



**UNIVERSITY  
COLLEGE  
BIRMINGHAM**

# **Equality, Diversity and Inclusion Policy 2024-2025**

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## Foreword



At University College Birmingham, one of our core values is a strong commitment to promoting equality and diversity in every aspect of university life.

We believe that everyone deserves to be treated with dignity, respect, and fairness, regardless of race, ethnicity, gender, sexual orientation, religion, or any other personal characteristic. By fostering a diverse and inclusive environment, we not only enhance the quality of education and the workplace but also create a welcoming atmosphere that celebrates the unique talents and experiences of each individual.

Our Equality, Diversity, and Inclusion (EDI) policy outlines our dedication to promoting fairness and addressing any barriers that may prevent individuals from reaching their full potential. We are committed to ensuring that everyone is treated equitably and with respect.

Together, we can embrace our differences, learn from one another, and create an inclusive, respectful environment for all.

**Michael Harkin**  
**Principal and Vice Chancellor**



The Equality Act places a general duty on University College Birmingham to eliminate discrimination, promote equality of opportunity, and foster good relations in decision-making and policy setting. However, at UCB, our commitment extends beyond legal obligations—it's about creating an inclusive and supportive environment for all learners, staff, and the wider community.

Our Equality, Diversity, and Inclusion (EDI) policy is embedded in all aspects of daily life, including teaching, events, catering, and the campus environment.

The Governors at UCB have a strong understanding of how these policies are implemented to ensure the inclusive and fair environment we value so highly.

**Michael Wiseman**  
**Chair of the Corporation**

## What Equality, Diversity and Inclusion means to the Executive Management Team at University College Birmingham:

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**Mark Payne, Executive Director of Finance and Corporate Services**

*“Equality, Diversity and Inclusiveness are key pillars of effective and forward thinking leadership, fostering a positive, productive and innovative institutional culture, combining different viewpoints and approaches. By embracing these key pillars staff will be engaged and loyal, and the organisation will be seen as ethical and socially responsible by staff and stakeholders”*



**Rosa Wells - FE Principal and Dean of STEM**

*“By promoting fairness and eliminating bias, we ensure that everyone feels empowered to contribute to their vocational, academic and professional journey in a meaningful way, enhancing creativity, innovation, and collaboration across all disciplines. This is a particular focus for me in areas linked to STEM where diversity has historically been underrepresented.”*



**Professor Helen Poole, Pro Vice-Chancellor (Teaching, Learning and Digital)**

*“I want UCB to be respected as an employer that is inclusive and supportive of all members of our community, enabling them to grow and develop to achieve everything they can”*



**Joseph Young, University Secretary and Registrar**

*“In my role, I want to ensure our approach to EDI is embedded in the leadership and governance of the organisation, and that in particular our Board of Governors value and promote the fair and equitable treatment of all staff, fostering an inclusive environment where everyone feels valued, respected, and supported to reach their full potential.”*



**Professor Gill Brown - Executive Dean School of Psychology**

*“Equality, Diversity and Inclusion is fundamental to fostering a sense of belonging for all students and staff in the School of Health Life Sciences and Education, ensuring equal opportunities for everyone while empowering them to reach their full potential”*



**Dr David Paulson,  
Executive Dean -  
Business School**

*“We’re developing the Business School to make it a first-choice destination for prospective students and colleagues. That means always being respectful to each other and receptive to everyone’s ideas and perspectives, no matter what our age or background or job title”*



**Emma Smith - Executive  
Director - Further  
Education Quality  
Enhancement**

*“Equality Diversity and Inclusion to me means embracing our shared humanity with care, warmth, and compassion. We should be interested and curious about diverse cultures, religions and values, as a way to understand and learn from one another”*



**Bec Tigue - Sixth Form  
Centre Principal**

*"At our sixth form, we celebrate diversity and embrace the unique qualities that make us special. Through shared human experiences, and a sense of belonging, we are united, building a stronger, more resilient community where compassion, empathy, and inclusivity thrive. Together, we create a world enriched by our differences, strengthened by our common humanity."*



**Jo Oguzie - Executive  
Director of Human  
Resources**

*“As the Executive HR Director, I am committed to creating a culture of belonging, where each individual is valued, respected, and has the opportunity to grow, contribute and succeed. Our strength lies in the diversity of our people—their unique backgrounds, experiences, and perspectives”*



**Haroon Bashir  
Head of Equality  
Diversity and Inclusion**

*“At University College Birmingham, I aim to create an inclusive environment where students and staff feel they belong. We strive to ensure everyone enjoys their experience, achieves their full potential, and advances toward a successful future”*

## **Equality, Diversity, and Inclusion Statement**

At University College Birmingham, we take pride in our diverse community, comprising staff and students from various backgrounds, including different ethnic heritages, international students, various religions and faiths, the LGBTQ+ community, and those with additional needs. We accommodate students with specific needs, such as dyslexia and autism, ensuring that everyone is welcome and respected here, regardless of their background.

University College Birmingham values social and cultural diversity and aims to ensure everyone will find the University to be an inclusive, safe and welcoming place to study.

- We are a learner focused organisation with values based on trust, integrity and respect.
- We seek to provide a working environment free from harassment, discrimination and victimisation.
- We will not tolerate any form of discriminatory behaviour against actual or potential learners, visitors or employees.

The University aims to actively promote equality of opportunity and challenge discriminatory attitudes. Equality, diversity and inclusion affect everyone as we all work in diverse teams with people of different genders, ethnic origins, sexual orientation, abilities, beliefs, values, and working styles.

We are committed to creating an inclusive university, where people are treated with dignity and respect and where we anticipate and respond positively to different needs and circumstances so that everyone can achieve their potential.

The University uses a range of events and activities including training and workshops to raise understanding and awareness with the aim of developing diversity and inclusion skills.

The University takes any allegation of hate, bullying, victimisation or harassment extremely seriously and will take disciplinary action in the event of any substantiated claim.

## Structure at University College Birmingham

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## OUR MISSION, VALUES AND REPUTATION

**Our 2021-2024 Strategic Plan sets an ambitious agenda for UCB's future that puts the communities and industries we serve at its heart.**

**This Plan provides an outline for the future direction of the University. It commits to a number of University-wide objectives, establishes how we will achieve them and how we will report and measure our progress.**

We are building this Plan from a good position, but in a period of radical change for both Further and Higher Education. We continue to be mindful of our mission, to provide opportunity and access to all who have the potential to succeed in education. Having undertaken a vast overhaul of our estate over the last ten years, we are continuing to invest in our Teaching and Learning infrastructure, with digital technologies and innovative ways of learning that are universally accessible being a key priority. We also commit in the Plan to sustainable, socially responsible operations and to ensuring as outstanding a student experience as possible for each member of our varied student bodies.

### »» OUR MISSION

**To promote and provide the opportunity for participation in the learning process by those with the ambition and commitment to succeed and to maintain a learning community that meets the diverse needs of our students, the economy and society at large.**

### »» OUR CORE VALUES

- Our Teaching and Learning will always be industry-led, research-informed and vocational in nature.
- The Corporation is deeply committed to fundamental values of equality of opportunity, mutual respect, diversity, integrity and community.
- The Corporation governs the University in accordance with the OfS Public Interest Governance Principles and the Nolan Principles of Standards in Public Life.

### »» OUR REPUTATION

The University is a specialist, globally-connected institution offering vocational education and training within a supportive learning community. There are extensive opportunities for educational progression, ranging from school-leavers and apprentices through to postgraduate students and adult learners.

We are dedicated to supporting our students and staff, and providing opportunities for personal and career development in a friendly, inclusive environment.

We are the strategic partner of choice for a wide range of employers and educational partners, reflecting a commitment to educational and training excellence, investment and financial stability.

# The legal framework for Equality, Diversity and Inclusion

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The Equality Duty 2010 covers the nine protected characteristics. It is unlawful to discriminate against any individual or group on the basis of one, or more, of these protected characteristics:

1. Age
2. Disability
3. Gender
4. Gender reassignment
5. Marriage and civil partnership
6. Pregnancy and maternity
7. Race
8. Religion or belief
9. Sexual orientation

The Duty requires the University to:

- publish information annually to show its compliance with the Equality Duty; and
- set equality objectives and publish them at least every four years after that.

The policy is available on the University's web site and contains information on how it complies with the Duty together with the objectives that it has set for that academic year. Although the Duty only requires the publishing of objectives every four years, the University does review and publish these each year to demonstrate impact. University College Birmingham remains committed to fulfilling these requirements and will continue to focus on its policies and procedures to ensure that this is achieved.

The Equality Act 2010 places a general duty on public sector organisations (including further and higher education institutions) to publish information that outlines how it is complying with the Equality Duty and how it is showing due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited under the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

University College Birmingham must meet this general duty both as an employer and as a provider of Further and Higher Education and show due regard to the duty across all its functions.

**The specific duties require public bodies to:**

- Publish relevant, proportionate information demonstrating their compliance with the Equality Duty.
- Set themselves specific, measurable equality objectives.

At least every three years thereafter, the University will publish equality objectives setting out how the requirements of the Equality Act will be met.

The Equality Objectives are:

**1. Establish EDI Champions and Staff Networks**

Establish a robust network of Equality, Diversity, and Inclusion (EDI) Champions and staff networks by 2025 to ensure all staff have a voice at UCB.

**2. Embed Inclusive Practices**

Develop and implement training programmes by 2026 to build confidence among all staff to embed inclusive practices in their daily work.

**3. Increase representation of Underrepresented Groups**

Achieve an increase in the representation of staff from underrepresented groups at all levels of the organisation by 2026.

**4. Develop an Inclusive Curriculum and reduce any awarding gaps**

Narrow and ultimately eliminate any awarding gaps between different groups of learners by 2026.

**5. Celebrate Diverse Backgrounds of Learners and Staff**

Implement initiatives by 2026 to ensure the diverse backgrounds of learners and staff are valued, recognised, and celebrated at University College Birmingham.

**6. Achieve External Recognition for Inclusivity**

Obtain at least three relevant kitemarks or charters by 2026 to demonstrate external commitment to inclusivity.

The HR and People Strategy 2023-2026 focuses specifically on Equality, Diversity and Inclusion at University College Birmingham.

UNIVERSITY COLLEGE BIRMINGHAM

## STRATEGIC PILLAR TWO:

WE WILL GROW A DYNAMIC,  
RESPONSIVE AND INCLUSIVE WORKFORCE

### Sub Area One: Equality, Diversity and Inclusion

The University takes its responsibility to be an inclusive institution seriously and has recently made senior appointments and developed additional training for colleagues to support this

commitment. However, we wish to further this commitment and continue to build a diverse and inclusive environment for our employees that reflects the communities we serve.

#### We will:

- 2.1 Continue to capture and monitor progress in quality data regarding Diversity and Inclusion. Provide managerial training to raise awareness of personal bias (in line with initiative 3.12).
- 2.2 Review the application and selection processes to promote inclusivity, for example, introducing blind shortlisting, promoting equality, diversity and inclusion within advertisements and strengthening selection criteria.
- 2.3 Encourage internal networking groups to support community and inclusion. Once established, continue to engage with these groups for areas of improvement.

### Measures of success

- Increasing percentage of data held versus employee numbers
- Completion of ongoing training
- Targets to be set to review Equality, Diversity and Inclusion data against students served
- Improvements in Equality, Diversity and Inclusion
- Number of internal networking events held
- An increase in the number of attendees at internal networking events
- Engagement of employees via feedback

## Meeting our Commitments: Students

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University College Birmingham has a wide range of policies, procedures and initiatives in place to ensure that learners from all protected characteristic groups are encouraged to attend the University, are supported and are successful in their education.

The University achieves this in the following ways:

- Prevent related training sessions (Prevent forms part of tutorials and induction).
- British Values posters are displayed around the organisation.
- British Values are embedded into lesson planning.
- Equality, Diversity and Inclusion information is contained within the student guide which all students receive at enrolment.
- University website has clear guidance on the University's stance on Equality and Diversity, its practices and procedures.
- Easily accessible premises.
- A user-friendly application and enrolment process with support mechanisms in place
- A student portal giving information on the University's focus on the promotion of equality.
- Posters and displays around university premises advertising equality and providing supportive information such as anti-bullying campaigns.
- A comprehensive induction process highlighting equality and success for all.
- Effective learner support arrangements covering the assessment of learner needs and educational and emotional support.
- A programme of individual and group tutorials for all learners focusing on aspects of equality.
- Learner feedback is gathered and analysed each academic year with equality, diversity and inclusion issues highlighted and dealt with as necessary.
- The provision of support from specific groups and sessions such as the Lesbian Gay Bisexual Transgender (LGBTQ+) group.
- University safeguarding procedures are in place and available to all learners.
- The establishment of a University Equality, Diversity and Inclusion Forum that will review and improve inclusivity arrangements.
- The promotion of equality and diversity in the classroom by the use of lesson plans and schemes of work.
- Strong external links providing the University with equality advice and guidance.

## Meeting our Commitments: Staff

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The University values the diversity of its workforce and supports all individual needs in order for all staff to reach their full potential regardless of barriers. The University works hard to provide a comprehensive and effective approach to equality and the promotion of the elimination of all types of discrimination. This is achieved in the following ways:

- Relevant Prevent training is in place for all staff and is mandatory.
- Prevent Duty information is provided within the induction process.
- Prevent Duty and British Values information is displayed around the sites.
- Regular publicity items are displayed showing the university's diverse range of learners and staff.
- Recruitment is advertised in a number of publications and media to ensure coverage to all groups.
- A robust recruitment and selection processes is in place to eliminate discrimination.
- A comprehensive induction process promoting the University's approach and arrangements for equality, diversity and inclusion.
- There is a mandatory requirement for the completion, by all staff, of online training packages covering equality, diversity and inclusion as well as safeguarding.
- Canvas and University websites explicitly promote equality
- Posters and displays around the University premises promote the inclusion of all individuals regardless of race, religion, gender etc.
- An Equality and Diversity Forum is in place to support and direct staff from all backgrounds and characteristics,
- Staff meetings with the Executive Management Team proving open communication.
- There is an effective Line manager structure to provide support to all staff.
- HR department provide training, as well as alternative confidential support and action mechanism.
- All staff can access occupational health provision including mental health first aiders, counselling services and support.
- Grievance and Harassment procedure is in place to provide a final mechanism for the dealing of unacceptable behaviour.

## Meeting our Commitments: Governors

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The University's Governor profile is diverse and monitored throughout the year. Governors understand the equality culture of the organisation and advocate for the University's equality approach by:

- Following a recruitment process which provides early information on the University's equality culture.
- Having an induction process which covers the University's equality approach and a training plan that expects equality and diversity training to be undertaken as part of early requirements.
- Receiving updates and training through meetings and workshops, including up to date training on the Prevent Duty.
- Appointing a link Governor who attends the Equality and Diversity Forum meetings during the course of the year.

Equality and Diversity is addressed across all governance committees, including:

- analysis of student recruitment, retention and achievement.
- review of employment arrangements around equality and diversity.
- reflection on the profile of the University's staff but overall responsibility for review of policy, strategy and performance remains with the Corporation.

# Roles and Responsibilities

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## STATEMENT

University College Birmingham believes that Equality, Diversity and Inclusion (EDI) is everyone's responsibility (students, staff, employers, partners, stakeholders and visitors) and that everyone has a role to play in the successful implementation of this Single Equality Strategy (SES)\* across the organisation.

The Principal and Chair of Governors have overall responsibility for this Single Equality Strategy and ultimate accountability for compliance with the organisation's equality obligations.

Please note the term Single Equality Strategy (SES) is used interchangeably with the Equality, Diversity and Inclusion policy and action plan.

## The Governing Body

The Governors are fully supportive of the above statement and are responsible for ensuring that:

- University College Birmingham complies with the law and meets all its duties, including the general and the specific duties.
- The Single Equality Strategy and its procedures are followed.
- The University's commitment to equality is promoted.
- Adequate resources are made available for the implementation of the Single Equality Strategy
- The University's Strategic Plan includes a commitment to equality, and fosters a positive ethos with regard to diversity, and the elimination of discrimination.
- The Corporation receives and responds to reports on recruitment, retention, achievement and success rates for students from different backgrounds and to information regarding staff, equality objectives and priorities.
- Governors are properly trained in their duties under this legislation.

**Executive Management Team (EMT)** are responsible for:

- Overall implementation of our equality commitments and the promotion of equality.
- Leading in creating a positive, inclusive environment in which everybody is treated with respect and dignity.
- Assessing the impact of any current and future policies in relation to equality.
- Ensuring monitoring information is collected, analysed and regularly reported.
- Ensuring that the procedures for the recruitment and promotion of staff follow best practice in equal opportunities.
- Embedding equality and diversity into all Quality assurance processes and mechanisms
- Implementing systems that deal with incidents of discrimination or harassment

effectively, and taking action against staff or students who discriminate for any reason.

- Promoting equality and diversity through curriculum planning, learning and teaching methods, classroom organisation, assessment procedures.
- Arranging educational visits, student induction, Study Programmes and Progression, Achievement and Development.
- Consulting staff, students, parents and employers on equality and diversity.
- Ensuring that all premises and facilities are accessible.
- Ensuring that the procedures for procurement are inclusive and open to all.
- Heads of Department and Course Team Leaders are responsible for promoting and implementing the Single Equality Strategy within their areas of responsibility.

**The Senior Management Team (SMT)** has responsibility for the Equality and Diversity agenda for students and will:

- Monitor and report on the recruitment and outcomes (retention, achievement, success rates, progress and destination) of different groups of students.
- Gather student quantitative and qualitative information and share it with Heads of School to ensure that this information is used effectively to improve equality.
- Gather local information that will help Heads of School to target recruitment of specific groups of students.
- Ensure that Equality and Diversity is embedded within all quality improvement activities such as observations of teaching and learning, Subject Review, Boards of Study, Academic Board self- assessment reports and any other quality improvement activities.
- Ensure that students are made aware of this policy and understand Equality and Diversity issues and their rights and responsibilities through an effective induction, tutorial and enrichment programme.
- Give a consistent and high-profile lead on equality, diversity and inclusion.
- Develop, overseeing the implementation, monitoring and reviewing of this Single Equality Scheme through involvement and consultation.
- Coordinate the promotion of equality, diversity and inclusion across the organisation with other departments such as School Liaison, Marketing, Admissions, Careers and other stakeholders.
- Work with the relevant staff to ensure that EDI are effectively embedded in teaching, learning and assessment.
- Work with the relevant staff to ensure that EDI are part of the student journey (induction, tutorials, enrichment).
- Oversee the planning and co- ordination of awareness raising events.

**The Director of Human Resources and Head of Equality and Diversity** will oversee the Equality and Diversity agenda for the workforce and will:

- Have responsibility for the development, implementation and monitoring of staff development opportunities, staff consultation, and guidance and support on all matters relating to equality.
- Take steps to have a staffing profile which is reflective of sector averages and the local population and approve the use of positive action in recruitment where appropriate.
- Compile regular reports on staffing in terms of equality indicators for the EDI Forum and produce reports detailing staffing information relating to demographics, pay gaps, grievances and disciplinary action.
- Organise events and activities to raise awareness of EDI and ensure that all staff understand Equality and Diversity issues through a rolling programme of staff development.
- Ensure that development events are open and accessible and that wherever possible they meet the needs of all the individuals.
- Ensure that complaints of discrimination, harassment and bullying among staff are investigated in line with the organisation's procedures.
- Take the lead responsibility for carrying out impact assessments on all HR policies and acting on the results.
- Gather the range of staff quantitative and qualitative information and ensure that this information is used effectively to improve equality.
- Publish an annual report on Equality, Diversity and Inclusion.

**Director of Estates and Facilities** is responsible for communicating the strategy to all contractors University College Birmingham works with and for ensuring that all the facilities are accessible.

**The Finance Director** is responsible for communicating the Scheme to all contractors with whom University College Birmingham partners with and for ensuring that all the procurement processes comply with the organisation's legal obligations in relation to equality and diversity.

**Director of Marketing and Admissions** is responsible for ensuring the University's publicity materials present appropriate positive and non- stereotypical messages about people from different groups. The University regularly reviews its marketing approaches to ensure full utilisation of differentiated marketing methods to engage and retain all students.

**Academic staff** at University College Birmingham will be responsible for:

- Including EDI themes in the curriculum and/or encouraging students to consider aspects of the subject that relate to EDI.
- Considering whether and how the course meets the needs and contributes to a sense of belonging of students from diverse backgrounds (e.g. students with a disability, students from the LGBTQ+ community, students from ethnic minorities, women)
- Including more work of authors from black or other minority backgrounds in course reading lists.
- Including case studies, positive examples and authors from the global south and other world regions.
- Promoting a classroom culture that is inclusive and anti-racist, that sets standards of behaviour for positive and respectful interactions.
- Adjustments to the way assessment is carried out so that we can contribute to reducing the awarding gap.
- Inviting guest lecturers and speakers from diverse backgrounds, that contribute to the diversity of the teaching team and of business role models.

**Professional Services staff and all students** at University College Birmingham will be responsible for:

- Ensuring that all staff, students and visitors are treated with respect and feel safe at University College Birmingham.
- Celebrating and embracing differences so everyone at University College Birmingham can feel proud about their heritage, identity and background without any fear or discrimination.

**The Guild of Students** will be responsible for supporting an inclusive and welcoming community for all students. The Guild will do this by:

- Gathering and sharing students' feedback about their experiences at UCB and the wider community whilst studying.
- Representing students' views to UCB at appropriate forum.
- Informing students of their rights and signposting students to assistance when appropriate, including the UCB complaints process or external agencies.
- Training student leaders to develop their literacy and confidence relating to equity, diversity, and inclusion.
- Responding to any concerns about the Guild or its services in a timely, fair, and transparent manner.

**The Equality, Diversity and Inclusion Forum** will meet three times a year and is responsible for:

- Reviewing and updating the progress of the Equality Objectives
- Actively promoting equality, diversity and inclusion among staff, students and all other stakeholders to promote the University's equality and diversity agenda.
- Overseeing the implementation of legislation relating to Equality, Diversity and Inclusion in all aspects of the University's' activity.
- Ensuring that the University has a comprehensive Equality, Diversity and Inclusion strategy in place which will embrace all aspects of the University's operations.
- Ensuring that the University has policies and working practices to promote equality of opportunity and prevent harassment, bullying and discrimination and to safeguard children and vulnerable adults, including Prevent.
- Identifying training needs and appropriate training to ensure all staff understand their roles and responsibilities in relation to EDI. Ensure that all Training and Development activities promote and embed EDI.
- Monitoring all key Equality, Diversity and Inclusion data in relation to staff and students, identify issues to be addressed and agree actions to rectify.
- Demonstrating how well students' knowledge and understanding of equality, diversity and inclusion, and preparation for living and working in a multi-cultural society, are reinforced through their programme of study.
- Ensuring that issues relating specifically to protected characteristics are identified and appropriate actions for remedy proposed.
- Developing links with appropriate external agencies.
- Establishing effective strategies to deal with international, national and local current affairs that may directly or indirectly have an impact on staff and students at the university (e.g. the recent summer riots, and the ongoing conflict between Israel and Palestine).

## Key Contacts at UCB

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## **Appendix A: Reporting Discrimination, Harassment or Bullying**

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All staff are responsible for recognising and dealing informally with any incidents of bias, stereotyping or discrimination. Where a learner wishes to report an incident of bias or stereotyping or discrimination the personal coach or a member of the teaching team will be happy to discuss the matter.

Should staff feel that an incident of bias or stereotyping or discrimination has occurred they should report it to their Line Manager and/or through use of the University's Harassment or Grievance Procedure.

### **Staff**

Please report incidents to your Line Manager, a member of the University Leadership Team, a member of HR or a Union Representative. Formal cases will be dealt with through the Harassment Procedure, Grievance Procedure and/or the Disciplinary Procedure as appropriate to each individual case.

### **Learners**

Please report incidents to your Tutor, your Head of School, a member of Student Services or the University Leadership Team. The formal process is detailed in the bullying procedure.

### **Reporting Hate Incidents**

A hate incident is any type of incident perceived to be racist, homophobic or driven by other prejudice by the victim or any other person. If you experience or witness a hate incident, please report it to the Head of Equality, Diversity and Inclusion or the Safeguarding Team.

### **Cyber Bullying and Harassment (Social Media)**

Bullying and harassment by the University community which takes place outside of the university that impinges on staff or students' welfare/wellbeing will be dealt with in accordance with the University policies and procedures.

## Appendix B: Glossary of Terms

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### **Antisemitism**

According to the International Holocaust Remembrance Alliance (IHRA); antisemitism is: “a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.”

### **Equality**

‘Equality’ means treating all groups of people fairly, providing equality of opportunity and removing barriers to success. It is not about treating everybody the same because different people have different needs. For example, making reasonable adjustments for disabled people (like providing additional time in exams for dyslexic learners) removes barriers to equality of opportunity and helps prevent discrimination. Increasing our understanding of the needs of different groups of people promotes good relations between people.

### **Equality Protected Characteristics**

Equality laws exist to protect the groups of people who have traditionally faced discrimination. These groups of people share ‘equality protected characteristics’ such as age, disability (including physical, mental and learning impairments), race, sex, pregnancy, maternity and breastfeeding, gender identity, marriage or civil partnership status, religion or belief and sexual orientation. Everyone has several of these protected characteristics therefore everyone is protected by equality legislation from discrimination in education, at work and in other situations.

### **Diversity**

Valuing diversity means we consider visible and non-visible individual differences, which include personal characteristics such as background, culture and personality in addition to the equality protected characteristics. The aim of managing diversity is to realise the potential of every individual learner and staff member.

### **Ethnicity**

A strict definition of an ethnic group is a group regarded as a distinct community by virtue of certain essential characteristics - a shared history which distinguishes it from other groups and a cultural tradition of its own. The expression “ethnic monitoring” is used in reference to groups defined by colour, race or national origin as well.

### **Gender**

The word ‘gender’ is often used in place of the word ‘sex’ in equality issues. ‘Gender’ does not appear in legislation (except for ‘gender re-assignment’ - see below) but ‘sex discrimination’ and ‘gender discrimination’ are generally interchangeable.

## **Gender Identity**

Gender identity can be defined as a personal belief of an individual seeing themselves as male or female (or rarely, both or neither).

## **Gender Re-assignment**

Gender reassignment is a process undertaken under medical supervision for the purpose of reassigning a person's sex by changing physiological or other characteristics of sex.

## **Islamophobia**

The Runnymede Trust defines Islamophobia as 'unfounded hostility towards Islam. It refers also to the practical consequences of such hostility in unfair discrimination against Muslim individuals and communities, and to the exclusion of Muslims from mainstream political and social affairs'

## **Race** (includes ethnic or national origins, colour or nationality)

People may define their racial group by their country of birth, their nationality, their skin colour or their ethnic group.

## **Religion or belief**

The term "religion or belief" means any religion, religious belief, or similar philosophical belief. It also includes 'no' religion. This does not include any philosophical or political belief unless it is similar to religious belief.

## **Sexual Orientation**

Whether a person is attracted to people of their own sex, the opposite sex or both sexes. Assumptions and perceptions of a person's sexuality are also covered by law.

## **Targets**

These can be percentages of under- represented groups that employers or education providers aim to achieve in the make-up of students and/or their workforce as part of their equality action plan. It is unlawful to use a target as a reason for selecting someone, but it is not unlawful to take steps to get more qualified applicants from particular groups.

## **Transsexual/Transgender**

See 'Gender Reassignment'.

## **Harassment**

Harassment is defined as "unwanted conduct related to a relevant protected characteristic that has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual". Harassment may include unwanted behaviour that makes you feel uncomfortable, even if it was not intended to do so, and even if it was not directed at you personally. It can consist of verbal abuse, racist jokes, insensitive comments, leering, physical contact, unwanted sexual advances, ridicule or isolation. For example, a member of staff makes comments on a student's sexuality in a way that makes the student feel uncomfortable.

## Discrimination

There are different types of discrimination:

**Direct discrimination** is treating a person worse than another because of an equality protected characteristic. For example, a university only shortlists male applicants for interview because they assume women will not fit in. A person can experience direct discrimination because of a protected characteristic, even if the person does not have the characteristic himself or herself.

Discrimination based on **'perception'** occurs when someone is treated worse because they are thought to have a protected characteristic, whether correctly or incorrectly. For example, a university decides not to promote a female employee because senior staff believe her to be pregnant, irrespective of whether she is pregnant or not.

Discrimination because of **'association'** with someone who has a protected characteristic occurs when, for example, an employee is overlooked for promotion because their partner has undergone gender reassignment.

**Indirect discrimination** is when the same rule is applied to everyone, but it has a worse impact on people with a particular protected characteristic and cannot be justified. For example, an employer who requires staff to commit to working from 8pm to 11pm every evening indirectly discriminates against women, who are more likely to be primary carers of children.

**Disability-related discrimination** or 'discrimination arising from disability' and failure to make reasonable adjustments are forms of discrimination unique to disability, that involve treating a disabled person in a particular way that, because of their disability, amounts to treating them unfavourably. For example, a student with diabetes, carrying medication related to their condition, is refused entry by the University to an event with a no drugs policy.

## Victimisation

Victimisation means treating someone worse than another because s/he has asserted their legal rights in line with equality legislation or helped someone else to do so. For example, a learner alleges that they have encountered racism from a tutor, and as a result they are ignored by other staff members.

## Bullying

Bullying is a form of abuse involving persistent, offensive, abusive, intimidating or insulting behaviour, abuse of power or unfair penal sanctions which makes the recipient feel upset, threatened, humiliated or vulnerable. Bullying may be emotional, verbal or physical and it is not always obvious or apparent to others. It can be between two individuals, or it may involve groups of people. Bullying, harassment and discrimination can occur in any media, not just face-to-face actions. For example, it may take the form of written communications, by phone, email, social networking sites, by SMS (texting), screensavers or posters.

**Safeguarding** is about the protection of children and vulnerable adults and our approach is detailed in our **Safeguarding Policy** [safeguarding-policy-2023-april-24.pdf \(ucb.ac.uk\)](#)

## Appendix C: Staff Profile for 2024

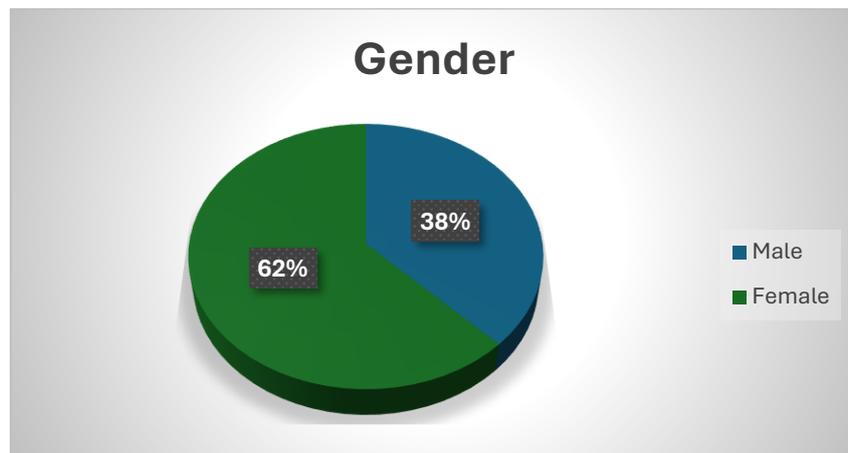
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### Staff Statistics

The following is a snapshot of the breakdown of 771 staff employed by the University as of Sept 2024

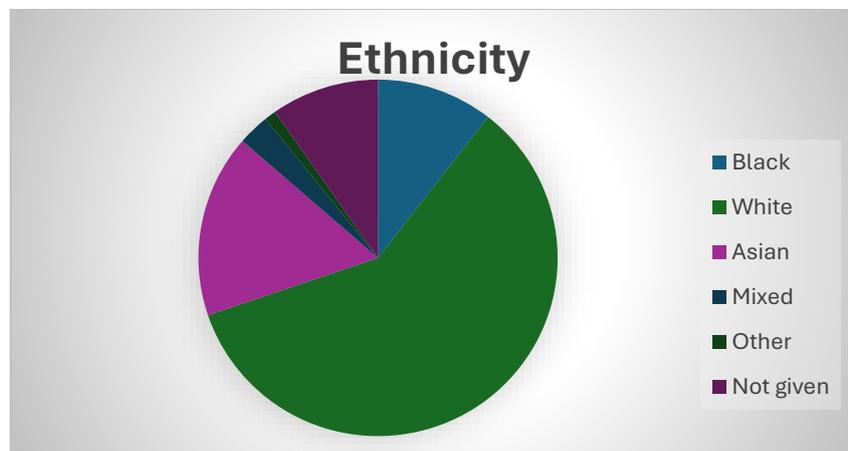
#### Gender

- 62% (481) of the workforce are female
- 38% (290) of the workforce are male



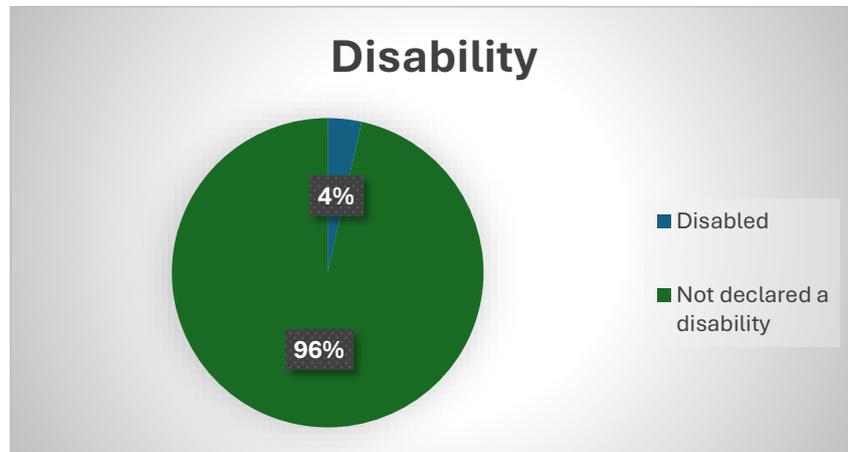
#### Ethnicity

- 59% of staff are White (457)
- 17% of staff are Asian (128)
- 11% of staff are Black (81)
- 3% of staff are Mixed (22)
- 1% of staff identify as Other (8)
- 10% of staff did not declare an ethnicity (75)



## Disability

- 4% of staff declared a disability (27)
- 96% of staff did not declare a disability (744)



# Appendix D: Student Profile for 2023/24

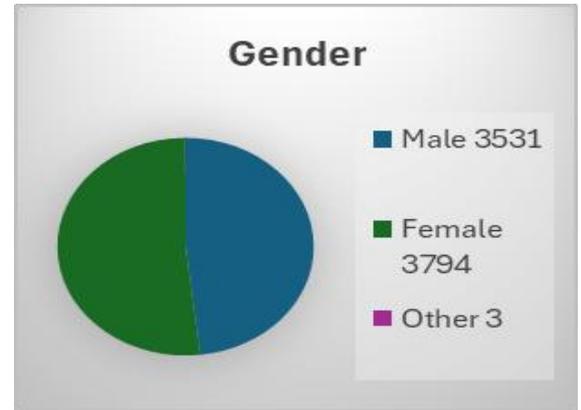
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## HIGHER EDUCATION (INCLUDES HIGHER APPRENTICESHIPS)

There were 7,328 learners enrolled at the University

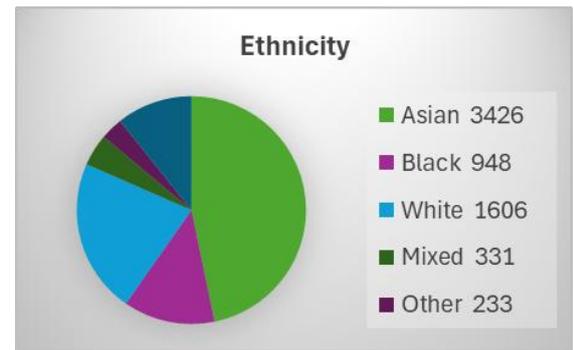
### Gender

52% (3,794) female learners  
48% (3,534) male learners  
(3 learners identified as other)



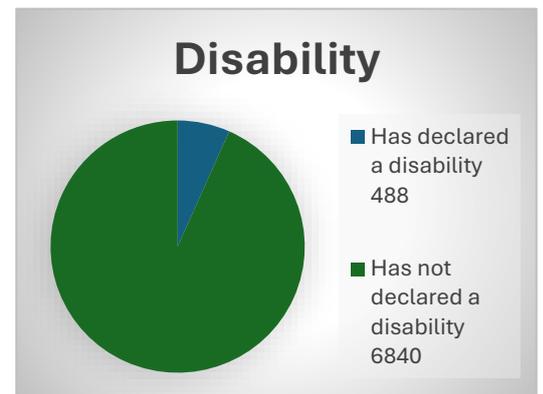
### Ethnicity

22% of learners are White (1,606)  
47% of learners are Asian (3,426)  
13% of learners are Black (948)  
5% of learners are Mixed (331)  
3% of learners identify as 'Other' (233)  
11% of learners did not declare an ethnicity (784)



### Disability

7% of learners declared a disability (488)  
93% of learners did not declare a disability (6,840)



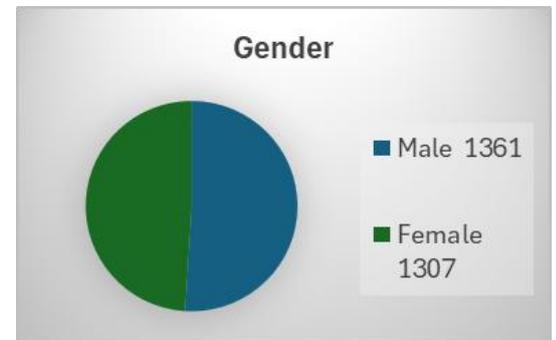
## FURTHER EDUCATION

There were 2,668 learners enrolled in Further Education

### Gender

49% female learners (1,307)

51% male learners (1,361)



### Ethnicity

24% of learners are White (645)

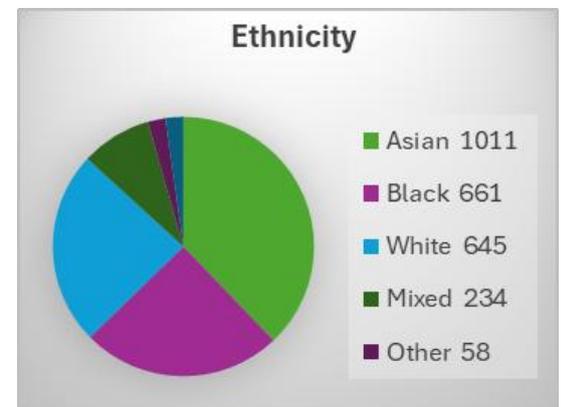
38% of learners are Asian (1,011)

25% of learners are Black (661)

9% of learners are Mixed (234)

2% of learners identify as Other (58)

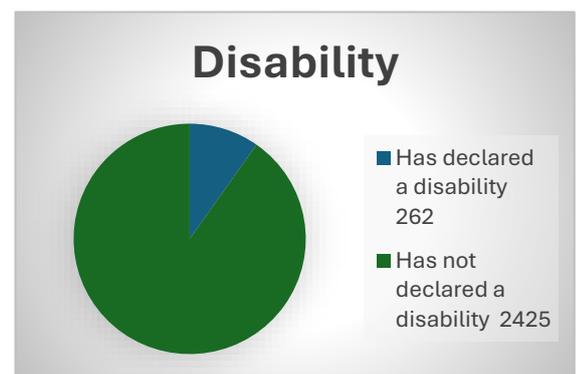
2% of learners did not declare an ethnicity (59)



### Disability

10% of learners declared a disability (262)

90% of learners did not declare a disability (2,406)



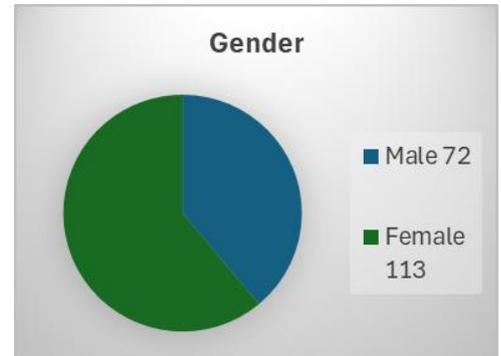
## APPRENTICESHIPS

There were 185 learners enrolled on an apprenticeship at Levels 2 and 3.

### Gender

61% female learners (113)

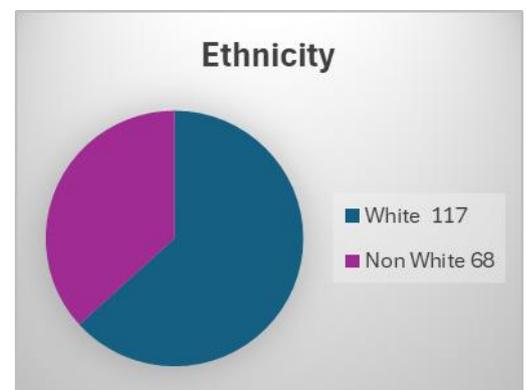
39% male learners (72)



### Ethnicity

63% of learners are white (117)

37% of learners are non-white (68)



### Disability

4% of learners declared a disability (7)

96% of learners did not declare a disability (178)

