
- = *EDI case bank* which comprises good practice examples from the application forms for principal lecturers and readers.
- = Provision of workshops for course teams applying for revalidation. The workshops cover how individuals could evidence EDI as part of their application for associate professor and the work that they do in relation to EDI.

University of Central Lancashire (UCLan) carried out a programme of equality and diversity training for all groups of staff from 2009 to 2012. For academic teaching staff, the training aimed to better enable staff to embed equality and diversity good practice locally into their programmes. A working group has been established to develop a phase 2 equality and diversity training programme.

UCLan's staff development framework is aligned to the UKPSF. The teaching toolkit element, which runs for all new staff, comprises the first module of the Postgraduate Certificate in Learning and Teaching in Higher Education and it includes an explicit focus on inclusive learning and teaching.

Since 2012, UCLan has hosted an annual equality and diversity conference. Internal staff are invited to attend, as are external delegates including community groups and organisations. There is a focus on sharing good practice and publicising case studies, to encourage learning from experience.

At the **London School of Hygiene and Tropical Medicine** the Teaching and Postgraduate Certificate in Learning and Teaching (PGCILT) includes a workshop on managing diversity in higher education teaching practice which is offered twice a year and is a core element of module 2 of the programme.

The workshop is open to all school staff involved in teaching and supporting student learning who wish to take it, whether or not they are registered on the PGCILT. The PGCILT also includes a workshop which includes coverage of the school's EDI policy, protected characteristics and how to embed and demonstrate awareness of EDI within teaching.

All new staff complete an online package, *Disability confident*, following which they are encouraged to attend a group workshop on equality and diversity for staff.

The Postgraduate Certificate in Higher Education (PGCHE) at **Nottingham Trent University** (NTU) has a compulsory module on the practical implications of equality legislation and the university's equality and dignity framework.

Three equality and diversity specific core competencies inform NTU's strategic approach and underpin all the training and development activity.

The equality and diversity team deliver an equality and dignity training course. This is a blended learning module comprising online and face-to-face workshop activity which is delivered to staff within their organisational unit and is tailored to meet their specific needs.

Other activities include bespoke interventions delivered upon request or in response to data on differential student attainment, and training modules in communicating with care and dignity at work. Training for those with managerial responsibilities is also available as part of the management development programme.

At **Oxford Brookes University** EDI is part of taught curriculum of the PGCHE and associate teachers course and is assessed. Marking criteria explicitly address issues of learner difference and the UKPSF values. The PGCHE is also open to longer serving members of staff who may wish to undertake this as part of their development within the UKPSF.

Oxford Brookes has a well-developed and implemented continuing professional development (CPD) framework which is core to the development of academic teaching staff. An element of the CPD is PETAL – providing the opportunity for peer enhancement of teaching, assessment and learning. It was suggested that PETAL provides a means by which EDI can be thought about by academic teaching staff within the curriculum and embedded in direct or indirect ways.

- = New members of staff at Oxford Brookes attend mandatory induction training which covers EDI. While new academic teaching staff members are not given specific guidelines as to how EDI applies to their role, it was expressed that the induction was explicit about the university's commitment and approach to EDI.
- = Feedback from focus groups suggested that EDI awareness and understanding for the teaching role was also gained through procedural training provided by Oxford Brookes such as performance management, recruitment and selection, and personal development and review training.

Southampton Solent University provides an online course on equality and diversity (Framework for Higher Education Qualifications level 4), focusing on the Equality Act 2010 and the impact of the act on employers. It encompasses other key sources of law relating to the promotion of equality and diversity in the UK. It also includes a unit on embedding equality and diversity in the curriculum.

The university also have a number of HR-led equality and diversity development activities, events and forums which are aimed at increasing staff awareness more generally around equality, diversity and inclusion issues. These include an online equality course which is mandatory for all managers.

The online portal for staff and students (the university's virtual campus) has an area dedicated to inclusive curriculum, providing links to advice, guidance, case studies and past workshop presentations.

At the **University of Worcester**, all new teaching staff are required to undertake the PGCHE. Completing or revisiting the online equality and diversity course is a pre-course requirement for the PGCHE.

Staff are offered training and development in the following ways.

- = Induction for academic teaching staff includes a focus on equality and diversity.
- = All new academic teaching staff are invited to complete an online equality and diversity course, offered by the personnel team.
- = Online shared resources to support inclusive learning and teaching and equality and diversity are available to download.
- = The Centre for inclusive learning support offers bespoke training to teaching and support staff, mainly in the areas of disability awareness, disability equality, and inclusive learning and teaching.
- = The disability and dyslexia service undertakes work with departments and individual academics in supporting disabled students. It offers training to staff (such as marking the work of dyslexic students) and also provides bespoke training on specific impairments and associated support requirements.

Levels of equality and diversity expertise

Case study HEIs were invited to explore the different levels of equality and diversity expertise that might be associated with the different UKPSF job descriptor levels. For example, what is the difference between the expertise required of a member of staff who is at UKPSF descriptor 1 who may be at early stages of a teaching or supporting learning career, and a member of staff who is at descriptor 4 level who makes 'a sustained and substantial impact at a strategic level in relation to teaching and learning support'.

These proved to be quite challenging questions, which in some way got to the heart of the scoping study:

'I don't think we have probably got to that point of a real understanding of what that means. What does it mean in the classroom, what does it mean for assessment, what does it mean?'

Academic staff member, HEI case study

'My thoughts are staff find it difficult to articulate those [UKPSF] values in the real sense... So I think some staff, from reading assignments on the postgraduate certificate, struggle to understand what that is about, what those values mean in real practice, in real life.'

Academic staff member, HEI case study

All of the HEIs were comfortable with the notion that all staff should have the 'basic' equality and diversity training in order to understand the legislation, protected characteristics and aspects of discrimination, bullying and harassment. However, it clearly became harder to describe how to differentiate equality and diversity expertise at each of the levels of academic practice:

'I would have expected everyone to be aware to a certain extent of equality and diversity issues... that is a baseline for me that everybody we recruit should at least be culturally aware and diversity aware.'

HR lead, HEI case study

'[across the UKPSF all levels are] underpinned by the values that means whatever it is you're doing you have to demonstrate respect for individuals, consideration of people who have special requirements, who have diverse needs... it's not about, at this level, you only have to think a little bit about it and you've got to really think about it at this level... You've got to really think about it across all the levels.'

Staff development lead, HEI case study

While many of the case study HEIs offered enhanced staff development programmes on equality, diversity or inclusion, there was some appetite to identify guidance on what equality and diversity, activities or skills, core knowledge and professional values might be at each descriptor level:

'I think it does need to be explicit and that's what I would anticipate. In fact I would anticipate that the process of discussing and thinking about all of the criteria will give us an explicit set of statements that we can then share with colleagues and students and stakeholders.'

Staff development lead, HEI case study

Implicit or explicit, embedded or discrete equality and diversity content

One of the more unexpected themes to emerge from this scoping study was that of the opinions and practices of how equality and diversity is presented in staff development programmes. There appeared to be two main choices to be made. The first option is to embed equality and diversity skills, knowledge and values into other training or development courses or programmes. The second option is to make a discrete and standalone offer. If the choice was to embed it into other courses or programmes, the second decision was whether the equality and diversity content was made explicit or implicit. It seemed that there was some confusion between these different options and that the terms 'embedded' and 'implicit' were used in some cases to mean the same thing, that equality and diversity was implicitly embedded into other courses or programmes.

It was noted that the academic teaching staff interviewed positively recognised equality and diversity training when it was explicit. However, where the content was more implicit they were struggling to recall what they had learned.

This was a conflict recognised by some:

'It can become so embedded that it's just not visible and staff don't engage with it. And we are aware of that, but we just feel we don't want to take it out and just say it's a separate sort of thing. Because it really should be part of our way of working across the institution.'

Staff development lead, HEI case study

For some HEIs 'embedded' equality and diversity meant a distinct or explicit equality and diversity strand within another programme:

'The thing with embedding is sometimes embedding can be invisible... When we did [specified training] we did a specific slot on EDI. We didn't just sort of put a bullet here and there across the presentation. We paused and talked about EDI and what EDI, what good [EDI], looked like or some ideas about what good looked like under EDI.'

Staff development lead, HEI case study

For other staff development provision, it appeared that the equality and diversity elements were implicit:

'It's very much embedded within the existing programme so it wouldn't be a specific strand.'

Staff development lead, HEI case study

'We wouldn't explicitly say that inclusive practice is there. We know that it's embedded in some of the things that we do, so it's not explicit but it's implicit in what we offer.'

Staff development lead, HEI case study

In having this debate there was often a genuine desire to prevent equality and diversity training and development from becoming a tick-box exercise, or indeed another course to fit into an already busy schedule:

'...I think it's that bolt-on approach, it's just another thing to think about.'

Academic staff member, HEI case study

Impact on developing equality and diversity expertise

The scoping study explored the extent to which the impact of equality and diversity staff development activity was measured.

All of the case study HEIs evaluated their training and development provision, and most stated that they would have liked to do more than basic satisfaction reviews:

'We would like to do much more academic evaluation if I was honest, but unfortunately we don't have the resource to do it... we haven't gone as far as the 'so what?' question and that's what I'm really keen to explore...'

Equality and diversity lead, HEI case study

The question of whether it was possible or indeed desirable to assess the impact of equality and diversity development and support on student outcomes or other strategic priorities was thought unnecessary and irrelevant to issues of staff development by some.

Other participants understood entirely the potential benefits of taking such an approach:

'We can and we have in the past measured people's knowledge before they come in to something and their knowledge when they go out, and we can see a difference, and that's all lovely but that's not impact actually. Impact is what happens in the classroom following that... (and) it's so hard to do that because the reason that their practice may be developing could be so different.'

Staff development lead, HEI case study

'We know students from black and minority ethnic communities struggle in higher education and that hopefully having that awareness, and what the cultural issues are and what the classroom barriers are, might improve those students' outcomes and we might see an improvement that way.'

Staff development lead, HEI case study

Suggestions for support

The academic teaching staff surveyed and interviewed raised suggestions about how they could best be supported in developing equality expertise.

Many of the suggestions from the survey were somewhat unspecific. For example 'raise awareness' was frequently cited, possibly suggesting that introductory equality and diversity learning opportunities are a first priority for academic teaching staff.

Academics tended to seek a 'whole system' approach, rather than a simple one delivering specific training or development. They made suggestions on what they would like to see from information, training and development, leadership, process, and equality and diversity roles and champions.

Information, training and development should:

- = be interactive and face to face (eg seminars, workshops, etc.)
- = involve students
- = include relevant case studies, examples and scenarios rather than generic information
- = be mandatory (although some disagreed on this point)
- = show how to make teaching materials accessible and inclusive

Leadership should:

- = demonstrate personal commitment to equality and diversity
- = create strategic plans that aim to develop a culture that is supportive of equality, diversity and inclusion

Process support should:

- = embed equality and diversity into procedures such as reviews and promotions
- = address workload, timing and capacity issues, including through the use of support and administrative staff, to allow staff enough time to properly engage with the issues and support students
- = use the student voice and increase routes for getting student feedback

With regard to equality and diversity roles and champions, respondents suggested that HEIs should:

- = have properly resourced equality and diversity specialist staff
 - = have equality and diversity champion roles undertaken by academics, rather than centrally positioned staff
 - = identify role models
-

Key points

- = The study revealed some concerns about the general quality of provision designed to develop academics who teach or support learning.
- = There is a perception from academics that equality and diversity development and support does not meet the same quality of general development and support they had been offered in relation to the three HEA dimensions of practice (activity, core knowledge and professional values).
- = HEIs are taking a wide range of creative approaches to delivering equality and diversity training to academic staff.
- = Implicit or embedded equality and diversity content could fail to engage some staff or could lead to key equality and diversity messages not being heard.
- = The results of the study suggests there is a need for greater evaluation of the effectiveness of explicit and implicit equality and diversity content within all staff development.
- = There was a mixed response to the question of whether it was possible or desirable to assess the impact of equality and diversity development and support on student outcomes or other strategic priorities.
- = Academic teaching staff wanted to see a whole system approach to supporting their equality and diversity expertise. For example, include equality and diversity issues as a regular feature of staff one-to-one or team management meetings.
- = There was a lack of clarity within HEIs about what equality and diversity expertise looks like at different UKPSF levels.

Recommendations

Institutions should:

- = develop materials to improve understanding of how equality and diversity issues can be included in the curriculum
- = develop processes to effectively identify and track equality and diversity outcomes within the learning and development provision, in order to measure and evaluate impact

Equality and diversity expertise in talent management

According to this study, equality and diversity expertise is not widely recorded or taken into account in managing, developing or promoting academic teaching staff.

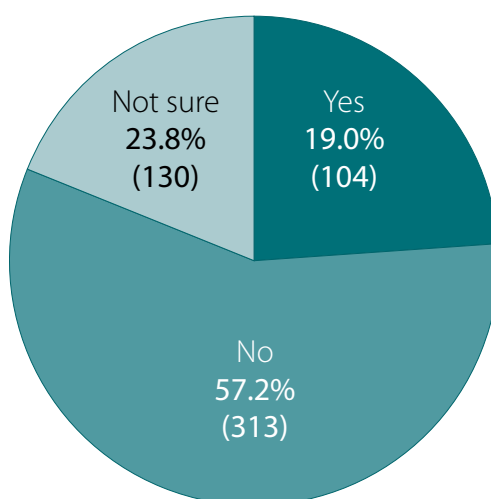
Talent management is defined by Chartered Institute of Personnel and Development (CIPD) (2014) as: 'the systematic attraction, identification, development, engagement, retention and deployment of those individuals who are of particular value to an organisation, either in view of their 'high potential' for the future or because they are fulfilling business/operation-critical roles.'

The study investigated the extent to which evidence of equality and diversity expertise was considered within participants' management and development, and progression and promotion aspects of talent management.

Evidencing equality and diversity expertise and development

Academic participants responding to the survey were asked whether their HEI required them to provide evidence to show that they had developed their equality and diversity expertise.

Are you required to show evidence of developing your equality and diversity skills, knowledge and values?



Nineteen per cent said that they were required to provide evidence of developing equality and diversity expertise. This evidence was required for, or as part of, postgraduate teacher training, staff recruitment training, induction and probation processes or external professional body (eg health or law) requirements.

Some respondents felt that evidencing staff development was unnecessary, time wasting and micromanaging:

'When there is no problem, why waste your time showing there is no problem? We have work to do.'

Academic staff member, survey participant

'This would represent a diabolically intrusive level of scrutiny.'

Academic staff member, survey participant

However, a significant concern which emerged from the survey, case study interviews and focus groups was that of academic teaching staff who were not, or would not, engage with the equality and diversity agenda or development opportunities:

'One of the biggest issues... was seeing the places where the [equality and diversity] training hadn't been taken up, and kind of feeling... a little disappointed that there were certain pockets around the university where people hadn't proactively said "yes we need to take part in this"... You got a sense [that equality and diversity is] not seen as important...'

Academic staff member, HEI case study

'And then there are those who are always going to be disengaged from teaching and learning. And it's not just about equality and diversity...'

Staff development lead, HEI case study

In most cases respondents believed that these staff were in the minority and that incidents of poor practice or attitudes were localised. Here a senior member of staff referred to some references within teaching materials which were not appropriate to the culture or understanding of an international group of students:

'I know there are poor (teaching materials) that are used in class... there are some people that need to understand more about the impact of those (teaching materials) on... the people they are... teaching. And it could be they have been using examples from 20–30 years ago because they have been here 20–30 years. It could be they are just not aware of the issues.'

HR lead, HEI case study

Even so, the fact that staff could be operating in ways which might be deemed as lacking in sensitivity to equality and diversity contributed to the fears of senior members of staff:

‘What worries me and keeps me awake at night is that I am not aware [that] we don’t have these [equality and diversity] issues because how would you know?... What you do get is localised incidents where there are clearly problems... they are by and large isolated rather than systematic.’

Staff development lead, HEI case study

There was some sympathy for staff who were struggling with equality and diversity concepts, recognising that academic teaching staff can lack confidence and so disengage from complex equality and diversity issues:

‘I think it is confidence isn’t it?... The first step is perhaps awareness and having a positive attitude but then knowing what the answers are... a lot of them are very difficult issues and I think that’s where people’s confidence runs out isn’t it?’

Academic staff member, HEI case study

‘You do have a reluctance amongst some of the staff. But you also have a lack of training and a lack of confidence in many of the staff to actually create a learning environment that is genuinely inclusive.’

Academic staff member, HEI case study

‘I don’t think it’s intentional. I think it’s through of lack of awareness which is my perception. I don’t think there’s actual any malice meant usually but it’s just the way that people aren’t aware of what’s going on and what the student needs are.’

Student representative, HEI case study

Some staff felt that HEIs had to take a pragmatic approach to increasing equality and diversity expertise by targeting development opportunities at those staff who were perceived as most likely to benefit themselves and the institution. It was not made clear who these staff were. The implication was that most institutions knew who the ‘most’ and ‘least’ engaged staff were and so the objective was to reach those other staff who did not fall into either category:

'You have got a group and they are enthusiastic, on-board, and they say it and mean it, and they are engaged with it. And you have got a group where there is almost a resistance. But you have actually got the mass in the middle... what we set out to do was move the mass in the middle across to the enthusiastic on-board people. And therefore slightly marginalize the resisters and make it more unacceptable to [be a] resister...'

Academic staff member, HEI case study

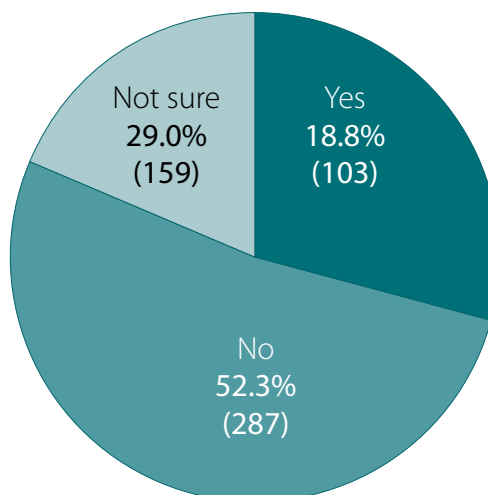
'I think there are those old school academics who have been around... it's that sort of group of individuals who... who haven't grown up in a diverse culture. And... it's those people, and quite frankly those people are not worth wasting the energy on. They're a very small minority, and actually putting a lot of energy into trying to change them, it's not going to happen. The best thing to do is change everyone else around them and ensure that they get excluded and less exposure to the students in that situation. So I think that's probably the biggest issue, those people who just aren't going to change and who don't have the right set of values to start with.'

Staff development lead, HEI case study

Applying equality and diversity expertise to teaching and supporting learning

More than 50 per cent of academics who responded to the survey said that they were not required to evidence the application of equality and diversity expertise into teaching or supporting learning.

Are you required to show evidence of incorporating your equality and diversity skills, knowledge and values into your teaching and supporting learning?



18.8 per cent of respondents said that they were required to provide evidence. The evidence was required to be embedded into course learning outcomes, evidenced in programme development and periodic review, a consideration of peer observation of teaching, required by professional bodies, or evidenced in HEA fellowship applications.

Some of those respondents who said that they were not required to evidence equality and diversity expertise in teaching demonstrated some frustration that their institution did not require them to do this:

'Not "no" because they do not require it. No because they have never thought of it.'

Academic staff member, survey participant

'My HEI has out-of-date policies, exam regulations that don't appreciate E and D obligations and a desperately inadequate occupational health department, making reasonable adjustments and support for staff very difficult. E and D is also mainstreamed, which means that in practice no one is responsible for this and it appears to slip through the net.'

Academic staff member, survey participant

A few of the participants said why they should not show evidence of equality and diversity within their teaching and learning practices. For some academics, this would be a further administrative burden:

'If it did it would be another brick in the wall dividing me from creative and inspiring preparation time by administration.'

Academic staff member, survey participant

'And we better keep it that way. More than enough unnecessary paperwork already.'

Academic staff member, survey participant

'Why waste time documenting stuff all the time? Trust academics as professionals.'

Academic staff member, survey participant

Others thought equality and diversity was irrelevant to their subject area, or that equality and diversity expertise was difficult to evidence:

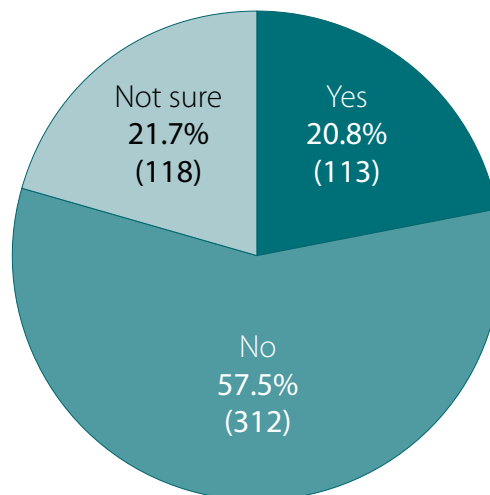
'Nor should it. In many areas it would be difficult to provide such evidence.'

Academic staff member, survey participant

Measuring for equality and diversity expertise

The academic participants to the online survey were asked whether their HEI included equality and diversity questions or measures within any regular professional development review process.

Are equality and diversity questions and measures included in regular professional review processes?



57.5 per cent of the survey participants said that equality and diversity questions or measures were not part of their regular staff review processes.

Some academics who participated in the online survey were unimpressed with the effectiveness of appraisals or reviews to have any impact on equality and diversity expertise:

'It's not taken very seriously in appraisal.'

Academic staff member, survey participant

'We have a question in our annual review, but there is no sanction that I know of if you omit to complete it. Not a key point of discussion.'
Academic staff member, survey participant

'This is a named category in the annual appraisal system. But how fully it is implemented and discussed by line managers with appraisees is questionable.'
Academic staff member, survey participant

'This ought to be done, but teaching as a whole is not seen as an important component of the review, and equality and diversity is even less so.'
Academic staff member, survey participant

Staff promotion and progression

The case study HEIs were asked to describe whether evidence of equality and diversity development was required formally for personal development reviews, progression or promotion process. With one exception, EDI evidence was not explicitly sought as part of these processes.

Staff in the case study HEIs were asked to describe the relationship between staff development activities and promotion and progression processes. By and large it appeared that there was little formal relationship between most staff development programmes and promotion and progression requirements. The clear and unequivocal exceptions were around teaching qualifications, particularly for new staff, and for some HEIs the requirement to evidence the HEA UKPSF in order to gain promotion:

'The UKPSF is a requirement for somebody to have to progress to the next stage of, to be promoted as an academic. We've built it into the promotion.'

Senior academic staff member, HEI case study

One HEI described how, in addition to using teaching qualifications and the UKPSF, progression and promotion was implemented through a series of university policies and procedures, in particular through role profiles and individual staff development plans. An individual's development requirements are tailored and set out in probationary targets and in their individual performance development review and forward job plan.

Key points

- = Equality and diversity expertise is generally not taken into account when conducting regular staff reviews or appraisals.
- = Staff are not generally required to evidence equality and diversity in their teaching practices and this may mean lack of expertise, confidence or engagement is not identified.
- = Some academic staff believe that evidencing equality and diversity expertise would be a bureaucratic distraction from the tasks of teaching and supporting learning.
- = Some academic staff believe that their HEIs should be taking equality and diversity expertise into account through line management, annual review, progression and promotion processes.

Recommendations

Institutions should:

- = develop approaches to identify and engage staff who are resistant to equality and diversity
- = develop approaches to improve the confidence of academic staff in building inclusive teaching and learning practices
- = identify, develop and reward good practice in the performance of academic staff in relation to equality and diversity

Recommendations

The findings of the study show that equality and diversity considerations and thinking are embedded into HEI practice with varying degrees of success. Unsurprisingly, it also found that resistance to taking equality and diversity into account is present at all levels of institutions.

The recommendations, therefore, focus on broad suggestions to bring about greater cultural change and support for equality and diversity expertise in academic staff.

Recommendations for institutions

- = Develop and reinforce corporate messages to ensure a consistent and shared understanding of equality, diversity and inclusion among staff.
- = Ensure that all staff have the opportunity for equality and diversity training that explicitly references all protected characteristics.
- = Ensure that equality and diversity content is sufficiently explicit to be clearly identified by participants whether it is delivered as discrete sessions or courses, or embedded into other programmes.
- = Embed equality and diversity scenarios and statistics into staff development opportunities on inclusion, inclusive learning and inclusive curriculum.
- = Consider how students' union representatives can best contribute to developing understanding of equality and diversity in their interactions with the institution.
- = Encourage students' union representatives to undertake equality and diversity training before they join teaching and learning, quality and other key committees.
- = Reflect on how best to model the skills, knowledge and values relating to equality and diversity.
- = Develop processes to effectively identify and track equality and diversity outcomes within the learning and development provision in order to measure and evaluate impact.
- = Develop materials to improve understanding of how equality and diversity issues can be included in the curriculum.
- = Develop approaches to identify and engage staff who are resistant to equality and diversity.
- = Develop approaches to improve the confidence of academic staff in building inclusive teaching and learning practices.

- = Identify, develop and reward good practice in the performance of academic staff in relation to equality and diversity.

Recommendations for HEA

- = Work with institutions to disseminate examples of UKPSF-related materials developed to support academic staff who are applying for HEA Fellowship.
- = Continue to promote the UKPSF and support institutions in their use of the framework.
- = Facilitate the sharing of good practice between HEIs through networking opportunities and online.

Recommendations for ECU

- = Develop materials to support institutions in improving the competence and confidence of academic staff in the teaching and learning environment.
- = Support institutions to develop effective learning outcomes for equality- and diversity-related staff development activities.
- = Work with institutions to develop a model for equality and diversity expertise required at key stages in the academic career pathway.

ECU has developed a series of equality and diversity factsheets to support academic staff:

Equality and diversity for academics: factsheets

www.ecu.ac.uk/publications/e-and-d-for-academics-factsheets

We are also developing training resources that support learning and development in this area for academics, including unconscious bias training.

Unconscious bias in colleges and higher education: training pack

www.ecu.ac.uk/publications/unconscious-bias-colleges-he-training-pack

We are currently undertaking an evaluation of our unconscious bias training that will assist institutions to assess the impact of equality and diversity development activities and to maximise potential for sustained learning.

Future work will further develop resources to support HEIs in the development of academic expertise in equality and diversity in the teaching and learning environment and in staff management processes.

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Equality Challenge Unit

ECU works to further and support equality and diversity for staff and students in higher education across all four nations of the UK, and in colleges in Scotland.

ECU works closely with colleges and universities to seek to ensure that staff and students are not unfairly excluded, marginalised or disadvantaged because of age, disability, gender identity, marital or civil partnership status, pregnancy or maternity status, race, religion or belief, sex, sexual orientation or through any combination of these characteristics or other unfair treatment.

Providing a central source of expertise, research, advice and leadership, we support institutions in building a culture that provides equality of both opportunity and outcome, promotes good relations, values the benefits of diversity and provides a model of equality for the wider UK society.

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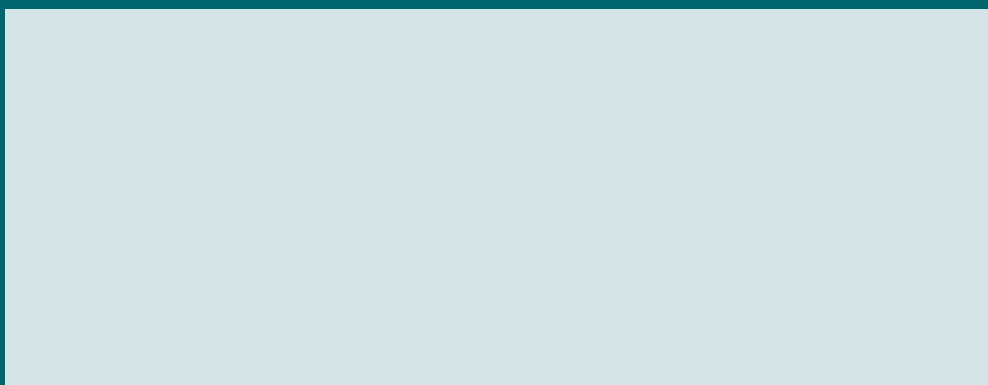
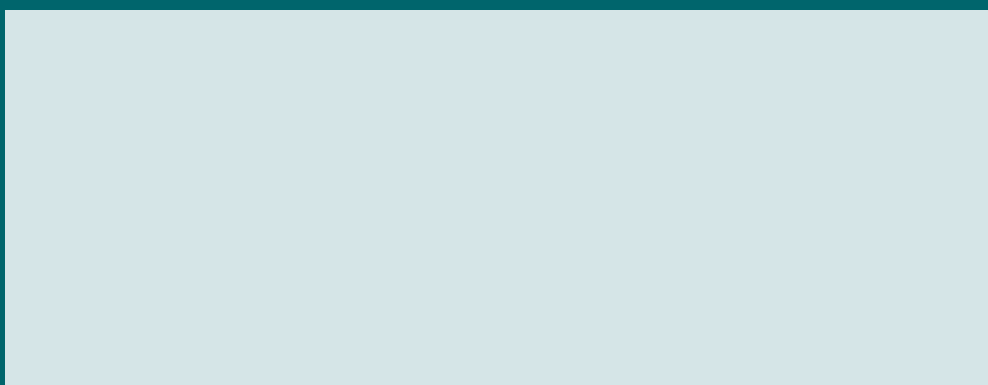
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