

# DIVERSITY RESOURCES PROJECT

**Leadership  
Foundation**  
for Higher Education

# DIVERSITY RESOURCES PROJECT

## FOREWORD

I was delighted to accept Diane Bebbington's invitation to write a foreword to her report on diversity resources.

The Leadership Foundation for Higher Education (LFHE) was formally launched by the Chancellor of the Exchequer on 24 March 2004. As Diane says, our aim is to ensure that the leadership, governance and management (LGM) of higher education (HE) institutions in the UK is regarded as world-class and that the practice of excellence in leadership is recognised and held in high esteem by the HE sector. Our more general aim is to serve the diverse leadership development needs of the 167 HE institutions in the UK.

To meet these aims, the Leadership Foundation is carrying forward a number of work programmes and flagship projects. One of the most important of these projects is to promote diversity by assisting in the creation of a larger pool from which future leaders, governors and managers in HE can be drawn. This will help to correct the current under-representation of women, ethnic minorities and those with disabilities in LGM positions in HE.

This report arose from the strong desire of our Diversity Advisory Group to give pragmatic support to practitioners in diversity. Many training and learning resource materials currently exist but are not always shared across the HE sector. We hope that this report will go some way towards addressing this issue.

It is with great pleasure, therefore, that I commend this report to you. I hope you will find it useful and that it will help you to embed diversity in all your institution's activities.



Ewart Wooldridge CBE  
Chief Executive  
Leadership Foundation for Higher Education

## EXECUTIVE SUMMARY

The Leadership Foundation for Higher Education commissioned this project on diversity resources used in the HE sector. The project was prompted by concern that a range of resources were being used but that these were not shared across the sector. The report has been prepared by Knowledge Perspectives, a social research company experienced in equality and diversity issues. While not being based on an extensive survey of all the available material, the report reviews key diversity resources and concludes that though much work has been done in the sector on equality and diversity, existing resources are unevenly distributed and are more likely to have become well-developed as a result of funding opportunities. The report makes recommendations to the sector on the future development of diversity resources.

### Aims and methods

In order to achieve the aim of ensuring resources currently in use are shared across the sector, the project sought to:

- liaise with key stakeholders to identify resources and any gaps in provision;
- compile a report with these resources.

Thirty-three diversity resources were examined and analysed according to their aims, users of the resources, those who should benefit, nature of the resources and topics covered.

### Findings

The aims of the resources are diverse, from overseeing and co-ordinating initiatives to hands-on projects that seek to advance the achievements of under-represented groups. Regarding users of the resources, many initiatives cited in the report are targeted at more than one sector within education, including Further Education (FE), schools and colleges. Others have been developed for both the public and private sectors but may be adapted for use in HE. In terms of implementation, a number of resources, particularly those developed for disabled students, are primarily used by academic and learning support staff, while others are intended for staff at all levels of the organisation. With regard to who should benefit, many resources are targeted at specific groups for example, people from lower socio-economic groups. However, many of the producers of the resources point out that all stand to gain from these initiatives and that in order to effect change, this agenda needs to be taken on board from the highest level of institutions downwards.

Topics covered by the resources are

- diversity
- age
- disability
- ethnicity
- gender
- socio-economic group
- sexual orientation.

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There are no resources for religion and belief and few for age, sexual orientation and gender. Disability is relatively well covered for students and many resources for HE staff take a general approach to equality and diversity. There are no resources for staff that deal specifically with disability, religion and belief or socio-economic group. Regarding the nature of the resources, these take the form of

- online training and information
- project work
- reports
- hands-on training

Some projects use several of these media and may provide substantial ongoing support to users.

## Selecting resources

The report gives guidance on how to select equality and diversity resources, highlighting the need to be aware of the broader picture as well as local circumstances. Issues that need to be taken into account include developments in UK and EU equality law, government policy on HE and the nature of the particular community an institution serves and from which it draws its students and staff. These considerations can assist institutions in selecting the resources that best meet their needs as well as highlighting areas where materials need to be developed. Diversity resources must be used in the context of clear institutional policies on equality and diversity and their effects should be evaluated.

## Conclusion

While many diversity resources exist, this project identifies significant gaps; efforts need to be made by the sector to address these. Any new resources need to be developed with a holistic approach to equality and diversity.

## ACKNOWLEDGEMENTS

The Leadership Foundation commissioned and funded the Diversity Resources Project on which this report is based.

### **Thanks are due to members of the Leadership Foundation's Diversity Advisory Group for their feedback on drafts of the report:**

Professor Madeleine Atkins, Coventry University  
Professor Raman Bedi, King's College London  
Dr Val Chapman, University of Worcester  
Professor Susan Price, University of East London  
Dr Andy Wilson, Loughborough University

### **Colleagues who took part in face-to-face meetings were:**

Tracy Allan, Higher Education Funding Council for England  
Dr Simon Ball, TechDis  
Una Bartley, Universities Scotland  
Professor Raman Bedi, King's College London  
Dr Val Chapman, University of Worcester  
Chris Connelley, London School of Economics  
Erica Halvorsen, Equality Challenge Unit  
Parinbanu Hirji, Loughborough University  
David Lott, Scottish Funding Council  
Dr Peter McCaffrey, London South Bank University  
Ellen Pugh, London School of Economics  
Ruth Thei, Higher Education Funding Council for England  
Dr Liz Thomas, Higher Education Academy  
Marilyn Tyzack, Iris Consulting  
Charles Welsh, Scottish Funding Council  
Dr Andy Wilson, Loughborough University

### **Further information on diversity resources was given by:**

Kate Heasman, NATFHE  
Sarah Lewis, Coventry University  
Charlotte Nielsen, AUT  
Professor Karen Ross, Coventry University

Knowledge Perspectives also wishes to thank Jeanette Hobson for secretarial support, Peter Mott for IT support and all the organisations who produced the materials for checking the information presented in the report.

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## INFORMATION ABOUT THE PROJECT TEAM

The Project was managed from the Leadership Foundation by Anne Sibbald and Rob Robertson and from Knowledge Perspectives by Dr Diane Bebbington.

### Anne Sibbald

Anne Sibbald is currently Director of Leadership Development and Diversity at the Leadership Foundation. She has held a number of roles in other organisations including, Heriot-Watt University and the NHS, and was Head of Global Diversity for the Royal Bank of Scotland Group. Anne has a particular interest in dignity at work and has led a number of workshops and seminars around this topic.

### Rob Robertson

Rob Robertson was Senior Project Officer at the Leadership Foundation. Rob previously worked for many years at the Department of Trade and Industry and has a trade and investment facilitation background. Amongst other things, Rob supported Anne Sibbald on diversity matters and Professor Robin Middlehurst on research and international activities. Rob provided logistical support to Diane from the beginning of the project.

### Dr Diane Bebbington

Dr Diane Bebbington is Director of Knowledge Perspectives, a social research company based in London. Diane is a social scientist with special interests in research policy, equality and diversity, the sociology of science and women as providers of health care. She received a doctorate in sociology from the Institute of Education. She has worked in both policy and academic environments and one of her most recent tasks was to manage, for Universities UK, a project undertaken by Evidence Ltd.

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# 1 INTRODUCTION

This report is a compilation of diversity resources that may be used by organisations and individuals at all levels who are concerned with achieving equalities in Higher Education (HE) in the United Kingdom. The Leadership Foundation for Higher Education identified a need to collate materials currently in use into one document and commissioned Knowledge Perspectives, an independent research company with a background in policy and research in equalities, to undertake this project. Work began on the project in November 2005 and was completed in February 2006.

## Leadership Foundation for Higher Education

The Leadership Foundation for Higher Education (LFHE) was set up to provide support and advice on leadership, governance and management for all UK universities and HE colleges. Officially launched in March 2004, the Leadership Foundation was established by Universities UK and the Standing Conference of Principals. It receives significant funding from the four UK Higher Education Funding Bodies – the Higher Education Funding Council for England (HEFCE), the Scottish Funding Council (SFC), the Higher Education Funding Council for Wales (HEFCW) and the Department of Employment and Learning in Northern Ireland (DELNI). The Leadership Foundation's vision is:

That the leadership, governance and management of UK Higher Education Institutions is regarded as world-class and the practice of excellence in leadership is recognised and held in high esteem by the higher education sector ([www.lfhe.ac.uk/about/miss.html](http://www.lfhe.ac.uk/about/miss.html)).

The mission of the Leadership Foundation is to deliver major contributions towards a number of areas. These include equipping current and future HE leaders with the skills appropriate to delivering improvements in the sector and responding to future challenges.

## Leadership Foundation and Diversity

A further aspect of the Leadership Foundation's mission is to make a significant contribution towards:

... promoting equality and diversity by creating a larger pool from which future leaders, governors and managers within higher education can be drawn ([www.lfhe.ac.uk/about/miss.html](http://www.lfhe.ac.uk/about/miss.html)).

This part of the mission is reflected in the values to which the Leadership Foundation aspires, namely respecting equality and diversity.

The Diversity Strategy was implemented just after the inception of the Leadership Foundation and this resulted in the formation of the Diversity Advisory Group. The Strategy aims to transform positive rhetoric on equality and diversity into more practical changes that will result in:

- the active promotion of equality and diversity and a more open and inclusive culture;
- the appointment of leaders at all levels who reflect the composition of the staff, student population and wider society that they serve.

In support of these aims the Leadership Foundation has initiated a number of activities and projects in the HE sector, including the Diversity Resources Project.

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## Diversity Resources Project

The Diversity Resources Project arose from the Diversity Advisory Group's enthusiasm to give pragmatic support to practitioners in equality and diversity. The Group noted that many training materials currently exist but are not necessarily shared across the sector. In order to achieve the aim of ensuring resources currently in use are shared across HE, the key stages of the project were to:

- liaise with key stakeholders to determine the current provision of diversity resources and to identify any gaps
- compile a report with these resources for use across the HE sector
- report to the Diversity Advisory Group with key findings at the end of the three months

## Structure of the report

Section 2 of this report gives the rationale for the project, beginning with a consideration of why equality and diversity are high on the agenda of HE. It looks at some general trends in HE, including the huge expansion in student numbers, the internationalisation of the student body and the composition of the HE workforce. It then considers the rise of social movements that have been campaigning for equal rights, the increasingly legislative environment surrounding equality and diversity and the benefits of equality and diversity articulated in terms of 'the business case'. The importance of training in equality and diversity is considered in the light of findings from recent research funded by the HE funding councils of Wales, Scotland and England (Higher Education Funding Council 2005).

Section 3 presents the methodology for the project, describing how the materials were selected and how they were analysed. Section 4 contains a summary table of all the resources setting out the title of each piece of work and the main aim of this work. Section 5 gives descriptions of each set of materials. The discussion gives an overview of the resources, highlights gaps in diversity resources and gives guidance to HE institutions on how they may select resources appropriate to their needs.

## 2 WHY ARE EQUALITY AND DIVERSITY HIGH ON THE AGENDA?

Never before have equality and diversity been so high on the agenda of HE. In its 2005 Annual Report (page 23), the Leadership Foundation states that “Diversity is a central component of the culture of an institution and that leadership behaviour crucially influences and defines that culture”. The equality and diversity agenda is being driven by many factors, including changes within the HE sector itself, social movements that have continued to press for change, increasing legislative requirements and the ‘business case’ for equality and diversity. A number of events in recent years have precipitated a more strongly focused approach to achieving racial equality, in particular the inquiry following the death of Stephen Lawrence and subsequently the Macpherson Report (Macpherson, 1999) that made recommendations as to how to combat institutional racism.

Much work from within the sector has sought to promote equality and diversity in HE, including that of equality and diversity practitioners and staff at all levels who are championing equality and diversity issues. A significant step was made in 2002 with the setting up of the Equality Challenge Unit (ECU) ([www.ecu.ac.uk](http://www.ecu.ac.uk)). The ECU states that it serves the sector through a number of activities including working with HE institutions, offering advice, representing the sector to the press and public on equal opportunities issues and advising other agencies in the sector. The ECU grew out of the work of the Commission on University Career Opportunity (CUCO) that was set up in 1994. CUCO had already made substantial progress in examining equal opportunities in HE employment and making recommendations on good practice.

### Trends in Higher Education

A major trend within HE has been expansion. Up until the Second World War only three per cent of the population attended British universities and these were predominantly young men from the ruling class (Morley 1999). Over the last half a century the student body has rapidly increased with much of this increase being made up of what were previously seen as ‘non-traditional’ students, including women and people from Black and Minority Ethnic backgrounds. Recent years have witnessed considerable efforts by policy-makers to increase the proportions of people from lower socio-economic groups entering HE, but this increase has been very slow. Recent figures show that in Scotland there has been a very gradual increase in the proportion of people from more deprived areas entering HE. Furthermore people from these backgrounds are more likely to gain entry to the post-92 universities (Scottish Higher Education Funding Council, 2005).

A further factor is the influence of globalising economic, political and social relations. A major effect of globalisation on HE has been the internationalisation of both the student and staff bodies. In 2003 the UK was second only to the USA amongst the OECD countries in terms of its share of the global foreign student market. A significant proportion of staff in teaching and research roles are from overseas; for example, 17% of academic staff in Scottish universities are not British and these staff represent 115 countries worldwide (Universities Scotland, 2005).

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That certain groups may be under- or over-represented within the student and staff bodies and in different types of institutions is clear from sectoral data. Statistics from the Higher Education Statistics Agency, for example, indicate gendered patterns of employment in universities. In 2003/04 women made up 40% of all staff in academic posts in the UK and 62.2% of the workforce in all other areas of employment in HE. They were the vast majority of library and secretarial staff and were a considerable proportion of employees in human resources departments, student welfare and careers guidance (HESA, 2005a). Though the numbers of women academics are increasing, only 15% of professorial posts in 2003/04 were held by women (HESA, 2005b).

## Social movements

Significant drivers for change have come from social movements including the women's movement, the disability movement, groupings of people from ethnic minorities, organisations representing lesbian, gay, bisexual and transgender individuals and other marginalised groups. These have been supported by national organisations such as the Disability Rights Commission, the Commission for Racial Equality, the Equal Opportunities Commission and Stonewall. These groups have lobbied widely for heightened awareness around the many forms that discrimination may take and have consolidated the case for better treatment. In HE, new areas of academic study have developed around these activisms. Not only have these grown in their own right, they have challenged and pushed forward established disciplines into new territories and created exciting synergies amongst seemingly disparate subjects.

## Legislation

There is an increasingly complex set of legislative changes with which universities are required to comply. Significant progress has been made by the Equality Challenge Unit ([www.ecu.ac.uk](http://www.ecu.ac.uk)) in terms of updating the sector on new and emerging legislation and considering its implications for HE.

### Recent Acts

#### The Race Relations (Amendment) Act 2000 (RR(A)A)

This places a general duty on all public authorities to have due regard in all they do to eliminate unlawful racial discrimination, to promote equality of opportunity and to promote good race relations between people of different racial groups.

#### Special Educational Needs and Disability Act 2001 (SENDA)

The 1995 Disability Discrimination Act placed requirements on employers and service providers not to discriminate against disabled people. It did not include requirements for educational provision. SENDA extended coverage of the Act to education, including HE. The Post-16 Code of Practice from the Disability Rights Commission (2002) gives practical guidance on avoiding discrimination against disabled students and other disabled people wanting to access education. The first stage in implementing SENDA required that disabled people or students should not be treated less

favourably and that reasonable adjustments should be made. In the second stage, authorities were required to provide auxiliary aids and services. Finally, bodies were required to make adjustments to the physical features of premises where these put disabled people or students at a substantial disadvantage. Further changes to the law have been made via the 2005 Disability Discrimination Act. This extends the law in a number of ways, including by creating a duty to promote equality for disabled people in the public sector and by covering people with cancer, HIV and multiple sclerosis from the point of diagnosis.

In addition, European Union Directives have required member states to further develop anti-discriminatory legislation in the areas of race, religion and belief, sexual orientation and age. The Human Rights Act 1998 requires British law to include many of the articles enshrined in the European Human Rights Convention, such as Article 14 which states that the enjoyment of rights and freedoms set forth in the Convention are to be secured without discrimination on any grounds of sex, race, colour, language, religion and belief, political or other opinion, national or social origin, association with a national minority, property, birth or other status ([www.opsi.gov.uk/acts/acts1998/80042--d.htm](http://www.opsi.gov.uk/acts/acts1998/80042--d.htm)).

### The business case

The public and private sectors are increasingly adopting the concept of diversity management particularly in response to the globalisation of trade. The benefits of valuing greater diversity amongst the workforce have been underlined by the FE sector's work on Race Equality (Commission for Black Staff in Further Education, 2002a). These are no less relevant to HE, and among the benefits the Commission mention are:

- enhanced competitiveness through attracting and retaining competent employees who understand their clients needs and respect their differences;
- improved performance and outcomes by creating a working environment where each employee is encouraged to reach his or her full potential;
- an increased share of the market by attracting a more diverse range of customers and improving international links;
- enhanced and improved practices in people management via monitoring, impact assessment, staff consultation and so on;
- improved organisational ethics and values.

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## The need for training

The recent research programme funded by the HE Funding Councils of Wales, Scotland and England (Higher Education Funding Council for England, 2005) has highlighted the need to improve the awareness of equality and diversity amongst HE staff by means of training. While the implementation of training is not uniform across the sector in terms of how widespread training is amongst staff, the research indicated positive attitudes towards the idea of training. Some institutions provide training to all staff, where others focus on senior management. Even where training is available, some support staff are dependent on line managers for approval to attend. A range of approaches to training were mentioned in Project 3, Negotiating Equity in HEIs (Deem et al, 2005), including day-long workshops with actors where situations with staff and students were dramatised. Another initiative is that of desk-based disability awareness training with a certificate awarded on completion of the course.

Other findings of this research are that:

- equal opportunities training was mentioned most often by staff as a means of improving equality and diversity in their institutions;
- training appeared to significantly increase awareness of equal opportunities policies and the belief they will make a difference;
- being trained and rating training as effective appears to have a positive impact on staff perceptions of activities around equal opportunities;
- trained staff appear to have more positive views about aspects of working in HE and have higher levels of job satisfaction.

The quite remarkable benefits of training this research programme has indicated give a clear rationale for continuing this activity in HE and for making training materials widely available across the sector.

## 3 METHODOLOGY

A wealth of material has been generated across the whole of range of inequalities, - research reports, good practice guides, templates for training staff and updates on legislation. For the purposes of this project it was decided to focus on gathering resources that are relatively current and that give practitioners maximum pragmatic support in improving equalities in HE.

### Selection of resources

A primary decision was the need to identify which in/equalities would be included within the remit of this project. One solution would have been to include resources around in/equalities for which there has been legislation, i.e. sexual orientation, religion or belief, age, gender, race, and disability. However, this approach would have excluded some groups traditionally under-represented in HE, such as students from low-income families. It would also overlook the considerable attempts by the sector to increase representation amongst these groups and find ways of supporting them (Scottish Higher Education Funding Council, 2005; Universities Scotland, 2005). A focus on the legislative areas may mean that insufficient attention is paid to the complex nature of people's identities where, for example, an individual is both from a religious minority and is lesbian, gay or bisexual.

Secondly, it was necessary to decide whether the project would focus on staff and/or students and whether outreach projects targeting potential future students would be included. Diversification of the student body has occurred; however, underachievement is still evident in some groups. In 2001 to 2002, among men, Black Caribbeans were least likely to have a degree (or equivalent) and among

women, Bangladeshis and Pakistanis were least likely to have a degree (Office for National Statistics, 2005). Less diversification has occurred in the staff body; for example, it has been noted that across the European Union women's progress in academic work has been slow in relation to their generally faster progress in increasing their proportion as students/consumers of HE (European Commission, 2000). For these reasons, key outreach initiatives were included as well as projects that focus specifically on the needs of staff.

### Nature of materials

In initial discussions with the Leadership Foundation, resources were narrowly defined as those that could be used directly in staff training in equality and diversity issues. As the project progressed, it became apparent that a range of tools were being used to promote equality and diversity and it was decided to include:

- key reports on aspects of equality and diversity in HE or, if of relevance to the sector, from outside HE;
- key outreach projects to assist increased participation amongst under-represented groups;
- training packages targeted at staff in HE or other sectors;
- mentoring schemes;
- initiatives targeted at organisations as a whole.

Most of the initiatives are current. However, a number of projects, particularly related to disability, may have received time-limited funding and may not continue into 2006. These have been included as examples of good practice. Information on these projects may be available through partner organisations; this information is included in the report.

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## Data collection

The report is not the result of an extensive survey of resources in use across the sector, nor is it an attempt to match materials to areas that are perceived to be most in need. This would require a larger project undertaken in partnership with HE institutions and those working in equality and diversity in the sector. For this project, information on resources was sought through:

- face-to-face interviews with key stakeholders in the sector;
- contacting the equalities bodies;
- internet searches;
- other publications;

Stakeholders were contacted towards the beginning of the project and the background to the project explained (see Appendix 2 for the project summary). Stakeholders were then asked if they would meet with the Project Manager to discuss diversity resources with which they were familiar. They were asked to share information on any of the following:

- equalities policies;
- reports;
- toolkits;
- audits and audit surveys;
- online resources;
- community outreach groups;
- databases/data reports;
- mentoring schemes;
- any other policies, schemes or reports as may be relevant.

All stakeholders agreed to be interviewed. The interviews were taped with the permission of the interviewees. Following the meeting, the tapes were played back by the Project Manager and detailed notes made. These were returned to the stakeholders for comment. From these notes relevant materials were listed. Resources were selected for the report according to the criteria mentioned in the report.

The resources were analysed in relation to specific questions, including which groups were the beneficiaries, who were likely to use or implement the resources and their aim, structure and content. No attempt has been made in this project to assess the quality of each entry. In most instances, the terminology used in the descriptions is that used in the original documents.

## 4 HOW THE RESOURCES ARE ORGANISED

### Summary table

The summary table that follows sets out the titles of the resources in the report and their main aims.

### Descriptions of resources

Section 5 has an entry for each resource; firstly setting out its main aim(s) and relevant background information; secondly, the users\* of the material are listed; thirdly, giving those groups who should ultimately benefit from improved understandings and adjustments in working environments brought about by training. The nature of the material is also described in terms of whether it is informal training, an online resource, publication, or CD-Rom. More detail is given in this part, where possible, of the specific aims and objectives of the resource. The cost is given, if appropriate. Finally, information is given as to whether the resource is updated and any copyright issues.

\*the term users is employed to mean those people responsible or interested in training others in equality and diversity issues

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**TABLE 1: SUMMARY OF MAIN AIMS OF RESOURCES AND ORGANISATIONS LISTED IN THE REPORT**

Resource/organisation	Aim(s)
AbilityNet	to provide independent advice and information on making ICT accessible to people with a disability or limiting condition
Action on Access	to co-ordinate the widening participation strategies of the Higher Education Funding Council for England and the Learning and Skills Council
African-Caribbean Network for Science and Technology	to advance the educational achievements and career aspirations of Black youth in science, mathematics and technology
Aimhigher	to widen the participation in HE of young people from under-represented groups
Commission for Black Staff in Further Education	to work in partnership with the FE sector to challenge racism, break down barriers for Black staff and raise achievement levels of staff and learners
DART	to enhance the experience of disabled students on engineering and built environment courses
DEMOS Online Materials for Staff Disability Awareness	to develop an online learning package for academic staff examining issues for disabled students
DisabilityCPD	to develop, promote and transfer a Continuing Professional Development (CPD) resource to HE staff contributing to the learning and teaching of disabled students
Diversity Champions	to provide an employers' forum for good practice in partnership with Stonewall
Diversity in the Workplace	to inform staff in private and public sector organisations on their rights and responsibilities in the workplace and to raise awareness of diversity issues
Engineering Subject Centre Guide to Working with Disabled Students	to encourage engineering departments to develop good practice and help them respond to the SENDA legislation
Equality and Diversity at the London School of Economics	to promote equality and diversity across the university through activities organised by the Staff Development Unit
Equality is Challenging... New Age Thinking	to raise awareness of attitudes towards age in and outside the workplace including in HE

**TABLE 1: SUMMARY OF MAIN AIMS OF RESOURCES AND ORGANISATIONS LISTED IN THE REPORT**

Resource/organisation	Aim(s)
Ethnicity and Employment in Higher Education	to examine the position of ethnic minorities in academic and academic-related employment and make recommendations for change
Geography Discipline Network (GDN)	to support students with disabilities studying geography, earth and environmental sciences in HE
Good Practice in University Chemistry Departments	to collect and disseminate examples of good practice in chemistry departments and provide baseline measures and to focus particularly on gender equity
Grass Roots	to provide diversity and disability distance learning programmes
Higher Education Academy Subject Centres	to help HE institutions and staff give optimum learning experiences to students, including via specific equalities projects through its Subject Centres
Implementing the Race Relations (Amendment) Act (RR(A)A)	to support trade union members in using the RR(A)A in dealing with racism in their institutions
Institutional Racism in HE: Building the Anti-Racist HEI	to provide conceptual and methodological resources for practitioners working towards combating racism in HE
Learning for All	to assess what has been achieved in widening participation in FE and HE in Scotland
Making your teaching inclusive	to improve disability provision by supporting teaching staff in helping them understand the needs of disabled students
Mandatory Staff Training on Diversity	to train all staff at Loughborough University on practice, policy and legislation in equality and diversity
Meeting the Challenge	to encourage management staff in HE to reflect on good and bad practice in relation to equality and diversity and how practice can be improved
National Disability Team	to increase access to improve the provision for disabled students in England and Northern Ireland
Out of the Shadow/EACH	to draw the attention of schools to the repeal of Section 28. EACH challenges homophobia through education and supports lesbian, gay and bisexual people up to the age of 25

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**TABLE 1: SUMMARY OF MAIN AIMS OF RESOURCES AND ORGANISATIONS LISTED IN THE REPORT**

Resource/organisation	Aim(s)
Professional education and disability support (PEdDs)	to provide support for social work students with disabilities
Strategies for the Creation of Inclusive Programmes of Study (SCIPS)	to provide support to academic staff in improving curricular access for disabled students
Statutory Duty to Promote Race Equality: Training Notes	to provide organisations including public sector authorities with training information on the statutory duty under the RR(A)A 2000
Teachability	to assist in the creation of an accessible curriculum for students with disabilities through providing information for academic staff
TechDis	to enhance provision for disabled students and staff through technology
Trinity Development – Equality and Diversity Services	to provide tailored programmes for organisations to overcome discrimination, reduce litigation risks and improve the working environment
Wider Management Mentoring Programme	to encourage and develop aspiring managers from under-represented groups, in particular women and people from ethnic minority backgrounds

## 5 RESOURCES

Title:	<b>AbilityNet</b>
Address:	PO Box 94 Warwick Warwickshire CV34 5WS
Freephone:	Helpline and Minicom: 0800 269545
Fax:	01926 407425
Email:	<b><i>enquiries@abilitynet.org.uk</i></b>
Website:	<b><i>www.abilitynet.org.uk</i></b>

### Aims

AbilityNet is a national charity with nine regional offices. AbilityNet states that it is the UK's largest provider of independent advice and information on making ICT accessible for people with a disability or limiting condition.

AbilityNet was formed in 1998 by the amalgamation of two charities working in the field of assistive technology for disabled people. It provides a comprehensive range of services on the use of information technology to people with disabling conditions, care and support professionals, employers and statutory bodies. The charity provides:

- free information and advice;
- individual assessment of technology needs;
- a range of courses and workshops;
- the supply of assistive technology with free support;
- a programme of awareness education;
- consultancy for employers on system and workstation adaptations and web accessibility.

AbilityNet Central England hosts the national Advice and Information Service. This is able to answer general inquiries and queries about courses. It does not offer free technical support unless equipment has been purchased through AbilityNet's supply centre in Worcester.

Products and services from AbilityNet's Technical Centre in Worcester include:

- assistive hardware and software;
- lifetime technical support;
- home installation and training.

### Users of the material

ICT users with disabilities and all those involved in making ICT accessible to people with a disability or a limiting condition.

### Those who should benefit

People with a disability or limiting condition.

# DIVERSITY RESOURCES PROJECT

## Nature of the material

### Factsheets and skillsheets

AbilityNet's comprehensive website provides information on its courses and products as well as factsheets and skillsheets. The factsheets cover a range of subjects including assistive technology and approaches, services and organisations. The skillsheets give guidance on how to configure computers and software to meet individual requirements.

Factsheets include:

- Assessment Service - Education;
- Autism and Computing;
- Ergonomic Workstations;
- Learning Difficulties and Computing;
- Voice Recognition Software - An Introduction.

**Skillsheets include:**

- Adjusting grammar options in Microsoft Word;
- Hearing - Text Warnings - ShowSounds;
- Help with spelling in Microsoft Word;
- Making Text easier to see in Windows;
- Windows Magnifier.

My computer, my way! A guide to making your PC accessible.

This section of the website, supported by Microsoft, provides advice on making computers easier to use. It is divided into four parts:

- Why customising a computer is important
- Help with Seeing the Screen
- Help with Using Your Keyboard and Mouse
- Help with Language and Reading

The part 'Help with Language and Reading' includes advice on choosing preferred colours and text style, help with writing and spelling, making computers talk, talking to computers, and useful links.

### Links and suppliers

AbilityNet provides links to a wide range of organisations including those for people with specific disabilities such as the Multiple Sclerosis Society and the Stroke Association, suppliers of training and equipment for people with disabilities and many other organisations and networks that support disabled people.

The charity also provides a list of UK suppliers of adaptive technology and software.

## Cost

The website is fully accessible at no charge and the factsheets and skillsheets are downloadable for personal use at no cost.

AbilityNet provides information and advice free of charge.

For up-to-date information and costs for courses or assessments see the Services section of the website.

## Updating

AbilityNet ensures that the contents of the website, factsheets and skillsheets are accurate and the material is updated on a regular basis.

Course information is kept updated on the website.

To have course information emailed to you, email [\*\*courses@abilitynet.org.uk\*\*](mailto:courses@abilitynet.org.uk) and ask to be kept informed about specific courses.

## Copyright

Material may be downloaded or copied for personal use only.

You may not make alterations or additions to the material on this site, sell it or misuse it in any way.

If you want to reprint or reproduce the material for any other reason, you must contact AbilityNet for permission by emailing [\*\*enquiries@abilitynet.org.uk\*\*](mailto:enquiries@abilitynet.org.uk)

# DIVERSITY RESOURCES PROJECT

**Title:** Action on Access

**Address:** Edge Hill University  
The Lodge  
St Helens Road  
Ormskirk  
Lancashire  
L39 4QP

**Tel:** 01695 650850

**Fax:** 01695 584098

**Email:** [info@actiononaccess.org](mailto:info@actiononaccess.org)

**Website:** [www.actiononaccess.org](http://www.actiononaccess.org)

## Aims

Action on Access is the national co-ordinating body for HEFCE to support their widening participation strategies in England, incorporating disability support to the sector. It also works with the Department of Employment and Learning in Northern Ireland (DELNI) in widening participation.

Action on Access delivers seminars, workshops and conferences and provides consultation, research and information to HEFCE, the Learning and Skills Council (LSC), the Department for Education and Skills (DfES) and DELNI. It was previously based at the University of Bradford and in 2006 moved to Edge Hill University.

## Users of the material

All those involved in promoting widening participation in HE.

## Those who should benefit

People from groups that are traditionally under-represented in HE.

## Nature of the material

The Action on Access website has information on the background to the initiative, its strategic partners, the roles of Action on Access and its area and regional advisers. It also has a resource page with links to a wide range of information and publications on widening participation. These include the Bulletin published monthly by Action on Access. This provides updates on widening participation projects and initiatives across the regions, news about the Action on Access team and information on other stakeholder organisations. The website is currently undergoing redesign, building on the best and most-used features of the National Disability Team and Action on Access websites.

The team produces a series of publications and briefing guides each year. Details can be found on the website and are mailed free of charge to all institutions. There is also a helpdesk responding to queries from the sector and acting as a gateway to other organisations if necessary.

## Cost

There is open access to the website.

## Updating

This project is ongoing. Widening participation activity across the sectors is reported monthly through the Action on Access bulletin which can be downloaded in full from the website. The website is continually updated with news, events, vacancies and resources.

## Copyright

Not applicable.

**Title:** African-Caribbean Network for Science and Technology

**Address:** National Head Office  
The African-Caribbean Network for Science and Technology  
Unit 9, Progress Centre  
Cakebread Street, Ardwick Green  
Manchester. M12 6HS

**Tel:** 0161 273 8808

**Fax:** 0161 274 3655

**Email:** [info@ishangohouse.com](mailto:info@ishangohouse.com)

**Website:** [www.ishangohouse.com](http://www.ishangohouse.com)

### Aims

The African-Caribbean Network for Science and Technology is an educational charity set up in 1995 by Black professionals across the UK to advance the educational achievements and career aspirations of Black youth in Science, Mathematics and Technology. Among its specific aims are:

- to increase the number of African-Caribbean youths and adults taking up studies and careers in science, engineering, technology, medicine and other related fields;
- to provide educational support to African-Caribbean youth as a means of enhancing levels of educational achievement in science, mathematics, technology and other related subjects;
- to bring together African-Caribbean professionals working in science, engineering and technology so that they can serve as positive role models for African-Caribbean youths interested in pursuing careers in these fields.

The rationale for developing the network includes the problem of low achievement in science amongst British young people of African Caribbean heritage compared with all other groups of pupils. Few initiatives have addressed this problem in marked contrast to the many initiatives set up to improve girls' performance in science.

Amongst the network's activities are:

- highlighting the achievements and contributions of African-Caribbean people in Science, Engineering and Technology (SET) to motivate interest from young people;
- linking students with African-Caribbean professionals from various SET fields;
- working with African-Caribbean youth at all levels to develop career and general interest in SET professions and to provide tutorial support.

### Users of the material

All involved in raising the educational achievement and career aspirations of African-Caribbean youth in SET in the UK.

### Those who should benefit

African-Caribbean young people.

# DIVERSITY RESOURCES PROJECT

## Nature of the material

The network has a comprehensive website including pages describing:

- its mission;
- its aims and objectives;
- the rationale for its development;
- the background to the network;
- the approach of the network.

**The Resources and Materials section has three sections.**

**Section 1** - this includes materials to which the network has had no input and for which it has no distribution rights. It includes information on publications related to multicultural science

**Section 2** - this includes materials co-produced with other organisations but for which the network has no distribution rights – this comprises a poster series of Black scientists, inventors and science curriculum topics.

**Section 3** - this has material produced by the network for which it has sole distribution rights. It has details of poster campaigns and of a number of projects including 'Raising and Measuring the Achievement of Ethnic Minority Pupils', and the 'European Schools Raising Achievement project'.

The pages on Service Provision give details on the range of the network's activities including:

- profile-raising of Black achievement in SET;
- Ishango science clubs;
- role models;
- trips;
- schools outreach support;
- examination support.

Among the targets of the Ishango science clubs are:

- an increase in the number of Black youths taking up and succeeding in science and mathematics at A level and GNVQ level;
- an increase in the number of Black youths taking up and succeeding in SET, medicine and other related subject areas at universities and colleges throughout the UK.

## Cost

This information is freely available online from the network's website.

## Updating

The site is updated with new information.

## Copyright

Permission is required to use the case studies available on the network's website.

**Title:** Aimhigher  
**Address:** Higher Education Funding Council  
for England  
Northavon House  
Coldharbour Lane  
Bristol  
BS16 1QD  
**Tel:** 0117 931 7317  
**Fax:** 0117 931 7203  
**Website:** [www.hefce.ac.uk](http://www.hefce.ac.uk)

### Aims

The Aimhigher programme seeks to widen participation in HE by raising the aspirations and developing the abilities of young people from under-represented groups including those in schools, FE and workplace learning. It focuses primarily on young people from disadvantaged social and economic backgrounds, from ethnic minority communities and those with disabilities.

The programme is funded by HEFCE and the DfES and operates through nine regional partnerships and 45 area partnerships in England. Most activities take place at these regional and area levels, which allows partnerships to address diversity issues relevant to the needs of specific communities. These are supported by national Aimhigher activity, including a roadshow for schools and colleges, the Aimhigher student portal and a range of information booklets about HE.

In addition, 16 national projects have been funded to date including those listed below:

- **Achievability:** Breaking the barriers to HE for students with specific learning difficulties

The partners for this project are the University of Westminster, the British Dyslexia Association, the Dyslexia Institute and the National Disability Team. It aims to raise awareness of the issues for pupils with specific learning difficulties in schools and Aimhigher partnerships and to deliver activities for these pupils.

- Raising aspirations, achievement rates and participation in higher education of looked-after children and children in public care

Led by Leicestershire Aimhigher, this project is developing information, advice and guidance for children and their carers through local conventions and production of a video/DVD.

- Raising attainment, awareness and aspirations through football

With partners Manchester Metropolitan University and Football in the Community, the project aims to raise attainment and awareness among pupils through out-of-school 'catch-up' homework/coursework sessions. In addition, football coaching is offered to pupils and parents/carers to encourage engagement with the scheme.

# DIVERSITY RESOURCES PROJECT

## Users of the material

Employers, trainers, teaching professionals in schools, FE and HE and young people considering entering HE and their parents.

## Those who should benefit

Aimhigher has a number of target audiences and of these it aims to achieve entry into HE of:

- young people aged from 13 to 19 from groups that are under-represented in HE;
- adults aged under 30 from groups that are under-represented in HE.

In addition, some activities are targeted at young pupils in primary schools and with targeted groups over the age of 30.

## Nature of the material

Aimhigher has extensive websites for potential students and practitioners:

- the Aimhigher student portal - [www.aimhigher.ac.uk](http://www.aimhigher.ac.uk)
- the Aimhigher practitioner website - [www.aimhigher.ac.uk/practitioner](http://www.aimhigher.ac.uk/practitioner)

**Student portal** – this provides potential HE students with a range of advice on careers guidance, courses at universities and colleges, how to apply for a course, student finances and student life.

**Practitioner website** – this provides extensive information on all aspects of Aimhigher, including background information and resources, latest Aimhigher news, forthcoming events and contact details for the regional and area partnerships including links to area and regional partnership websites.

## Cost

Both websites are fully accessible, although there is a password-protected discussion forum for Aimhigher practitioners.

## Updating

Funding for continued education partnerships under the Aimhigher programme has been secured until July 2008.

## Copyright

The copyright for information on the Aimhigher student portal and the Aimhigher practitioner site is held either by HEFCE or by the originating authors.

Unless otherwise stated, the material may be copied or reproduced provided that the source is acknowledged and the material is not used, wholly or in part, for commercial gain.

Use of the material for commercial gain requires the prior written permission of the copyright holders.

**Title: The Commission for Black Staff in Further Education**

**Address:** Network for Black Managers  
Wolverhampton Science Park  
Technology Centre  
Glaiser Drive  
Wolverhampton WV10 9RU

**Tel:** 01902 715309

**Email:** [anne-maries@nbm.org.uk](mailto:anne-maries@nbm.org.uk)

**Website:** [www.nbm.org.uk](http://www.nbm.org.uk)

## Aims

The Commission for Black Staff in Further Education was established following the recommendations from the Stephen Lawrence Inquiry Report in 1999 (Macpherson, 1999) to work in partnership with the FE sector to:

- challenge racism;
- break down barriers for Black staff;
- raise the achievement level of all who work and learn in FE.

The terms of reference of the Commission were to examine:

- the current employment profile of Black staff in FE;
- factors that may dissuade Black staff from entering careers in FE and those that encourage them to work in the sector;
- institutional factors that might undermine Black staff;
- institutional factors that might inhibit the progress of Black people throughout the sector;
- practices in recruitment and selection.

The Commission's use of the term 'Black' includes members of African, African Caribbean, Asian and other minority ethnic communities who may face racism.

The Commission produced a number of substantial reports with a focus on securing workable recommendations on combating racism for the FE sector and stakeholder organisations. This was based on evidence gathered from a number of sources, including that obtained directly from Black and White staff in the sector. The Commission's work was funded by the DfES and the Learning and Skills Council until January 2003. The Commission is no longer in existence but the Network for Black Managers is ensuring that the work is carrying on. Since the publication of the Commission's report some progress has been made, including achieving quantitative targets that have been set for staff. The sector is now setting more ambitious targets, including working towards increasing the representation of Black staff so their proportions are truly reflective of students in FE colleges.

## Users of the material

The agenda for action proposed by the Commission (Commission for Black Staff in Further Education, 2002b) makes recommendations to each of the following organisations and individuals - the DfES, the Inspectorates, college corporations,

# DIVERSITY RESOURCES PROJECT

Principals and Chief Executives, College managers, full and part-time College staff, the trade unions, national and local sector agencies, Sector Skills Councils and the Commission for Racial Equality.

## Those who should benefit

All staff and learners in the FE sector and key stakeholder organisations.

## Nature of material

A series of reports, all published in 2002 by the Commission, are available:

- Witness evidence and survey findings highlighting institutional racism in further education: an interim report.
- Summary report of the Commission for Black Staff in FE: an agenda for action.
- Challenging Racism: further education leading the way.

The full report of the Commission for Black Staff in FE.

- Good practice Guide: Attracting the people who want to get in. Book 1: Recruitment and Selection.
- Good practice Guide: Keeping people who want to stay. Book 2: Retention and progression.
- Good practice Guide: Training people who need to know. Book 3: Staff development.

The summary report provides a thorough, explicit agenda of recommendations. It notes that forward-looking colleges will seek to promote race equality through:

- leadership;
- policy;
- accountability;
- mainstreaming;
- target-setting;
- marketing;
- ethnic monitoring;
- positive action;
- reviewing progress.

## Cost

Limited numbers of the reports are available free of charge in hard copy from the Network for Black Managers and copies in PDF format can also be obtained.

## Updating

The Network is monitoring progress with the recommendations of the Commission and can be contacted at their base in Wolverhampton for further information.

Title:	<b>DART - Disabilities: Academic Resource Tool</b>
Address:	Engineering Centre for Excellence in Teaching and Learning Loughborough University Loughborough Leicestershire LE11 3TU
Tel:	01509 227192
Fax:	01509 227172
Email:	<i><a href="mailto:a.p.maddocks@lboro.ac.uk">a.p.maddocks@lboro.ac.uk</a></i> or <i><a href="mailto:j.g.dickens@lboro.ac.uk">j.g.dickens@lboro.ac.uk</a></i>
Websites:	<i><a href="http://dart.lboro.ac.uk">http://dart.lboro.ac.uk</a></i> and <i><a href="http://dart.lboro.ac.uk/tool">http://dart.lboro.ac.uk/tool</a></i>

### Aims

The aim of the DART project (2003-2005) was to enhance the experience of disabled students mainly on engineering and built environment courses. This was to be achieved by enabling institutions, faculties, departments and individual members of staff to assess their current level of provision in relation to learning and teaching as it affects disabled students. DART offers guidance on how to make the curriculum more accessible. The project was funded by HEFCE and the DELNI.

### Users of the material

Primary users of the material are academic tutors in engineering and built environment departments at Loughborough University, the Universities of Bolton and Central England. However, the advice and guidance available from the DART materials (auditing tool and case studies) can be of benefit to tutors in other discipline areas.

### Those who should benefit

Tutors and disabled students in departments of engineering and the built environment.

### Nature of material

- The main pages of the DART website include:

**Home page** – this page gives the main aim of DART and latest news on workshops, case studies, and so on.

**Project plan** – this gives an overview of how the project's aims and objectives will be achieved, e.g. through identifying current practices and areas in need of attention, gathering the views of students, and so on.

**Dissemination strategy** – includes information on publications and conferences.

**Evaluation strategy** – includes information on the principles of evaluation, and success criteria.

# DIVERSITY RESOURCES PROJECT

**Resources** – includes links to 25 student case studies and the DART Tool (<http://dart.lboro.ac.uk/tool>). This is the main feature of the website and is a searchable database providing:

- advice and guidance on responding to the needs of disabled students;
- real-life case studies;
- access to external websites for further information and advice.

Access to the advice within the DART Tool is through the DART matrix – the matrix provides access to detailed information through three separate routes. These are:

- potential barriers (including those presented by assessment methods, learning methods and the physical environment);
- disabilities (including autistic spectrum disorder/Asperger's syndrome, blind/partially-sighted, mental health difficulties, deaf/hard of hearing and learning difficulties including dyslexia, dyscalculia and dyspraxia);
- learning and teaching contexts (including accessing resources online, accessing resources on paper, assessments, coursework/examinations and fieldwork/site visits).

## Cost

Free. The website is fully accessible with no restricted areas. All pages are printable.

## Updating

The project team will be in place until the end of 2006 though DART's funding finished in December 2005. The project website will be maintained during this period. There are plans to enhance the presentation of the website and to add more functionality.

## Copyright

Copyright resides with Loughborough University.

**Title:** DEMOS Online Materials for Staff Disability Awareness

**Address:** Action on Access  
Student Services  
Manchester Metropolitan University  
All Saints  
Manchester  
M15 6BH

**Tel:** 0161 247 3480

**Email:** [studentservices@mmu.ac.uk](mailto:studentservices@mmu.ac.uk)

**Website:** <http://jarmin.com/demos>

### Aims

The DEMOS project developed an online learning package for academic staff examining the issues of disabled students in HE. Four universities took part in the project:

- University of Salford;
- University of Manchester;
- Manchester Metropolitan University;
- UMIST.

The project ran from 2000-2003 and was funded by HEFCE under strand 3: Improving Provision for Students with Disabilities. The specific aims of the project were to:

- enhance the learning experience of disabled students studying in Manchester;
- help academic staff understand issues in developing an accessible learning environment;
- to increase the competence and confidence of academic staff in understanding the needs of disabled students;
- to underpin the project with an inclusive approach.

This was achieved through objectives and baseline activities including:

- surveying the needs of staff across the four universities;
- seeking the views and experiences of disabled students;
- providing staff development materials;
- increasing the awareness of academic staff of the needs of disabled students;
- delivering materials via the virtual learning environment;
- evaluation of the usefulness of the materials;
- disseminating the findings of the project.

### Users of the material

Academic staff in HE.

### Those who should benefit

Disabled students in HE.

### Nature of the material

Five online learning modules plus a number of related materials and resources.

### Cost

Free – open access to the website.

### Updating

The project was completed in 2003 and therefore is unlikely to be updated. Most of the materials will have ongoing relevance although it should be noted that any materials related to legislation may become out of date.

### Copyright

Not applicable.

# DIVERSITY RESOURCES PROJECT

Title: ***DisabilityCPD: continuing professional development for staff involved in the learning and teaching of disabled students***

Address: Centre for Learning and Teaching  
University of Gloucestershire  
Francis Close Hall  
Swindon Road  
Cheltenham  
GL50 4AZ

Tel: 01242 714626

Email: [pgravestock@glos.ac.uk](mailto:pgravestock@glos.ac.uk)

Website: [www.glos.ac.uk/adu/clt/dcpd/](http://www.glos.ac.uk/adu/clt/dcpd/)

## Aims

DisabilityCPD is a project to raise staff awareness about disability issues in HE. It is a collaborative project between the University of Gloucestershire and the University of Worcester and is funded by HEFCE as part of its Improving Provision for Disabled Students initiative. Two resources have been developed to raise awareness about disability.

1. A guide – DisabilityCPD: Continuing Professional Development for Accessible Learning and Teaching in Higher Education.
2. An online staff development course.

The aims of the project are to:

- change staff teaching and learning practices to enable all students to realise their full potential;
- publish a guide and online course to provide opportunities for all staff involved in the teaching and learning of disabled students to critically assess, reflect upon, and improve the accessibility of their practice.

## Users of the material

The project is aimed at academic and support staff in HE with responsibility for the learning and teaching of disabled students.

## Those who should benefit

Disabled students in HE.

## Nature of the material

### 1. ***DisabilityCPD: Continuing Professional Development for Accessible Learning and Teaching in Higher Education***

This guide is available in Word and PDF formats.

The guide is in three parts.

Awareness and common courtesies – this includes issues around working with disabled students including models of disability, i.e. the medical and social models of disability.

What should be done to – this covers how to ensure reasonable adjustments are made in the light of students' disabilities, to encourage disclosure and to make materials, lectures, tutorials, laboratory work, work placements, fieldwork, assessments and e-learning more accessible.

Additional information – this discusses various aspects of disability including when a student is likely to be considered disabled, the institution's requirements under the current disability legislation and funding available to support disabled students.

## **2. DisabilityCPD online course**

This helps staff consider disability issues in HE through online activities and discussion topics using the DisabilityCPD guide. The course enables participants to share ideas and experiences and to find practical ways to ensure that students achieve their potential during learning and teaching activities. The course is run through the WebCT virtual learning environment hosted by the University of Gloucestershire. Participants engage in individual and group online activities. The group activities provide opportunities for feedback and support. Online activities include auditing current practice, addressing case study scenarios and knowledge of the Disability Discrimination Act.

The course is designed to allow flexibility and requires 15 hours of online activity phased over five weeks. There is additional work offline focusing on day-to-day activities. Participants carry out self-evaluations of learning before, during and after the course.

### **Cost**

The guide is available online in Word and PDF formats.

The online course is currently free of charge, but there may have to be a small cost for participants if additional funding cannot be secured.

### **Updating**

The online course will be updated for each new presentation. Updates to the guide will be available electronically on the project's web pages.

### **Copyright**

University of Gloucestershire.

# DIVERSITY RESOURCES PROJECT

**Title:** Diversity Champions  
**Address:** Diversity Champions Programme  
Coordinator  
Stonewall  
46 Grosvenor Gardens  
London  
SW1W 0EB  
**Tel:** 020 7881 9440  
**Fax:** 020 7881 9444  
**Email:** [diversitychampions@stonewall.org.uk](mailto:diversitychampions@stonewall.org.uk)  
**Website:** [www.stonewall.org.uk/workplace](http://www.stonewall.org.uk/workplace)

## Aims

Stonewall's Diversity Champions programme is a good practice forum in which employers work with Stonewall and each other to promote diversity in the workplace. The programme currently has over 150 members from both the private and public sectors. Stonewall states that there are ten key benefits of becoming a Diversity Champion.

- Networking opportunities with more than 150 organisations including IBM, Barclays, Manchester City Council and the Royal Navy.
- Seminar programme and other events – details are online for planning ahead.
- Dedicated point of contact – available at all times with the opportunity for a tailored meeting once a year.
- Access to Stonewall's work and advice on initiatives the organisation wants to undertake – including Stonewall's training package and employee toolkit and advice on monitoring and media relations.

- Use of Stonewall logo – for internal, external and recruitment communications.
- Free entry in Stonewall's Recruitment Guide – distributed to all UK universities with discounted recruitment advertising available.
- Discounted registration and priority booking – for Stonewall's Leadership Programme, Workplace Conference, plus a discounted training package.
- Access to benchmarking services – Stonewall meet with clients to identify short and long term goals.
- Research and guidance – this includes employers' guides and how to establish network groups for monitoring, productivity and benchmarking.
- Sponsorship and branding opportunities – including hosting seminars, sponsoring publications, staff development and Stonewall's annual Equality Dinner.

Stonewall's business case for becoming a Diversity Champion, includes the following points.

## Reputation

- Enhancing leadership reputation and showing commitment.
- Seventy four per cent of gay and 42% of straight consumers are less likely to engage with organisations that hold negative views of lesbians and gay men.

## Recruitment

- Improving recruitment in a competitive market; qualified gay employees can take their skills to more inclusive work environments.
- Lower turnover – 36% of gay employees will change careers if discrimination continues.

## Productivity

- Retaining a motivated workforce leading to better efficiency and loyalty, lower recruitment and retraining costs.
- One third of gay staff conceal their sexual orientation from their employers and co-workers yet employees who are 'out' about their sexual orientation in safe environments earn 50% more than employees who have not disclosed their sexual orientation.
- At least 55% of gay employees facing discrimination report a direct negative impact on their work.
- Employee satisfaction leads to better satisfaction of those using services.

## Risk aversion

- Tribunals may cost £35,000 or more and employee replacement costs may also be high.
- Approximately 20% of gay employees who experience discrimination at work will consider suicide.

The only criterion for becoming a Diversity Champion is a commitment to improving the workplace culture for lesbian, gay and bisexual (LGB) staff.

## Users of the material

Private, public and third sector organisations.

## Those who should benefit

An organisation's attitude toward LGB workplace issues is often seen as a test for how organisations value diversity overall, thus not only LGB staff benefit from the Diversity Champions programme, but all employees.

## Nature of the material

The following are available online from Stonewall.

- Information pack on the Diversity Champions programme, including a list of current members.
- Seminar programme for 2006.
- Application form.
- Information leaflet.

## Cost

The cost of joining the Diversity Champions programme is £2,000 plus VAT per annum for private sector organisations and £1,500 plus VAT per annum for public sector organisations.

## Updating

The Diversity Champions programme was launched in 2001 with inaugural members including Barclays and IBM from the private sector, and the London Borough of Tower Hamlets and the Home Office from the public sector. Since the introduction of the Employment Equalities (Sexual Orientation) Act in 2003 - regulations which outlaw discrimination in the workplace on the basis of sexual orientation, more and more organisations are becoming aware of the benefits of becoming an inclusive employer and valuing people according to their talent and skills. By June 2005, the number of organisations signing up to the Diversity Champions programme had reached 100.

## Copyright

Not applicable.

# DIVERSITY RESOURCES PROJECT

**Title:** Diversity in the Workplace  
**Address:** Marshall ACM Ltd  
1 Talbot Yard  
London Bridge  
London  
SE1 1YP  
**Tel:** 0845 123 3909  
**Email:** [contact@marshallacm.co.uk](mailto:contact@marshallacm.co.uk)  
**Website:** [www.marshallacm.co.uk](http://www.marshallacm.co.uk)

## Aims

Diversity in the Workplace is a diversity training tool designed to inform employees about their rights and responsibilities in the workplace and to raise awareness of diversity issues. It is an e-learning training module delivered via the internet.

The training has been commissioned by private and public sector organisations, including a number of HE institutions. Marshall ACM Ltd is a corporate e-learning consultancy based in London and was established in 2002.

## Users of the material

Current users include HE institutions, local government departments, NHS Trusts, and companies in the finance and insurance sectors.

## Those who should benefit

All staff where training is carried out.

## Nature of the material

Marshall ACM Ltd recommends that Diversity in the Workplace is used as part of an organisation's diversity strategy along with classroom training. Included in the training is:

- coverage of all relevant legislation, including the Human Rights Act and the Race Relations (Amendment) Act 2000, this is regularly updated to reflect changes in employment legislation;
- explanations of diversity, equal opportunities, prejudice and stereotyping;
- consequences of bad practice using real-life case studies;
- explanations of the benefits of diversity and the employers' legal rights and responsibilities in the workplace.

Features of the training include:

- contents delivered over the internet to enable staff to work from any computer, including from home;
- interactive quizzes to test knowledge and prompt users to think about diversity;
- a module that includes a Learning Management System to allow progress of the training to be monitored; that can be customised to the requirements of the organisation;
- implementation of this training can stand as evidence of steps that an organisation has taken to combat harassment or discrimination in the event of an employment tribunal.

## Cost

Costs depend on:

- level of customisation required
- number of employees in the organisation.

Quotations can be given by contacting Marshall ACM Ltd.

## Updating

Updating is carried out in the light of new legislation.

## Copyright

Please contact Marshall ACM Ltd for guidance.

Title:	<b>Engineering Subject Centre Guide to Working with Disabled Students</b>
Address:	Higher Education Academy Engineering Subject Centre Loughborough University Leicestershire LE11 3TU
Tel:	01509 227170
Fax:	01509 227122
Email:	<i><a href="mailto:enquiries@engsc.ac.uk">enquiries@engsc.ac.uk</a></i>
Website:	<i><a href="http://www.engsc.ac.uk/er/dis/index.asp">www.engsc.ac.uk/er/dis/index.asp</a></i>

### Aims

The Engineering Subject Centre's guide 'Working with Disabled Students' (2nd edition, 2005) is a resource to encourage engineering departments to develop good practice and to help them respond to the Special Educational Needs and Disability Act (SENDA) 2001.

The Engineering Subject Centre website has a section dedicated to disability issues which aims to assist engineering academics in finding resources that are relevant to their practice. The website also provides access to a database containing learning and teaching resources and case studies relating to disabled students and staff.

### Users of the material

Academic and learning support staff, and students working in engineering departments in HE.

### Those who should benefit

Disabled staff and students in HE engineering departments.

### Nature of the material

#### 1. Engineering Subject Centre Guide: Working with Disabled Students

The aims of the guide are to help departments comply with disability legislation, to provide an overview of the QAA precepts and all aspects of accessibility. Case studies, written by students and staff, are used to highlight good practice. Although the guide is primarily aimed at staff within engineering departments, it also serves as a source of information for all those with responsibility for disability issues.

#### 2. Resource database

The resource database currently contains over 90 resources in the disability section. These include the Engineering Subject Centre's resources as well as links to other relevant websites. Some examples are listed below.

# DIVERSITY RESOURCES PROJECT

**Case study of provision for a wheelchair-user mechanical engineering student at the University of Exeter** – this case study covers issues such as lessons learnt, safety, furniture provision, space allocation, security and building development.

**Case study of the experience of a deaf student in Product Design and Manufacture** – this case study, written by a graduate in Product Design and Manufacture, describes the student's background, the support provided by the university, life after university and other issues.

**Case study of the experiences of a university teacher with a visual impairment** – his describes the experiences of a university teacher with a visual impairment, including the teacher's personal goals, support received and reflections on his work.

**Possible uses of PDAs for engineering students with disabilities** – this describes the potential uses of Personal Digital Assistants (PDAs) for engineering students. PDAs are small handheld computers equipped with diary and personal organiser tools. They can be set up to synchronise and exchange data with a desktop computer.

## Cost

The guide is available in PDF on the website and alternative format versions are available by contacting the Engineering Subject Centre (free of charge). The resource database can be accessed via the internet.

## Updating

The Centre's resource database is regularly reviewed and updated. The second edition of the Engineering Subject Centre's Guide to Working with Disabled Students was published in July 2005.

## Copyright

©The Higher Education Academy Engineering Subject Centre. Materials can be reproduced for non-profit use within higher and further education institutions.

Title:	<b>Equality and Diversity provision at the London School of Economics and Political Science (LSE)</b>
Address:	Chris Connelley and Ellen Pugh LSE Houghton Street London WC2A 2AE
Tel:	020 7955 6256
Email:	<i>staff.development@lse.ac.uk</i>
Website:	<i>www.lse.ac.uk/staffdevelopment</i>

### Aims

The LSE is a world-class university focusing on the broadly defined social sciences. It has approximately 7,000 students and 2,800 staff (1,500 of whom are support staff).

### Users of the material

Staff at the LSE.

### Those who should benefit

Staff and students at the LSE.

### Nature of the material

There are three principal elements to the LSE's equality and diversity provision:

#### 1. Diversity Toolkit

The Diversity Toolkit was launched in 2003 as a text product and was developed with the Grass Roots consultancy, with all materials customised for the LSE. The original printed version is no longer available, but the Toolkit continues to exist on line.

#### 2. Accessible Education Matters

This is another online tool produced as a partnership between the LSE Disability Office and a commercial provider. It uses School imagery and has been carefully customised for the LSE.

### 3. Equality and Diversity Awareness Sessions

These three-hour facilitated sessions were developed by the LSE Staff Development Unit and Alison Cumpstey Associates, whose trainers lead the input. They are not mandatory but are actively encouraged and run every month. Sessions may be closed or open.

They are designed to offer an overview on diversity issues and legislation, and draw heavily on case studies and work-based scenarios.

They deal with:

- helping staff to work with, and make sense of, diversity in a complex environment;
- harassment and bullying;
- issues around disability, class, gender and race.

The sessions are interactive and practical with eight to ten delegates participating in each session.

Programme evaluation has been highly positive, with a sense that sessions work particularly well when whole teams attend together. Those who have attended have been overwhelmingly support staff.

The Staff Development Unit (SDU) and Teaching and Learning Centre (TLC) additionally aim to address diversity awareness issues as an embedded element of all other development provision.

### Cost

Contact the LSE for further information.

### Updating

Contact the LSE for further information.

### Copyright

Contact the LSE for further information.

# DIVERSITY RESOURCES PROJECT

**Title:** Equality is Challenging...  
New Age Thinking

**Address:** Equality Challenge Unit  
7th Floor  
Queen's House  
55/56 Lincoln's Inn Fields  
London  
WC2A 3LJ

**Tel:** 020 7438 1010

**Fax:** 020 7438 1011

**Email:** [pubs@ecu.ac.uk](mailto:pubs@ecu.ac.uk)

**Website:** [www.ecu.ac.uk](http://www.ecu.ac.uk)

## Aims

This booklet, published in January 2006, aims to raise awareness of attitudes towards age in society generally, and within HE institutions. New legislation which comes into force in October 2006 will prohibit discrimination on the grounds of age. The objectives of the booklet are to:

- put the 2006 legislation into context;
- explain the challenges that people face as a result of assumptions around age;
- test readers' assumptions through a series of questions and exercises;
- suggest how HE staff may respond to the forthcoming legislation.

The Equality Challenge Unit (ECU) suggests that people working in staff development and training in HE may use the booklet as a basis on which to train their colleagues about age equality, and raise awareness about age stereotyping.

## Users of the material

All staff in HE.

## Those who should benefit

All staff and students in HE.

## Nature of the material

The booklet is available from the ECU in printed form, 3.5" disk, CD-Rom or in large print. It is also downloadable from the ECU's website.

The booklet is in four sections followed by a list of resources. The sections are as follows:

**Section 1: Context** – this presents recent research findings on age including the point that ageist assumptions can affect people at any age, not just those over 50. It also provides the political and legal context and the social and economic context of the age equality agenda, including demographic data on the UK population.

**Section 2: The Challenge of Attitudes, Assumptions and Prejudice** – this discusses the nature of stereotyping and demonstrates how workers can be prevented from fulfilling their potential by their own and others' assumptions about age.

**Section 3: Age and Higher Education** – this section begins with a short quiz and exercises focusing on age and the HE sector. An introduction to the age profile of staff in the sector is provided, with headline data on age disaggregated by type of contract, mode of employment and gender. Differences between academic and support staff profiles are also displayed.

**Section 4: What can we do about ageism?** – this discusses the consequences of ageism, and makes a business case for combating age discrimination in HE, suggesting practical steps for different staff in HEIs to take, including:

- running an age awareness campaign;
- improving data on the age profile of the workforce;
- developing and improving selection and recruitment procedures.

### **Cost**

The ECU's publications, in all formats, are produced free of charge to those working within the HE sector.

### **Updating**

When reprint becomes necessary, possibly by September 2006, revisions will be made to update the publication where appropriate.

### **Copyright**

Information can be reproduced accurately as long as the source is clearly identified.

# DIVERSITY RESOURCES PROJECT

**Title:** Ethnicity and Employment in Higher Education

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50 Hanson Street  
London  
W1W 6UP

**Tel:** 020 7911 7500

**Fax:** 020 7911 7501

**Email:** [website@psi.org.uk](mailto:website@psi.org.uk)

**Website:** <http://www.psi.org.uk>

## Aims

This report, published in 1999 and written by John Carter, Steve Fenton and Tariq Modood, focuses on the position of ethnic minorities in academic and academic-related employment. It arose for several reasons.

- There have been protracted cases of academic staff alleging racial discrimination against HE institutions.
- Significant developments have occurred in gender equality, but there has been less progress with race.
- Given a more multi-ethnic student body and the potential pool of ethnic minority candidates for academic jobs, there is a question around how the sector will respond to an increase in ethnic minority academics.

The report was commissioned by the AUT, the Commission for Racial Equality, the Committee for Vice-Chancellors and Principals, NATFHE, HEFCE and the Scottish Higher Education Funding Council (now the Scottish Funding Council). It is based on five elements:

- an analysis of the Higher Education Statistics Agency (HESA) dataset;
- a survey of racial equality policies;
- a postal survey of staff;
- discussion groups with ethnic minority staff;
- discussion groups with ethnic minority students.

## Users of the material

The report gives five key recommendations to senior managers in HE, but it also recommends wide participation in the process of change with consultation and debate throughout HE institutions as well as changes to data collection at national level via the HESA dataset.

## Those who should benefit

All those who work in HE.

### Nature of the material

The report is structured around the five elements outlined above preceded by an introduction.

**Introduction** – this gives the rationale for the work and the methodology.

**Analysis of the HESA dataset** – this gives a comprehensive, quantitative overview of the representation of ethnic minority academic staff in the UK, including an analysis of the combined effects of gender and ethnicity.

**Racial Equality Policies Survey** – this analyses the racial equality policies of 126 HE institutions, including the proportions who have policies, monitor job applications by ethnicity and have positive action plans.

**Staff survey** – this survey aims to look at the views and experiences of academic staff in HE with a particular emphasis on ethnic minority groups. It finds, for example, that one in four ethnic minority academics had reported discrimination in job applications.

**Ethnic minority staff discussion groups** – this presents qualitative data on staff experiences including problems with fixed-term contracts and promotion, assumptions about cultural difference and problems in areas where there are few ethnic minority staff.

**Ethnic minority research student discussion groups** – a finding of these qualitative data is that non-British students were less conscious of racism than British minority ethnic students who identified major issues around ethnicity.

**Conclusion** – this includes a set of five benchmark questions which should be used on an annual basis to measure progress with racial equality and five recommendations for senior managers including monitoring ethnic minority representation and ensuring a culture where the needs and interests of ethnic and religious minorities are properly addressed and accommodated.

### Cost

£15 per copy, available from the Policy Studies Institute.

### Updating

Contact the authors.

### Copyright

Contact the authors.

# DIVERSITY RESOURCES PROJECT

**Title:** Geography Discipline Network (GDN)  
**Address:** Centre for Active Learning  
University of Gloucestershire  
Francis Close Hall  
Swindon Road  
Cheltenham  
Gloucestershire  
GL50 4AZ  
**Tel:** 01242 543315  
**Email:** [mhealey@glos.ac.uk](mailto:mhealey@glos.ac.uk)  
**Website:** [www2.glos.ac.uk/gdn](http://www2.glos.ac.uk/gdn)

## Aims

The GDN, based at the University of Gloucestershire, has undertaken two projects to support disabled students – the Inclusive Curriculum Project and Learning Support for Disabled Students Undertaking Fieldwork and Related Activities. The GDN is a consortium of old and new universities whose aim is to research, develop and disseminate good learning and teaching practices in geography and related disciplines.

The Inclusive Curriculum Project, funded by HEFCE, ran from January 2003 to December 2005, and was designed to develop, disseminate and embed resources for disabled students studying geography, earth and environmental sciences in higher education. The generic lessons gained from the project are also transferable beyond discipline boundaries to a wider audience of academics, educational developers, learning support staff and disability advisors. The project produced seven main outputs including a

survey report, a set of case studies, a guide aimed at students and nine guides aimed at staff in geography, earth and environmental sciences. Further information is available via the GDN website at [www2.glos.ac.uk/gdn/icp/](http://www2.glos.ac.uk/gdn/icp/)

The guides will be published in hard copy and distributed to all HEFCE-funded HEIs in mid-2006.

The project Learning Support for Disabled Students Undertaking Fieldwork and Related Activities was also funded by HEFCE and resulted in six web-based guides on supporting students with a range of disabilities, published in 2001.

## Users of the material

Academic and learning support staff in HE with responsibility for the learning and teaching of disabled students. Students with disabilities studying geography, earth and environmental sciences.

## Those who should benefit

Students with disabilities studying geography, earth and environmental sciences.

## Nature of the material

The guide titles from these projects listed below.

a) Learning Support for Disabled Students Undertaking Fieldwork and Related Activities (available via the GDN website at [www2.glos.ac.uk/gdn/disabil.htm](http://www2.glos.ac.uk/gdn/disabil.htm)):

- Issues in Providing Learning Support for Disabled Students Undertaking Fieldwork and Related Activities
- Providing Learning Support for Students with Mobility Impairments Undertaking Fieldwork and

#### Related Activities

- Providing Learning Support for Deaf and Hearing Impaired Students Undertaking Fieldwork and Related Activities
- Providing Learning Support for Blind or Visually Impaired Students Undertaking Fieldwork and Related Activities
- Providing Learning Support for Students with Mental Health Difficulties Undertaking Fieldwork and Related Activities
- Providing Learning Support Students with Hidden Disabilities and Dyslexia Undertaking Fieldwork and Related Activities

b) Inclusive Curriculum Project (available via the GDN website at [www2.glos.ac.uk/gdn/icp/](http://www2.glos.ac.uk/gdn/icp/)):

- Issues in Developing an Inclusive Curriculum: Examples from Geography, Earth and Environmental Sciences
- Developing an Inclusive Curriculum for Students with Dyslexia and Hidden Disabilities
- Developing an Inclusive Curriculum for Students with Hearing Impairments
- Developing an Inclusive Curriculum for a) Students with Mental Health Issues; b) Students with Asperger's Syndrome
- Developing an Inclusive Curriculum for Students with Mobility Impairments
- Developing an Inclusive Curriculum for Visually Disabled Students
- Developing an Inclusive Curriculum: A Guide for Heads of Departments and Course Leaders
- Developing an Inclusive Curriculum: A Guide for

#### Lecturers

- Developing an Inclusive Curriculum: A Guide for Support Staff
- To a Degree: A Guide for Students with Specific Learning Difficulties, Long-term medical conditions or impairments

#### Cost

All materials produced by the project are available free of charge via the GDN website.

#### Updating

There are no current plans for updating.

#### Copyright

Copyright is owned by the University of Gloucestershire and the author or authors concerned.

# DIVERSITY RESOURCES PROJECT

Title:	<b>Good Practice in University Chemistry Departments</b>
Address:	Athena Project The Royal Society 6-9 Carlton House Terrace London SW1Y 5AG
Tel:	020 7451 2656
Fax:	020 7930 2170
Email:	<a href="mailto:athena@royalsoc.ac.uk">athena@royalsoc.ac.uk</a>
Website:	<a href="http://www.athenaproject.org.uk">www.athenaproject.org.uk</a>

## Aims

This report is a joint initiative of the Athena Project and the Royal Society of Chemistry. It was published in 2004. The aims of the project were to collect and disseminate information on good practice in university chemistry departments and to provide a baseline for measuring future progress. The report is based on fieldwork carried out in 25 chemistry departments in Scotland and England.

The Athena Project was established in 1999 by the UK HE funding councils, Universities UK and the Office of Science and Technology in the Department of Trade and Industry. Its aims are the advancement and promotion of the careers of women in science, engineering and technology (SET) in HE and research and to achieve a significant increase in the numbers of women recruited to top posts. While developing tools for diversity training are not within the remit of Athena, the Project has published a large series of reports including a number of good practice guides, most of which are available in PDF format on Athena's website.

## Users of the material

Though the report focuses on chemistry departments, the findings will be of interest to all SET departments.

## Those who should benefit

Women in academic chemistry and those in other SET disciplines.

## Nature of the material

- The full report is available on Athena's website. The report includes the following sections:

**1. Introduction** – this presents the background and methodology of the project.

**2. A window into the future: the Chemistry Department, University of Utopia** – this presents a fictitious scenario of a Utopian chemistry department, though examples are taken from departments who participated in the study.

**3. Sustainable careers: the issues** – this provides case studies of women chemistry academics and their careers and sets out the findings of the research including issues of career progression and structural barriers.

**4. Fifteen years of statistics: progress yes, parity when?** – this looks at the numerical progress of women in academic chemistry in the years 2000-2004.

**5. Key performance indicators** – these are developed from the study's findings and previous work of Athena.

The report states that these are needed in order for academic staff to enjoy successful careers. The three key indicators are:

- an appointment process that encourages women and men to apply for academic posts at all levels;
- departmental career progression arrangements that encourage women and men to remain in academic chemistry;
- a departmental organisation and culture that is open, inclusive, transparent and supportive of its staff.

**6. Next steps** – this sets out the next stages for the Athena Project, the Royal Society of Chemistry and chemistry departments.

**Appendix 1** – this presents an analysis of responses to the checklist.

**Appendix 2** – this includes the full checklist as used in the report. The areas covered are:

- personal and professional support and development;
- appointment and promotion process;
- departmental arrangements, structure and culture.

### Cost

The report is available in hard copy free of charge from the Athena Project or in PDF format from the website.

### Updating

Work has started on developing the key performance indicators into a set of indicators for use by employers across all SET disciplines and employment sectors. The Royal Society of Chemistry will review the findings and identify an action programme. Chemistry departments are urged to formulate a local agenda for action.

### Copyright

The material included in the report may be reproduced and disseminated without infringing copyright provided acknowledgement is given as:

Good Practice in University Chemistry Departments 2003 – Reproduced by permission of the Royal Society of Chemistry and the Athena Project.

# DIVERSITY RESOURCES PROJECT

**Title:** Grass Roots  
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Herts  
HP23 5QY  
**Tel:** 01442 829400  
**Fax:** 01442 829405  
**Email:** [diversity@grg.com](mailto:diversity@grg.com)  
**Website:** [www.grg.com](http://www.grg.com)

## Aims

Grass Roots assists clients in issues of diversity compliance. As well as face to face activity, it specialises in increasing staff knowledge and awareness of diversity issues by using distance learning techniques. All programmes are fully measurable, so clients know when and how well participating staff have undertaken the training. Grass Roots states that they tend to be more detailed and take longer to go through than others on the market and have been designed so that learners acquire the same information in the same depth, irrespective of format.

Grass Roots is a large organisation, that was set up in 1980, with an annual turnover exceeding £100 million. It has developed a range of performance improvement services - diversity is one of seven. Its core aim is to help "clients achieve their corporate goals by helping

individuals become more productive and satisfied" ([www.grg.com/aboutus.aspx](http://www.grg.com/aboutus.aspx)). Grass Roots describes itself on its website as "Europe's leading performance improvement business".

The organisation has a "mystery shopping panel" of 30,000 shoppers, 3,000 of whom have known disabilities and a further 2,000 who are from non-white ethnic backgrounds. The panel undertakes research on behalf of clients to gather feedback on services.

## Users of the diversity materials

Private and public sector employers including ABN Amro, SKY, UBM, Royal Mail, nine UK universities (including Westminster, Staffordshire, Glasgow, the LSE and Open University), ACAS, the Adult Learning Inspectorate and more than 50 local authorities and NHS Trusts.

## Those who should benefit

All employees of participating organisations.

## Nature of the material

### 1. Diversity Training

Grass Roots' diversity training is delivered through the Respect for People programme. This is a distance-learning programme available in workbook, text only and e-learning formats. This makes it particularly suited to organisations with staff who do not all have online access. It is introduced by Lord Herman Ouseley, a past chair of the Commission for Racial Equality, and covers the most recent anti-discrimination legislation and guidance.

Six areas of diversity are included:

- race and ethnicity;
- gender;
- disability;
- religion and belief;
- age;
- sexual orientation.

The programme is linked to an interactive test which can be taken on the phone or online. Certificates are awarded to successful participants.

## 2. Disability Training

The disability training is similarly available in workbook, text only and e-learning formats as a distance-learning programme. Called Welcoming Disabled People it is based on the social model of disability. Included in this programme are 'dos and don'ts' of working and communicating with disabled people and the latest disability legislation, including the Disability Discrimination Act 2005. It is introduced by Phil Friend, Chair of Radar and director of Churchill, Minty and Friend. The programme is followed by a test taken online or over the phone. Certificates are awarded to successful participants.

## Cost

This depends on the size of each programme and the degree of branding. A typical lightly branded diversity or disability programme for 3,000 staff, with 30% using workbooks and 70% accessing the programme online would be £5 - £6 per head.

## Updating

Because the broad thrust of diversity-related legislation is known well in advance, Grass Roots reports that most of the general content remains current for about 18 months. Programmes are typically updated every three months, with the online versions amended more frequently if events require it.

## Copyright

Grass Roots would retain copyright over its own materials, but those developed specifically for a client would usually be subject to joint copyright.

# DIVERSITY RESOURCES PROJECT

Title:	<b>Higher Education Academy Subject Centres</b>
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Email:	<a href="mailto:enquiries@heacademy.ac.uk">enquiries@heacademy.ac.uk</a>
Website:	<a href="http://www.heacademy.ac.uk">www.heacademy.ac.uk</a>

## Aims

Founded in May 2004, the Higher Education Academy's (HEA's) vision is to help institutions, discipline groups and all staff to provide the best possible learning experience to their students. Its strategic aims and objectives include:

- to be an authoritative and independent voice on policies that influence student learning experiences;
- supporting institutions in their strategies for improving the student learning experience;
- promoting good practice for the student learning experience.

Practitioners, subject departments and discipline communities are supported through 24 subject centres. The HEA is an independent organisation funded by grants from the four UK funding bodies, subscriptions from HE institutions and contract income for specific initiatives. Initiatives relating to equality and diversity can be accessed through the subject centres on the HEA's website as detailed below.

## Users of the material

All involved in student learning and, for equality and diversity issues, all staff involved in working in and/or interested in promoting these issues.

## Those who should benefit

All HE students and staff who are likely to benefit from equality and diversity. For some initiatives, prospective university students.

## Nature of the material

Equality and diversity initiatives can be accessed through the home page of the HEA's website ([www.heacademy.ac.uk](http://www.heacademy.ac.uk)). The subject centres are set out on a drop-down menu to the right-hand side of the HEA's website home page. An example of the initiatives listed are those on the Art and Design subject centre. Under this subject centre's website ([www.brighton.ac.uk/adm-hea/topics/acronyms.html](http://www.brighton.ac.uk/adm-hea/topics/acronyms.html)) are links to:

- disability
- widening participation.

- **Disability** – the following projects are listed under this link:

**Being inclusive in the Creative and Performing Arts** – funded under HEFCE's Strand 2 initiative for disabled students, this consortium of Arts and Design institutions aims to improve the design and delivery of programmes of study within the creative and performing arts.

**Developing online resources for dyslexic students in Art and Design** – based at Robert Gordon University, this project aims to develop a web-based resource for dyslexia students along with information for teaching staff.

**Managing student lifestyles: the Art and Mental Health Project** – this project based at University College Worcester aims to ensure effective and appropriate support for students with mental health difficulties on the Art and Design Programme at the university.

**North West Disability Arts Forum Employing Creativity** – this is a report on the issues faced by disabled or deaf arts practitioners in arts education, training and employment.

- **Widening Participation** – this part of the Arts and Design subject centre includes information on the following initiatives.

**The University of Manchester** – through the Arts and Design subject co-ordinator, the Art History and Visual Studies Department in the School of Arts, Histories and Cultures is collaborating with Manchester Museum and Whitworth Art Gallery to present activities for schools and colleges.

**University of the Arts London** – this provides a link to the report *It's been so difficult for me to get here about the role of pre-entry guidance in widening participation in art and design and communication in HE*. Written by Jackie McManus and published in 2003 by the London Institute, this publication highlights the problems for prospective students in social classes III-V in gaining access to arts and design courses, including negative attitudes regarding their chances of gaining a course place.

### Cost

There is open access to the subject centres on the HEA website.

### Updating

Ongoing.

### Copyright

Contact the Higher Education Academy.

# DIVERSITY RESOURCES PROJECT

Title:	<b>Implementing the Race Relations Amendment Act: A NATFHE/UNISON Guide</b>
Address:	NATFHE 27 Britannia House London WC1X 9JP
Tel:	020 7520 1037
Email:	<a href="mailto:kheasman@natfhe.org.uk">kheasman@natfhe.org.uk</a>
Website:	<a href="http://www.natfhe.org.uk">www.natfhe.org.uk</a>

## Aims

This guide is aimed at trade union members who need to know how the law, specifically the RR(A)A, supports them in the struggle against racism. It includes bargaining arguments for activists and case studies and exercises to find out whether or not employers are complying with the duties laid down by the Act.

## Users of the material

Trade union representatives and members in FE and HE.

## Those who should benefit

All who work in FE and HE.

## Nature of the material

The guide was published in 2004 and is a 28-page report with the following sections.

**The law in context** – this provides an overview of the situation of Black and Asian staff in FE and HE and the extent to which the sectors have implemented the recommendations of the RR(A)A.

**The six steps** – this outlines the six basic duties incumbent on employers in order to implement the RR(A)A, i.e. the positive duty, policy, consultation, training, monitoring and impact assessment.

**Using the law: advice for trade unionists** – this sets out strategies for trade unionists working with employers to implement the RR(A)A.

**Equality in NATFHE and UNISON** – gives advice on how trade union members and stewards can support Black members and represent them if they have suffered discrimination.

**Exercises** – these are provided for individuals to test compliance of their institution with the law including formulating race equality policies, training, monitoring and target-setting.

**Appendices** – Appendix 1, which sets out the national agreement on Further Education, and Appendix 2 which sets out the national agreement on Higher Education.

## Cost

The guide is available free of charge from NATFHE.

## Updating

Please contact NATFHE for further information.

## Copyright

Please contact NATFHE.

**Title:** Institutional Racism in Higher Education:  
**Building the Anti-Racist HEI: A Toolkit**

**Address:** Dr Ian Law  
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**Email:** [i.g.law@leeds.ac.uk](mailto:i.g.law@leeds.ac.uk)

**Website:** [www.leeds.ac.uk/cers/toolkit/toolkit.htm](http://www.leeds.ac.uk/cers/toolkit/toolkit.htm)

### Aims

The main aim of the Anti-Racist Toolkit is to provide “conceptual and methodological resources from which practitioners in the field can select and combine the implements and tools that best suit the needs of their own institution” (p.3, Section One). The Toolkit aims to consider the breadth and depth of operations and functions of universities and it is targeted both at institutions initiating a race equality policy and those reviewing an existing policy. The Toolkit was written by Laura Turney, Ian Law and Deborah Phillips of the University of Leeds.

The Anti-Racist Toolkit Project on which this publication is based was established following the Stephen Lawrence Inquiry and the passing of the RR(A)A 2000. The Project identified a need to actively develop and enhance the equality and diversity strategy planning of universities. The Project was made possible through HEFCE Innovations funding.

### Users of the material

HE institutions and related public and voluntary sector bodies.

### Those who should benefit

All staff and students benefit from increasing diversity in work, teaching and learning environments.

### Nature of material

The complete Toolkit is in electronic form on the website

[www.leeds.ac.uk/cers/toolkit/toolkit.htm](http://www.leeds.ac.uk/cers/toolkit/toolkit.htm)

The Toolkit is in five sections with an appendix as follows:

**Section One: Using the Anti-Racist Toolkit: A Reader’s Guide** – covers why the Toolkit is needed, the aims of the Toolkit, the HE sector and racism and reading and using the Toolkit. An outline action plan is given and reference is made to other toolkits and guides pertaining to race equality.

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**Section Two: Conceptual Tools** – discusses concepts behind racism and how to deal with them including operationalising institutional racism and the concept of Eurocentrism.

**Section Three: Legal and Organisational Tools** – this includes the legislative framework, positive action, targets and dealing with stereotypes.

**Section Four: Anti-Racist Strategies** – outlines anti-racist strategies in the various functions of universities including employment, student recruitment, support and transition to employment, research and external affairs.

**Section Five: Reviewing Your Institution** – gives mechanisms for evaluating progress and gathering feedback. Sections include how to listen to staff and students and how to analyse data.

**Appendix:** This gives the Diversity Plan for the University of Leeds.

## Cost

The toolkit is a free resource for institutions and individuals, providing they acknowledge the authors.

## Updating

Not subject to regular updating.

## Copyright

Authors retain copyright.

**Title:** Learning for All: the Report of the SFEFC/SHEFC Widening Participation Review Group

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### Aims

This report looks at what has been achieved in widening participation in Scotland in HE and FE and what further action should be taken. It is based on.

- a review of past activities undertaken by the Scottish Funding Councils
- evidence for underlying patterns of participation and recent changes
- research on widening access
- consultation with researchers and practitioners in the area.

The report states that in Scotland educational participation and achievement is highly skewed, particularly by socio-economic group, geography and gender and that the causes behind these problems need to be tackled.

Amongst the conclusions of the report are that:

- a national campaign of all sectors is needed in partnership with all stakeholders and partners (including institutions);
- “first chances” (p.7) must be got right so that causes rather than symptoms are tackled;
- “second chances” (p.7) must be continued including such initiatives as access courses and the national qualification framework;
- there is a need to monitor change in terms of participation amongst people from lower socio-economic groups.

### Users of the material

All in FE and HE concerned with widening participation.

### Those who should benefit

People from under-represented groups who are potential FE or HE students.

### Nature of the material

The report is available in hardcopy from the Scottish Funding Council and in PDF format on its website.

The main report consists of the following sections.

**Learning Matters** – this gives an overview of why participation in learning is important, including personal benefits in terms of higher wage-earning potential and the advantages to the Scottish economy.

**What has been happening?** – this examines the following issues.

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- Patterns of participation and achievement in learning – this presents a range of data, including patterns of the student participation rate over the period 1998-1999 to 2003-2004 (Table 1, page 11) and a comparison of Scottish domiciled student numbers in HE by Carstairs deprivation group between 1996-1997 and 2003-2004.
- Actions to widen access – these include SHEFC's support of HEIs through its widening of access premium (£5 million in 2004-2005) and support for HEIs in rural areas, including funding it provided towards the development of the Crichton Campus in Dumfries.
- Evaluation evidence – project evaluations are described throughout the section, for example, the report discusses the impact SHEFC's part-time fee waiver scheme has had on the significant increase of part-time participation.

**Conclusions** – this summarises the findings and presents a proposed vision including that learners and potential learners would “want to learn and value learning, be clear what they want out of their learning and be self-directed as learners; understand their options; and have aspirations and confidence” (p.34).

Our recommended programme of action – this sets out a list of aims and the organisations responsible for achieving them.

## Cost

The report is available free of charge in hardcopy from the Scottish Funding Council. It is also downloadable in PDF format from the Council's website.

## Updating

The Council's action plan recommends an annual event. This would provide a platform to discuss progress on measures and showcase good practice. Some form of written update may supplement this.

## Copyright

There are no copyright restrictions.

Title:	<b>Making your teaching inclusive</b>
Address:	Robin Stenham Disabled Student Services The Open University Walton Hall Milton Keynes MK7 6AA
Tel:	01908 274066
Fax:	01908 652213
Email:	<i><a href="mailto:making-your-teaching-inclusive@open.ac.uk">making-your-teaching-inclusive@open.ac.uk</a></i>
Website:	<i><a href="http://www.open.ac.uk/inclusiveteaching">www.open.ac.uk/inclusiveteaching</a></i>

### Aims

The website, Making your teaching inclusive, was developed by the CARS (Creating Accessible Resources for Staff) project. The project was funded by HEFCE to improve disability provision by supporting teaching staff in HE in England and Wales, helping them to understand the needs of disabled students and to teach them effectively.

The aims of the site are to

- help staff meet the requirements of the Disability Discrimination Act
- provide practical advice about teaching inclusively.

The site gives information on how to enhance students' learning experiences, common barriers to learning and ways to find solutions, and types of learning support including assistive technologies and specialist staff.

### Users of the material

Academic and support staff working with disabled students.

### Those who should benefit

Disabled students.

### Nature of the material

The main sections of the site are

- understanding and awareness
- inclusive teaching
- identifying a student's needs
- legal and professional requirements

**Understanding and awareness** – this section sets out to challenge negative assumptions and attitudes about disabled people, provides information on statistics on disabled students in HE, considers depictions of impairment and disability, introduces the medical and social models of disability and describes different disabilities.

**Inclusive teaching** – this explains the concept of inclusive teaching, outlining the main features of this approach which include having a strategy for delivering equal opportunities and diversity policies, matching provision to student needs and taking a coherent approach which is anticipatory and proactive. Resources include a database of assistive technologies and descriptions of types of learning support, adjustments and specialist staff.

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**Identifying a student's needs** – people working with disabled students are able to access information on the needs of their particular students by using an alphabetical directory that includes issues around assessment, issues for particular groups of students with disabilities (including deaf and hard of hearing students and students with mental health difficulties), case studies and educational issues such as barriers to learning.

**Legal and professional requirements** – this section explains legislation in place in December 2005 and summarises the provisions of the Disability Discrimination Act, recent changes to the Act, and the role of the Disability Rights Commission. This section also outlines the standards expected by the Quality Assurance Agency and gives links to other useful resources.

The most compelling reasons for making teaching inclusive come from the students themselves and the staff who support them. There are video clips throughout the site to tell their stories.

## Cost

These materials can be accessed free of charge through the website.

## Updating

There are no resources for updating the material. However, discussion has taken place about a continuation strategy for the project.

## Copyright

Copyright is owned by the Open University, but the materials are freely available to the sector.

**Title:** Mandatory Staff Training on Diversity

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### Aims

Mandatory training on diversity is delivered to all staff at Loughborough University. This training can also be delivered to students at the university. It incorporates all aspects of diversity, covering equalities legislation and the university's policies on equality and diversity and bullying and harassment. Some sessions are customised for particular departments, but some can be used more widely.

The training developed out of the university's Human Resource strategy which set out the need for mandatory training on race awareness and harassment and bullying. It became apparent that all aspects of diversity needed to be included. The sessions were developed from two pilot sessions with senior staff.

These highlighted that:

- training needs are different for different groups;
- the language, paperwork and concepts need to be customised for particular groups.

Sessions are three hours in length and consist of group exercises and a PowerPoint presentation. The following elements are included in the session.

- A discussion as to why participants are attending.
- A discussion as to what they understand by the term 'diversity'.
- Discussion and exercises on institutional racism, how it applies to the university and examples of racism that participants may have encountered.
- Handouts are given on legislation and bullying and harassment.
- Discussion around litigations HE institutions may have had to deal with and the prejudices that may have been involved in individual cases.
- Discussion on prejudices. This is then used to broaden out the definition of diversity.
- Discussion on how to promote a culture that respects diversity.
- Development of action points. These may be taken to the Equal Opportunities Sub-committee.

### Users of the material

Equality and diversity advisors, officers and trainers.

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## Those who should benefit

All staff in the institution.

## Nature of the material

The following are used to back up training:

- PowerPoint presentation – Respecting Diversity;
- Cultural Diversity booklet (HM Land Registry);
- Handouts on
  - the Law and Equality
  - useful contacts (institutional contacts)
  - useful links (institutional and external links)
  - How to Avoid Liability (a guide for managers, supervisors and staff) in ensuring an environment free of harassment, bullying and discrimination.

## Cost

Contact Parinbanu Hirji to discuss.

## Updating

Training is updated regularly to incorporate new developments in good practice and legislation.

## Copyright

Contact Parinbanu Hirji to discuss.

**Title:** Meeting the Challenge: Managing Equality and Diversity in Higher Education

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**Website:** [www.coventry.ac.uk/equalityanddiversity](http://www.coventry.ac.uk/equalityanddiversity)

### Aims

**This resource** – a video and accompanying booklet – was developed by Coventry University and the University of Warwick to raise awareness and stimulate discussion about equality and diversity issues. The project’s flyer states that although legislation imposes specific duties and responsibilities on the HE sector, implementation can be significantly undermined by an unresponsive and uncaring institutional or departmental culture. The pack is intended to encourage staff to reflect on good and bad practices portrayed in the video and to consider ways in which the culture of the workplace can be improved. The project ran from 2001 to 2003 and was funded by HEFCE’s Good Management Practice Fund. The video and booklet were completed in 2003 and distributed free of charge to all English HEIs.

### Users of the material

The authors recommend that the materials are used either by in-house or external equality trainers. They further recommend that the materials are used in a group training context.

### Those who should benefit

The booklet states that the audience for the material is staff with management responsibility across HE, including academic, administrative, support and technical areas, although in practice it is suitable for all staff who deal with other people.

### Nature of the material

The material consists of a booklet and video in VHS and CD format, including a subtitled version.

**Booklet** – this is the text-based part of the resource pack and comprises of a guide on to how to use the video, as well as other resources. It is in five sections.

**Introduction** – this gives the rationale for the project, the target audience, information about the pack and how to use it and a short quiz with questions to stimulate discussion on equality and diversity issues, such as How is equality and diversity promoted in your institution?

**Section 1: Scene analysis and training activities** – this analyses each of the seven scenes and provides training activities. Amongst the learning aims of the scenes are:

- enhancing disability awareness;
- improving awareness of hierarchies of power in the workplace;

# DIVERSITY RESOURCES PROJECT

- improving the awareness of what actions can be seen as harassment and to understand that harassment is named by the victim not the perpetrator;
- identifying personal, departmental and institutional responsibilities in promoting an inclusive workplace.

Each scene has a sample training programme with learning aims, learning activities, notes for trainers and a case study.

**Section 2: Good practice is good business** – this section sets out the case for equality and diversity, gives information on other organisations and initiatives, including the Equality Challenge Unit, the Equal Opportunities Commission, and the WiSETI initiative.

**Section 3: Bad practice is bad management** – sets out the financial and reputational implications for a university when it loses an employment tribunal.

**Section 4: Equality legislation and codes of practice** – this summarises key employment and equal opportunities legislation from the 1970s onwards.

**Section 5: Further resources and project team** – includes a list of organisations and references for further information.

**Video** – this lasts for 35 minutes and is in the style of a docudrama. There are subtitled and non-subtitled versions provided on the CD. The video aims to show how behaviours and attitudes contribute to or challenge cultural assumptions around characteristics such as gender, age, race, sexuality and disability. The video can be used either in its entirety or scene-by-scene. The latter method can be used to generate discussion around particular issues.

**Website** – has a link to the Meeting the Challenge website from which the booklet is downloadable as a PDF file. It has a short introduction to the project.

## Cost

The booklet is no longer available in hard copy but is available in PDF (see above) from the website. The CD can be produced on demand – please contact: [k.ross@coventry.ac.uk](mailto:k.ross@coventry.ac.uk)

## Updating

There are no plans to update the material. The video will have currency for some years to come as it is focused specifically on individual behaviours and how staff can support or undermine equality initiatives through their own actions. Most of the material in the booklet is also not prone to redundancy although the material on links and legislation will become out of date.

## Copyright

All visual and written materials that form part of the Meeting the Challenge Project may be copied for non-commercial educational purposes provided the source is acknowledged.

**Title:** National Disability Team

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[info@actiononaccess.org](mailto:info@actiononaccess.org)

**Website:** [www.natdisteam.ac.uk](http://www.natdisteam.ac.uk) from 2006  
[www.actiononaccess.org](http://www.actiononaccess.org)

### Aims

The National Disability Team (NDT) was funded by the Higher Education Funding Council for England and the Department for Employment and Learning in Northern Ireland. The team supported the sector and disability specific projects between 2000 and 2005. It is included here because of its important work in supporting HE disabled students and the development of its substantial Resource Directory, an overview of which is provided below. The disability agenda will be taken forward jointly by the Action on Access team at Edge Hill University College, the Higher Education Academy and the Equality Challenge Unit.

The mission of the NDT was to increase access and to improve provision for disabled students in HE institutions across England and Northern Ireland. Its activities included:

- providing advice, guidance and support to all projects funded under the disability special initiatives;
- promoting project outcomes to the wider HE sector and beyond;

- transferring knowledge, understanding and practical examples of disability-related inclusive practice within the HE sector;
- collaborating with a wide range of key organisations to promote the needs of disabled students;
- advocating an anticipatory and proactive approach to assist the sector to fulfil the requirements of the disability discrimination legislation.

During the 2003-2005 special initiative the team supported 55 projects in two strands:

- Thirty-one Strand one projects aimed to improve provision in small or specialist institutions with little provision or experience in supporting disabled students.
- Twenty-four Strand 2 projects developed and disseminated resources to help with the learning and teaching needs of disabled students.

### Users of the material

Anyone with an interest in supporting disabled students in HE.

### Those who should benefit

Potential and actual disabled students in HE.

### Nature of the material

- NDT help desk – (will be incorporated into the Action on Access help desk from 2006)
- Directory of Resources – (will be integrated into the Action on Access website from 2006)

# DIVERSITY RESOURCES PROJECT

This online directory available on the NDT website was developed by professionals working in HE from programmes in the 1990s and from sector-wide resources. It also provides case studies for the HE community with a record of innovation, development work and good practice.

Three functions may be used to access resources in the resource directory:

- search the directory;
- browse the directory;
- submit a resource to the directory.

When communication difficulty was entered under the Browse the directory link the following seven entries were found:

**1. Communication Support Unit** – this gives details of a practical video guide for users of interpreters, including the role of an interpreter and how to work with an interpreter. It is produced by the Communication Support Unit at the University of Wolverhampton.

**2. Disability Arts Against Exclusion: People with learning difficulties and their performing arts?** – this book from the British Institute of Learning Difficulties and written by Dan Goodley and Michele More is about the importance for people with disabilities to participate in the performing arts.

**3. Empowering students with Asperger's Syndrome to Succeed at University – Good practice guidelines for staff** – this is a paper by Nicola Martin uploaded to the NDT website with findings of research on the support of students with Asperger's Syndrome. The good practice reported forms the basis of a staff development guide.

**4. Equipment Resource Bank ACE Centre North** – this bank has a range of assistive technology resources including PC systems available for loan by students across the North of England.

**5. The ACE Centre North** – this centre offers a wide range of services to support communication and learning through Assistive Technology and Alternative and Augmentative Communication. The centre runs courses for professionals working with physically or communication-impaired children and adults.

**6. The British Psychological Society's Find a psychologist database** – this is a database of Chartered Psychologists offering services to the public including those with communication difficulties, dyslexia and specific learning difficulties.

**7. The Human Rights of Persons with Intellectual Disabilities - Different but Equal** – this is a book of essays published by Oxford University Press on the human rights of people with intellectual disabilities. It emphasises the importance of effective action.

### Cost

The resources directory is available free online via [www.actiononaccess.org](http://www.actiononaccess.org)

### Updating

The NDT and Action on Access websites merged in 2006. It is intended that most of the functions and resources of the NDT website will be maintained.

### Copyright

Not applicable.

# DIVERSITY RESOURCES PROJECT

Title:	<b>Out of the Shadow: Guidance to Bristol Schools on the Repeal of Section 28</b>
Address:	EACH (Educational Action Challenging Homophobia) Office 24 14 Clifton Down Road Bristol BS8 4BF
Helpline:	0808 100 0143
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Fax:	By request
Email:	<a href="mailto:info@eachaction.org.uk">info@eachaction.org.uk</a>
Website:	<a href="http://www.eachaction.org.uk">www.eachaction.org.uk</a>

## Aims

Out of the Shadow is a report written by Jonathan Charlesworth of EACH in collaboration with Bristol Local Education Authority (LEA). The guidance was prepared for everyone working in schools by providing information on the abolition of Section 28. It seeks to clarify the position of Bristol LEA, its schools and nurseries. It highlights existing and new legislation and demonstrates how teaching policy and practice should be inclusive of all staff, children, young people and their parents or carers.

EACH is a national charitable organisation established in 2001 and set up to challenge homophobia through education. It is a not-for-profit training agency for public and voluntary sector organisations committed to achieving equal and safe working environments for

lesbian, gay and bisexual people. It operates a helpline for young people up to the age of 25 affected by homophobia. Its partners include:

- the DfES;
- LEAs;
- schools and colleges;
- primary care trusts;
- disability agencies;
- minority ethnic agencies.

EACH provides workplace training on the legalities of sexual orientation and how to challenge homophobia through education.

## Users of the material

Everyone working in schools but also those working with young people in their transition into HE, FE and into employment.

## Those who should benefit

Lesbian, gay and bisexual staff, young people and children of lesbian, gay or bisexual parents or carers.

## Nature of the material

Out of the Shadow gives an overview of why the guidance is necessary and in particular how Section 28 undermined the confidence of professionals seeking to support colleagues and young people in schools. It discusses how the repeal of Section 28 has changed the landscape and what now needs to be done. It sets out schools' responsibilities, the nature of homophobic bullying, other aspects of sexuality and useful further contacts.

The report sets out 10 recommendations for action to enable schools to tackle homophobia. These include:

- using the curriculum to open up sensible, appropriate discussion around sexuality;
- requesting staff training as INSET as staff cannot be expected to understand homophobia or its effects without professional guidance;
- create a safe environment, e.g. using posters of helpline numbers.

### **Cost**

The report is available in PDF format via the Bristol LEA's website at

*[www.bristol-lea.org.uk/services/pdf/Out\\_of\\_Shadow.pdf](http://www.bristol-lea.org.uk/services/pdf/Out_of_Shadow.pdf)*

### **Updating**

The work of EACH is ongoing.

### **Copyright**

The report should not be reproduced or amended without the permission of Bristol LEA.

# DIVERSITY RESOURCES PROJECT

**Title:** Professional education and disability support (PEdDs)

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**Email:** [j.wray@hull.ac.uk](mailto:j.wray@hull.ac.uk)

**Website:** [www.hull.ac.uk/pedds](http://www.hull.ac.uk/pedds)

## Aims

The PEdDs project ran from February 2003 to June 2005. Based at the University of Hull and funded by HEFCE, the project had four aims and objectives.

1. To identify opportunities and barriers with regard to the learning of social work students with unseen disabilities on practice placement.
2. To coordinate and deliver a learning support service to students in social work with unseen disabilities on practice placement.
3. To identify examples of good practice in supporting the learning of these students on placement.
4. To produce and disseminate a best practice guide to support the learning of disabled students in professional education.

These aims and objectives acknowledge the particular needs of disabled students in pursuing professional training programmes in HE.

## Users of the material

Academic and learning support staff in Social Work departments working with students with unseen disabilities. Also disabled students and placement agencies.

## Those who should benefit

Students on Social Work courses with unseen disabilities and academic and placement staff.

## Nature of the material

The two main outputs of the project are available on the website.

- Wray et al. (2005) PEdDs Best Practice Guide: disabled social work students and placements, Hull: University of Hull
- Wray et al. (2005) PEdDs: disabled social work students and placements, Hull: University of Hull

The Best Practice Guide gives guidelines as to how to support disabled social work students on placements. The report is written for the following groups:

- students;
- academic staff including placement coordinators;
- practice assessors/teachers;
- disability support staff.

The second publication, PEdDs: disabled social work students and placements, is the final report of the project.

They are available in PDF files free to download on the website.

### **Cost**

All materials are available free of charge.

### **Updating**

Check with project managers. Under discussion.

### **Copyright**

Check with project managers at the PEdDS Project, University of Hull.

# DIVERSITY RESOURCES PROJECT

**Title:** Strategies for the Creation of Inclusive Programmes of Study (SCIPS)

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## Aims

SCIPS is an outcome from a project funded by HEFCE - Academic Standards and Benchmark Descriptors: Developing Strategies for Inclusivity. The project ran from January 2003 to December 2004 at University College Worcester. It was a collaboration between the University, the Quality Assurance Agency for Higher Education and representatives of academic subject benchmarking groups.

The project's aim was to support academic staff in improving curricular access for disabled students. Ten subjects were chosen for the project:

- Computing
- Dance, Drama and Performance
- English
- Hospitality, Leisure, Sport and Tourism
- Mathematics, Statistics and Operational Research
- Music
- Nursing

- Physiotherapy
- Social Work
- Veterinary Science

SCIPS offers strategies for the following:

- promoting inclusive teaching;
- learning;
- assessment.

In addition, the project is a gateway to other resources from research and project work in the sector that has been carried out in the UK and overseas.

## Users of the material

Academic and learning support staff working with disabled students.

## Those who should benefit

Students with disabilities taking courses in the 10 subject areas of SCIPS.

## Nature of the material

The SCIPS website is a user-friendly site which allows the user to browse by subject, disability or key skill. There are two options:

### 1. Browse by subject and/or disability

This option allows the user to select one of the 10 subject areas from a list of disabilities. The user can also select by subject and disability, for example, a search on Veterinary Science and Medical Conditions finds information setting out the likely impact of medical conditions on an individual's performance as a veterinary surgeon. Information is given for instance, on allergies and asthma. This includes the numbers of people likely to be affected by these conditions and

what veterinary medical colleges need to be aware of in relation to the conditions for example, that contact with certain animals or animal products may produce allergic reactions.

## 2. Browse by key skill

Browsing by key skill allows the user to find information on four main areas:

- Assessment
- Communication
- Practical learning skills
- Social skills

Under assessment for example, there is a section on External Placement Assessment. This states that as much information as possible should be given to students regarding forms of assessment, preferably before starting the course. Two useful questions are:

- Have assessors in the workplace been trained in how to assess disabled people?
- Are assessment criteria adjusted to take into account any adaptations that have been made to the placement?

This section also gives information on potential challenges to the achievement of learning including those resulting from anxiety/stress, mobility difficulties, motivation, motor/manual dexterity difficulties, organisational difficulties and visual difficulties.

In addition, the SCIPS website has a feedback survey that asks users to comment on the ease with which they are able to navigate the website, how useful they find the information on disability, the usefulness of strategies for inclusive teaching and so on.

## Cost

Free. The website is fully accessible with no restricted areas. All pages are printable.

## Updating

The existing SCIPS site is continually being updated, currently, as part of a Leonardo da Vinci funded project (QATRAIN). The resource will be extended by a further six subject areas by September 2007, some of which will be at Foundation level. These are likely to include the following:

- Geography
- Psychology
- International Foundation Diploma
- Adventure Tourism
- Early Years Foundation Degree (Sector-Endorsed)
- Business in the Electronic Age
- Learning Support
- Food Safety and Quality Management
- Community Development
- Young People's Services

Also, through the Quality Assurance and Training project, QATRAIN, versions of SCIPS will become available in Poland, Bulgaria, France and Greece.

## Copyright

Materials may be freely photocopied if appropriately referenced.

# DIVERSITY RESOURCES PROJECT

**Title:** Statutory Duty to Promote Race Equality: Training Notes

**Address:** Commission for Racial Equality (CRE)  
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## Aims

The CRE's training notes on the duty placed on all authorities listed in a schedule to the Race Relations (Amendment) Act (RR(A)A) 2000 are part of a wider CRE programme of information and guidance to help public authorities to meet the duty. Copies of the code of practice are available on the CRE's website. The aim in publishing these training notes is to ensure that public, voluntary and private sector organisations working in partnership with public authorities, trainers and consultants develop a consistent approach in meeting the statutory duty. The duty requires all public authorities to:

- promote equality of opportunity;
- eliminate unlawful discrimination;
- promote good race relations between people of different racial groups.

The purposes of the training materials are to:

- provide public sector authorities, trainers, voluntary and private sector organisations with training information on the statutory duty;
- enable these groups to develop flexible, customised training.

## Users of the material

Organisations in the public, voluntary and private sectors.

## Those who should benefit

All who work in these sectors, in particular those groups vulnerable to breaches of the duties as set out in the RR(A)A.

## Nature of the material

The materials, set out in bullet-point format that can easily be adapted to a slide or PowerPoint presentation, cover the legal requirements and the non-statutory good practice recommendations which public authorities need to consider in meeting their duties. In addition, there are supplementary sections including

- issues of interest to the voluntary sector
- issues of interest to the private sector
- issues of interest to FE and HE

- how to carry out impact assessments.

The CRE recommends that the supplements be used alongside the main training materials or with materials that organisations have developed for themselves.

Sector-specific case studies are not provided; individual organisations are urged to use examples from their own experience.

### Cost

The training notes can be downloaded in PDF and html formats from the CRE's website at no cost. They are not published in hard copy.

### Updating

The CRE advises that these notes were last revised four years ago and thus parts of the notes may not be entirely up-to-date. This includes the definition of indirect racial discrimination which was extended by the 2003 Race Regulations to include discrimination on the grounds of race, ethnic or national origin as well as the original grounds of colour and nationality. The CRE's web team is reviewing the Duty section in 2006 and the notes will be reviewed and republished by April 2006.

### Copyright

The CRE states that it has made every effort to ensure the notes are legally accurate but does not endorse any customised training programmes that are developed as

a result.

# DIVERSITY RESOURCES PROJECT

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**Minicom:** 0141 548 4739

**Email:** [a.simpson@mis.strath.ac.uk](mailto:a.simpson@mis.strath.ac.uk)

**Website:** [www.teachability.strath.ac.uk](http://www.teachability.strath.ac.uk)

## Aims

The Teachability project aims to promote the creation of an accessible curriculum for disabled students through producing informative publications for academic staff.

Teachability is grounded in the actual experiences of disabled students in accessing courses of study, as well as in the means staff have developed to enable students to achieve this. The project states that it aims to be persuasive rather than prescriptive by presenting arguments and ideas about practice rather than focusing on compliance with legislation, although the legislation as applicable to each area of the curriculum is covered in a question and answer format. The project does not deal with specific subject areas nor is it aimed at particular impairments.

The project is based at the University of Strathclyde and is funded until August 2006 by the Scottish Funding Council. In the final stages, a further Teachability resource, called Using Teachability, designed to support staff who have a role in promoting accessibility of teaching in their institution will be developed and disseminated. The project will then end. However, the online resources developed for the project will still be accessible through the Disability Service at the University of Strathclyde.

## Users of the material

Academic staff in HE.

## Those who should benefit

Disabled students in HE.

## Nature of the material

- All information is available on the Teachability website

The website provides information on the project, workshops and events. A set of eight booklets is available. Each booklet introduces the topic and discusses why it may be relevant to students with disabilities. Each then has sections on reflecting on practice, reflecting from the legal angle and further resources.

The booklets are listed here.

1. Creating accessible information about courses or programmes of study for disabled students and applicants.
2. Creating accessible course or programme design and structure for disabled students.
3. Creating accessible lectures for disabled students.
4. Creating accessible seminars and tutorials for disabled students.
5. Creating accessible placements, study abroad and field trips for disabled students.
6. Creating accessible practical classes for disabled students.
7. Creating accessible e-learning for disabled students.
8. Creating accessible examinations and assessments for disabled students.

### **Cost**

All the above materials are freely available online.

### **Updating**

The Disability Service hopes to maintain the website after the project ends.

### **Copyright**

The University of Strathclyde has copyright of the materials.

# DIVERSITY RESOURCES PROJECT

Title:	<b>TechDis</b>
Address:	The Higher Education Academy Building Innovation Way York Science Park York YO10 5BR
Tel:	01904 717580
Fax:	01904 717505
Email:	<i>helpdesk@techdis.ac.uk</i>
Website:	<i>www.techdis.ac.uk</i>

## Aims

TechDis states that it aims to be the leading educational advisory service working across the UK in the fields of accessibility and inclusion. It aims to enhance provision for disabled students and staff through the use of technology. It is funded by the Joint Information Systems Committee (JISC) and is an advisory service of JISC.

## Users of the material

Staff in HE, FE, Specialist Education and Adult and Community Learning across the UK.

## Those who should benefit

Disabled students in HE, FE, Specialist Education and Adult and Community Learning across the UK.

## Nature of material

- TechDis Staff Pack: Self-supporting Staff Development Activities from TechDis: version 1.3, October 2005.

This is an A4 folder available from TechDis containing the following materials.

### 1. Leaflets in each pack

There is a leaflet for each of the seven teaching packs. These provide staff with ready-made activities to run a training workshop. Each of the seven packs states the aim of training, the target audience, an icebreaker activity, presentations, quizzes, information sheets and so on. The packs are listed below.

**Dyslexia and the use of Assistive Technology** – the pack aims to give an understanding of dyslexia-related specific learning difficulties and examines the types of assistive technology that can support different aspects of dyslexia-related needs.

**Accessible e-Learning** – this aims to broaden participants' understanding of accessibility and consider the ways in which different resources and approaches benefit the accessibility needs of users.

**Benevolent Bill** – this pack aims to enable staff involved with learners to create resources that are more accessible, adjust software and systems to make full use of inbuilt accessibility features and appreciate the additional issues there may be for learners working with assistive technology.

**e-Assessment** – the aims of this pack are to raise awareness of the potential of e-Assessment in meeting different accessibility needs, raise awareness of the potential barriers e-Assessment creates for different

accessibility needs, enable staff to evaluate the accessibility of quizzes created by different authoring tools and provide guidance on the construction of accessible questions.

**An Introduction to Assistive Technology** – this aims to introduce participants to a wide range of assistive technologies, help participants understand the correlation between users' needs and technological solutions and help them realise the broader context in which assistive technologies are used.

**Checking the Accessibility of your e-Resources** – this pack aims to help web developers evaluate the different accessibility of tools available and encourages them to audit their website and online materials.

**An Introduction to Web Accessibility** – this aims to enable a non-technical practitioner to evaluate the accessibility of web pages used with learners, incorporate good practice into web pages they create and to appreciate issues experienced by learners with disabilities in accessing web resources with Screen Readers.

## 2. CD-Rom

This contains the Staff Packs in electronic format and includes presentations in slide format, quizzes and so on.

- TechDis website

All the materials from the Staff Packs are available on the TechDis website. This comprehensive website gives full information on the aims and activities of TechDis as well as updated news and events sections.

- Additional leaflets

**Unlocking Potential** – this is an overview of TechDis including its aims and contact details of the TechDis team.

**TechDis staff packs** – this gives an overview of what is in each of the seven staff packs, how to get the packs and why they are needed.

### Cost

All materials are free online. The printed TechDis Staff Packs have been sent out to all HE and FE institutions.

### Updating

TechDis are reviewing and updating their materials on an ongoing basis. The project currently has funding to run until 2007.

### Copyright

All TechDis material is free to the education sector providing the materials are fully referenced.

# DIVERSITY RESOURCES PROJECT

**Title:** Trinity Development – Equality and Diversity Services

**Address:** Eaga House  
Archbold Terrace  
Jesmond  
Newcastle Upon Tyne  
NE2 1DB

**Tel:** 0191 350 6534

**Email:** [info@trinitydevelopment.co.uk](mailto:info@trinitydevelopment.co.uk)

**Website:** [www.trinitydevelopment.co.uk](http://www.trinitydevelopment.co.uk)

## Aims

Trinity Development has over 20 years' experience of providing equality and diversity consultancy and training to both public and private sector institutions. It trains these institutions in how to implement good employment and service provision practice for all stakeholders of an organisation.

A variety of products and services have been developed ranging from traditional classroom-based training sessions to IT-based solutions developed to suit the needs of all organisations. Trinity states that all its products are innovative and that as training is based around the particular needs of clients, it is engaging, participative, measurable and effective in bringing about the desired changes.

Programmes also include 'train the trainer' sessions and can be delivered either at the organisation's premises or in suitably located and easily accessible venues throughout the UK.

## Users of the material

Trinity Development's clients include Higher and Further Education Sector Institutions, schools, NHS Trusts, the Commission for Racial Equality (CRE), the Police Service, the Civil Service and some private sector organisations.

## Those who should benefit

All Trinity Development's clients benefit from staff being trained in how to implement good employment and service provision practice based on equality and diversity principles. The organisation's stakeholders also benefit from training.

## Nature of the material

Trinity Development offers the following in the area of equality and diversity training.

- Impact Assessment and the E-Tool
- Looking for and addressing Barriers in Institutional Practice (a paper and IT-based Equality and Diversity training workbook for staff at all levels of the Organisation)
- Introduction to Equality and Diversity
- Valuing Equality and Diversity

- Equality & Diversity for Management Teams
- Managing Equality and Diversity
- Equality and Diversity Training Skills (for non-experienced trainers)
- Equality and Diversity Training Skills (for experienced trainers)
- Equality and Diversity Briefings
- Consultancy visits (preliminary ones are free of charge), Reports and Recommendations
- Equality and Diversity Policy Analyses, Reviews with Reports and/or Recommendations

The Trinity Development website gives an overview of the various equality and diversity services and products whose provision can be tailored to address the specific needs of an organisation.

### **Costs**

Please contact Trinity Development for details as costs of all Trinity Development products are negotiable, depending on the client's needs. These can be identified in a free preliminary consultancy visit to the institution from Trinity's staff.

### **Updating**

Please contact Trinity Development for details.

### **Copyright**

Please contact Trinity Development for details.

# DIVERSITY RESOURCES PROJECT

Title:	<b>Wider Management Mentoring Programme</b>
Address:	Janet Cattini Project Manager Wider Management Mentoring Programme London South Bank University 103 Borough Road London SE1 0AA
Tel:	020 7815 6262 - Janet Cattini 020 7815 6005 - Dr Peter McCaffrey
Fax:	020 7815 6299
Email:	<a href="mailto:wmentoring@lsbu.ac.uk">wmentoring@lsbu.ac.uk</a>
Website:	<a href="http://www.lsbu.ac.uk/wmentoring/">www.lsbu.ac.uk/wmentoring/</a>

## Aims

The Wider Management Mentoring Programme is a pilot mentoring scheme at London South Bank University designed to encourage and develop aspiring managers from under-represented groups, in particular women and people from ethnic minority backgrounds.

The university has a diverse student population, the majority of whom are from ethnic minorities. However, the university's senior management team is not reflective of the composition of the broader staff and student population. One of the aims of the programme is to achieve improved recruitment and retention amongst women and ethnic minority managers.

The programme is funded by the Leadership Foundation for Higher Education and aims to deliver a model of best practice that can be used in other universities.

## Users of the material

The programme is currently being piloted at London South Bank University, but there are plans to extend this to other universities, thus material associated with the project will be used primarily by project managers within these institutions. Nevertheless, the programme welcomes enquiries both from potential mentees/mentors and general enquiries at the contact details above.

## Those who should benefit

The leaflet about the programme outlines the benefits for the university, mentors and mentees. For the university the potential benefits include a wider management group that is 'fit for purpose' and lives its values, evidences its commitment to diversity and equality of opportunity and provides models for professional development for the HE sector.

## Nature of the material

The project has the following materials:

1. A leaflet Wider Management Mentoring Programme available from the Project Manager, Janet Cattini. This gives an overview of the programme, an enquiry form and a list of the potential benefits of mentoring.

## 2. A website:

**Home page** – this sets out the rationale for the programme and how it supports the university's equality and diversity agenda.

**What is mentoring?** – this discusses the historical roots of mentoring, its broad goals and the roles mentors may assume.

**Mentoring myths** – this outlines some misconceptions about mentoring including the idea that it is a remedial activity and that mentors should be older than mentees.

**Project overview** – this gives information on who can be a mentor or mentee, how they are matched and how progress will be reviewed.

**Frequently asked questions** – this includes a discussion of how coaching differs from mentoring and issues of confidentiality.

**Links** – this gives useful links to other organisations offering information and courses on mentoring.

### **Cost**

Access to all pages of the website is free of charge. The leaflet is also free.

### **Updating**

The programme is ongoing.

### **Copyright**

Please refer to:

[www.lsbu.ac.uk/accessibility/terms.html](http://www.lsbu.ac.uk/accessibility/terms.html)

# DIVERSITY RESOURCES PROJECT

## 6 DISCUSSION

This section provides an overview of the resources. It then discusses where there may be gaps in the provision of resources, bearing in mind that this report is not based on a survey of all the resources available. Finally, it considers factors HE institutions may need to take into account when selecting resources for training purposes.

### Overview of resources

This report has set out a range of resources that are being used to bring about practical changes in equality and diversity in the HE sector. These resources have specific aims and objectives, are targeted at particular groups of users and have been developed in order to benefit certain groups of people. The materials are wide-ranging in format from one-off reports to large-scale initiatives that are being run over broad geographical areas. Some of the resources described are part of large, funded programmes. Many of the projects are time-limited although the resources they have developed will continue to be available.

This discussion considers the resources in light of the main categories used to analyse them:

- aims;
- users of the material;
- those who should benefit;
- nature of the material;
- topics covered.

### Aims

The resources presented here have a variety of aims as indicated in Table 2. Some initiatives have multiple aims, in particular the work of the **Commission for Black Staff in Further Education**. This project is based on a firm foundation of research on which substantial recommendations for FE are made. Other resources, including those provided by organisations such as **Trinity Development** and **Marshall ACM**, focus on staff training around equality and diversity and seek to inform participants about legislative requirements and raising awareness. Some programmes focus entirely on legislation including **Implementing the Race Relations Amendment Act**.

## TABLE 2: OVERALL AIMS OF RESOURCES AND EXAMPLES

Aims	Example Resource
Overseeing and co-ordinating initiatives in the area of equality and diversity	<ul style="list-style-type: none"> <li>Action on Access</li> </ul>
Gathering information through research to assess the situation of certain minority groups	<ul style="list-style-type: none"> <li>Learning for All</li> <li>Ethnicity and Employment in Higher Education</li> </ul>
Hands-on projects that seek to advance the achievements of under-represented groups	<ul style="list-style-type: none"> <li>African-Caribbean Network for Science and Technology</li> <li>Aim higher</li> </ul>
Projects targeted at senior levels of organisations to promote equality and diversity	<ul style="list-style-type: none"> <li>Diversity Champions</li> <li>Wider Management Mentoring Programme</li> </ul>
Training courses and packages designed to raise awareness and/or provide tools for staff in equality and diversity issues	<ul style="list-style-type: none"> <li>Mandatory Staff Training on Diversity                             <ul style="list-style-type: none"> <li>DART</li> </ul> </li> <li>Trinity Development's programme on equality and diversity</li> </ul>
Guides written to assist the implementation of legislation	<ul style="list-style-type: none"> <li>Implementing the Race Relations Amendment Act</li> </ul>
Whole institution strategies to promote equality and diversity	<ul style="list-style-type: none"> <li>Equality and Diversity at the London School of Economics</li> </ul>

There are several conclusions that can be drawn from this analysis. Firstly, there are many resources of which the project participants were not aware, further highlighting the need to collate and disseminate them in various ways including through publications such as this. Secondly, it is apparent that these resources are

diverse in terms of their aims, as can be seen in Table 2. Lastly, few resources appear to have been evaluated in terms of their impact on equality and diversity in HE. This is an area for further investigation.

# DIVERSITY RESOURCES PROJECT

These resources are directed at particular sectors and groups of people. At the broadest level, some are designed for use across the public and private sectors, though programmes may be customised for specific sectors and institutions. Training provided to a variety of organisations across the economy include **Diversity Champions**, **Marshall ACM**, **Grass Roots** and **Trinity Development**.

Programmes targeted at the education sector, but not specifically HE include **TechDis** and the **African-Caribbean Network for Science and Technology**. The **Commission for Black Staff in Further Education** is specific in listing those stakeholders that can influence and implement its recommendations including the Department for Education and Skills, the Inspectorates and College corporations. Many of the materials are designed specifically for HE including **Action on Access**, **Equality and Diversity at the LSE** and **Good Practice in University Chemistry Departments**.

There may be reluctance on the part of HE institutions to use resources that are not designed specifically for the sector. However, providers of training such as **Trinity Development** and **Grass Roots** are keen to stress that they tailor training according to the needs of individual institutions. Another concern is that these organisations may not, unless specifically commissioned, provide follow-up in terms of long-term support, evaluation and so on. Nevertheless a number of HE institutions continue to use these organisations to provide training.

Another factor which distinguishes amongst these resources is which staff, within an organisation, are expected to use the materials. These include:

- people at all levels concerned with particular issues for example, **Learning for All**;
- academic and learning support staff as in **Teachability** and **Making your teaching inclusive**;
- HE managers as in the **Wider Management Mentoring Programme**;
- staff working in equal opportunities as in **Mandatory Staff Training on Diversity**;
- Trade union officials as in **Implementing the Race Relations Amendment Act**.

## Those who should benefit

Many of the organisations that produce these resources note that all staff and students stand to benefit from these resources even though they may be targeted at specific groups, for example disabled students or people from lower socio-economic groups. A major theme from research on equality in HE is that change must involve the whole institution from the top down. This was clearly indicated in Carter et al's 1999 study on ethnicity in HE employment in which the research participants highlighted the need for commitment to combating racism from the top downwards. They also stressed the point that racism should be seen as a problem for the institution, not just for ethnic minority staff and students. Furthermore, individuals and groups external to the institution should be involved in the implementation of racial equality policies and monitoring progress.

## Topics covered

Table 3 gives an overview of the topics covered by the resources included in this report. Certain topics are covered well compared with other areas; resources are most numerous in the areas of disability and diversity in general. Provision in other areas is patchy, with no resources around religion and belief and few for age or sexual orientation.

### TABLE 3: TOPICS COVERED BY THE RESOURCES

	Diversity	Age	Disability	Ethnicity	Gender	Religion & belief	Sexual orientation	Socio-economic group
AbilityNet	■							
Action on Access	■		■	■				■
African-Caribbean Network for Science and Technology				■				
Aimhigher	■		■	■				■
Commission for Black Staff in Further Education				■				
DART			■					
DEMOS			■					
DisabilityCPD			■					
Diversity Champions							■	
Diversity in the Workplace	■							
Engineering Subject Centre Guide	■							
Equality and Diversity at the LSE	■							
Equality is Challenging... New Age Thinking		■						
Ethnicity and Employment in Higher Education				■				
Geography Discipline Network	■							
Good Practice in University Chemistry Departments					■			
Grass Roots	■							
Higher Education Academy Subject Centres	■		■					■
Implementing the Race Relations Amendment Act: A NATFHE/UNISON Guide				■				
Institutional Racism in Higher Education				■				
Learning for All			■	■	■			■
Making your teaching inclusive	■							
Mandatory Staff Training on Diversity	■							
Meeting the Challenge	■							
National Disability Team			■					
Out of the Shadow							■	
PEdDs	■							
SCIPS	■							
Statutory Duty to Promote Race Equality: Training Notes				■				
Teachability			■					
TechDis			■					
Trinity Development	■							
Wider Management Mentoring Programme				■	■			

# DIVERSITY RESOURCES PROJECT

Regarding potential and existing students, Table 4 indicates that there are significant gaps in resources for diversity, age, gender, and religion and belief at the pre- HE stage and for students at undergraduate and

postgraduate level. Most resources are for people at the pre-HE stage and these focus primarily on socio-economic group and disability.

**TABLE 4: COVERAGE OF RESOURCES FOR POTENTIAL AND EXISTING STUDENTS**

	Potential HE students	Undergraduates/postgraduates
Diversity	no resources identified looking holistically across all groups of potential HE students	no resources identified looking holistically across all groups of potential HE students
Age	Aimhigher focuses on 13 to 16 and 16 to 19 year olds and older learners returning to education	no resources identified
Disability	resources available through Widening Participation schemes	many funded projects to assist disabled students including DART, DEMOS and TechDis
Ethnicity	some resources available under Widening Participation schemes and for African- Caribbean young people	no resources identified
Gender	some data in Learning for All	some data in Learning for All
Religion and belief	no resources identified	no resources identified
Sexual orientation	Out of the Shadow for young people under 25	Out of the Shadow for young people under 25
Socio-economic group	Aimhigher and Action on Access include people from disadvantaged social and economic backgrounds in their Widening Participation strategy. Quantitative data in Learning for All	Quantitative data in Learning for All

Table 5 sets out the availability of resources targeted at staff. Many areas of diversity are only covered as part of general equality and diversity training, including disability, religion and belief and socio-economic group. In many categories there is only one resource

including **Diversity Champions** for sexual orientation, **Good Practice in University Chemistry Departments** that focuses on women academics in chemistry and **Equality is Challenging...New Age Thinking for age**.

**TABLE 5: COVERAGE OF RESOURCES WITH REGARD TO STAFF**

	All staff	Management	Senior management
Diversity	many resources for all staff focus on equality and diversity as a whole for example, Grass Roots, Marshall ACM	Wider Management Mentoring Programme focuses on managers' career development	Meeting the Challenge is designed for senior managers
Age	Equality is Challenging.... New Age Thinking - is targeted at all staff in HE	no resources specifically addressing management	no resources specifically addressing senior management
Disability	only as part of general training in equality and diversity	only as part of general training in equality and diversity	only as part of general training in equality and diversity
Ethnicity	most resources focus on all staff as well as HE institutions as a whole and stakeholder organisations	no specific resources, although ethnic minority managers are included in the Wider Management Mentoring Programme	several resources targeted at senior management, but may only relate to academic staff, for example Ethnicity and Employment in Higher Education
Gender	only as part of general training in equality and diversity	Good Practice in University Chemistry Departments aims to develop the careers of academic women	only as part of general training in equality and diversity
Religion and belief	only as part of general training in equality and diversity	only as part of general training in equality and diversity	only as part of general training in equality and diversity
Sexual orientation	only as part of general training in equality and diversity	only as part of general training in equality and diversity	Diversity Champions is aimed at employers
Socio-economic group	only as part of general training in equality and diversity	only as part of general training in equality and diversity	only as part of general training in equality and diversity

# DIVERSITY RESOURCES PROJECT

## Nature of the materials

All the resources can be found online, but for most an internet presence is only one of the media they employ to achieve their aims. Resources may take the form of the following

- Online training and information – this includes **DART, DEMOS, Teachability** and **DisabilityCPD**. Some initiatives use online training as part of a broader training package, for example **Grass Roots**.
- Project work – a number of the initiatives are hands-on projects often involving direct work with communities or groups of staff for example **African-Caribbean Network for Science and Technology Wider Management Mentoring Programme** and **Aimhigher**.
- Reports – these publications can be used as a basis for equality and diversity work for example **Ethnicity and Employment in Higher Education**. Follow-up from these reports may not be provided unless they are part of an on-going project for example, **Good Practice in University Chemistry Departments**, the recommendations of which will be taken forward by the Athena Project.
- Hands-on training – these are initiatives where direct work is carried out with institutions to help them achieve their equality and diversity objectives including **Diversity Champions, Diversity in the Workplace, Mandatory Staff Training in Diversity** and **Trinity Development**.

Some initiatives use a wide range of activities including **TechDis** which has online materials and full staff training packages. It also provides ongoing support from its base in York. **Equality and Diversity at the LSE** uses a wide range of activities to achieve its equality and diversity agenda including sessions for staff on equality and diversity, online training, publications and many other activities.

## Considerations in selecting resources

Those involved in selecting training programmes in equality and diversity need to be aware of:

- national and European legislation on equality and diversity, both existing and forthcoming, and how this impacts on the sector;
- government policy on HE, including its widening participation strategy;
- how equality and diversity fits within the overall ethos of the institution itself and how the institution is positioned in relation to the rest of the sector;
- considerations regarding the community the institution serves and from which it draws its students and staff;
- data available from staff and student monitoring and impact assessments. These may highlight particular strengths and weaknesses, for example high staff turnover in particular areas and high drop-out rates amongst specific groups of students.

This information can assist institutions in identifying priorities for training. Existing materials can be assessed in terms of their relevance to a particular set of needs. Resources may need to be adapted or developed from scratch. While resources should be selected on the basis of an institution-wide strategy, specific incidents or sets of circumstances may mean that priorities change. However, progress with the equality and diversity agenda and more specifically a programme of training, requires a clear policy lead, implementation of that policy and evaluation of progress. Policy can then be reviewed and developed accordingly.

### **Concluding remarks**

This report has shown that the HE sector has responded positively towards equality and diversity in terms of developing a range of resources or buying in external training to promote equal opportunities. However, it appears that these resources are unevenly distributed and are likely to reflect funding opportunities. Though materials have been developed for other sectors or for particular institutions, many can be adapted to a local situation or used as a model of good practice. The report has noted that a number of institutions continue to use resources from outside the sector, tending to indicate that they are having success with outsourcing training. Nevertheless, given the gaps identified in this report, efforts need to be made by the HE sector to access other resources that may exist or to commission the development of new ones in order to have a more holistic approach to equality and diversity. The sector would also benefit from improving awareness of what is available, and making positive efforts to share and adapt diversity resources.

# DIVERSITY RESOURCES PROJECT

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Edinburgh

**Universities Scotland (2005) On the World Stage**  
conference pack, Universities Scotland: Edinburgh

# DIVERSITY RESOURCES PROJECT

## APPENDIX 1: USEFUL WEBSITES

### Equality commissions and bodies

Age Positive

[www.agepositive.gov.uk](http://www.agepositive.gov.uk)

Commission for Racial Equality

[www.cre.org.uk](http://www.cre.org.uk)

Disability Rights Commission

[www.drc-gb.org](http://www.drc-gb.org)

Equality Challenge Unit

[www.ecu.ac.uk](http://www.ecu.ac.uk)

Equal Opportunities Commission

[www.eoc.org.uk](http://www.eoc.org.uk)

Stonewall

[www.stonewall.org.uk](http://www.stonewall.org.uk)

Women and Equality Unit

[www.womenandequalityunit.gov.uk](http://www.womenandequalityunit.gov.uk)

### Unions

Amicus

[www.amicustheunion.org](http://www.amicustheunion.org)

Association of University Teachers

[www.aut.org.uk](http://www.aut.org.uk)

National Association of Teachers in Further and Higher Education

[www.natfhe.org.uk](http://www.natfhe.org.uk)

National Union of Students

[www.nusonline.co.uk](http://www.nusonline.co.uk)

UNISON

[www.unison.org.uk](http://www.unison.org.uk)

### Networks

Athena Project

[www.athenaproject.org.uk](http://www.athenaproject.org.uk)

Black Information Link

[www.blink.org.uk](http://www.blink.org.uk)

Higher Education Equal Opportunities Network

[www.heeon.ac.uk](http://www.heeon.ac.uk)

Through the Glass Ceiling

*email: [mcs-ttg@open.ac.uk](mailto:mcs-ttg@open.ac.uk)*

### Funding bodies

Higher Education Funding Council for England

[www.hefce.ac.uk](http://www.hefce.ac.uk)

Higher Education Funding Council for Wales

[www.hefcw.ac.uk](http://www.hefcw.ac.uk)

Scottish Funding Council

[www.sfc.ac.uk](http://www.sfc.ac.uk)

Northern Ireland Executive: Department for Higher and Further Education, Training and Employment

[www.nics.gov.uk/ni-direct/dhfete/](http://www.nics.gov.uk/ni-direct/dhfete/)

## **Representative bodies**

Higher Education Wales

[\*www.hew.wales.ac.uk\*](http://www.hew.wales.ac.uk)

Standing Conference of Principals

[\*www.scop.ac.uk\*](http://www.scop.ac.uk)

Universities Ireland

[\*www.universitiesireland.ie.ac.uk\*](http://www.universitiesireland.ie.ac.uk)

Universities Scotland

[\*www.universities-scotland.ac.uk\*](http://www.universities-scotland.ac.uk)

UniversitiesUK

[\*www.universitiesuk.ac.uk\*](http://www.universitiesuk.ac.uk)

## **Learning, leadership and development bodies**

Higher Education Academy

[\*www.heacademy.ac.uk\*](http://www.heacademy.ac.uk)

Leadership Foundation for Higher Education

[\*www.lfhe.ac.uk\*](http://www.lfhe.ac.uk)

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