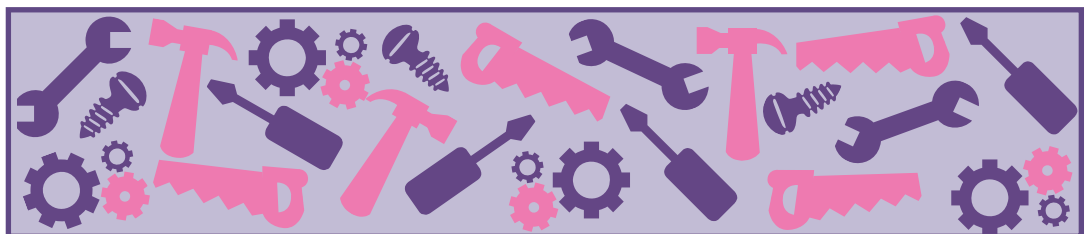
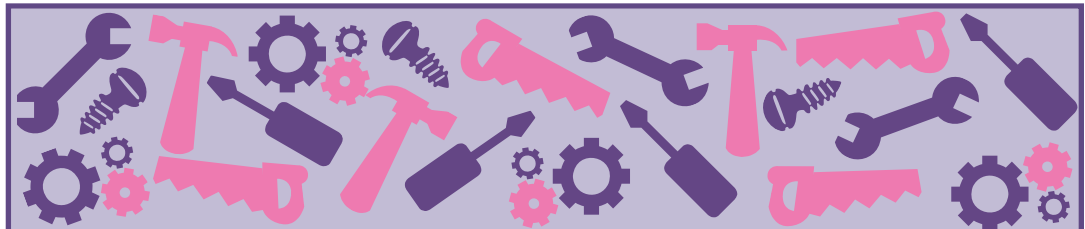




University and College Union

Implementing the equality duties

A toolkit for UCU branch and LA officers



September 2007

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Introduction

As you will know, there is now a positive duty on colleges and universities to implement equality duties for race, disability and gender. It is likely that this will be extended to cover sexual orientation, religion or belief and age when the single Equality Act is introduced in 2008, and some institutions are already starting to move towards producing a single equality scheme.

The current three duties recommend consulting with/involving trade unions and the gender equality duty actually makes this a legal requirement. The duties give us a unique opportunity to engage with management in a positive way, and produce good outcomes for all our members.

This toolkit provides advice on how to make the most of the duties – producing good equality schemes, engaging in impact assessment and writing to management if they are not involving you fully. We hope you find it useful.

Why the positive duties are so important for UCU members

Challenging unfairness and discrimination at work is a core concern for UCU members. Further and higher education are both rife with inequality and unfair treatment. UCU branches and local reps work hard to protect individual members when they are affected but we have been less effective as a union in preventing unfairness and discrimination happening in the first place.

As many reps and members know, even when we work really hard to defend an individual member who has been treated unfairly, it is hard to win, and even those who ‘win’ often suffer damage to their careers or self confidence.

The new public sector positive equality duties are a major breakthrough in helping us prevent unfairness and discrimination. This toolkit explains some of the specific duties education employers are now under. See how helpful they can be.

- If an employer wants to make staff redundant they have to be able to demonstrate they have considered the equality implications and sought to make the process as fair as possible – with the added bonus of giving UCU reps more time to challenge the redundancy itself.
- Before an employer tries to impose a new pay system – say with a discretionary element – they must conduct an impact assessment to identify what the possible discriminatory impact might be – again giving UCU reps more time to challenge the proposal and ensure any final scheme is as fair as possible.
- UCU branches can use the positive duties to demand equal pay audits.
- If an employer moves departments, closes sites, or changes working patterns significantly (say to increase weekend or evening working), they must carry out an impact assessment to see how disabled staff, or staff with family responsibilities are affected and take measures to address concerns raised.
- If an employer tries to change a staff sickness policy it must carefully consider, in advance, whether any proposals could discriminate, for example, against female or disabled staff.
- If fewer women are being promoted than men UCU can demand to know what steps are being taken to create a level playing field.
- Where female and black and minority ethnic staff are disproportionately on hourly paid or fixed term staff contracts, UCU can demand to see the statistics and ask what is going to be done to ensure such staff do not face discrimination.

- If black and ethnic minority staff believe they face more disciplinary action than other staff, UCU can insist on seeing the statistics and insisting on a review of the policy.

What's more, these positive duties also apply to students so there is considerable opportunity for UCU branches to make common cause with students over, for example, poorly designed buildings or the activities of racist groups on campus.

There is one final benefit. Although discrimination on the grounds of sexual orientation is not covered by the positive duties, a good positive duties policy, especially if the employer chooses to develop a single one for all three strands of race, disability and gender, should logically include sexual orientation. UCU would strongly support such an approach and, as the single Equality Act approaches, it makes sense.

Fairness in all aspects of education employment is not only good for those facing discrimination; it helps create fair and transparent appointment systems for all staff, and helps ensure students get the best lecturers on merit, not on whether their face fits.

Over a relatively short period of time, vigilance by UCU branches and LAs can ensure colleges and universities really do 'mainstream' equality into all their policies and practices.

The positive duties are a powerful, collective tool for UCU branches and LAs. They can prevent many of the individual grievances and disciplinary cases which soak up branch/LA reps' time and are often frustrating for members and reps alike. Use them pro-actively!

Legal requirements

Race, disability, gender duties

- The race, disability and gender duties apply general and specific duties to all colleges and universities in England, Scotland and Wales. They place responsibilities on colleges and universities both as employers and as service providers, ie both staff and student matters must be covered.
- All three duties have the same spirit and the same intention although there were different implementation dates and there are some differences in design. However, the duties may be harmonised in 2008 with the introduction of the single Equality Act.
- Single equality schemes are legally and practically possible only if they meet all three duties and it is clear what action all the affected groups can expect to see from the organisation.

Race equality duty

This was introduced by the Race Relations (Amendment) Act 2000. Race equality policies had to be in place by 31 May 2002, with the first three-yearly review done by 31 May 2005 (30 November 2005 in Scotland).

General duty

The general race equality duty requires colleges and universities to:

- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good relations between persons of different racial groups.

Specific duties

The specific race equality duties require colleges and universities to:

- prepare a written statement of their policy for promoting race equality
- assess the impact of their policies, including their race equality policy, on students and staff of different racial groups
- monitor, by reference to their impact on such students and staff, the admission and progress of students and the recruitment and career progress of staff
- make clear how they will make public their findings
- publish annually the results of their monitoring and impact assessments.

Disability equality duty

This was introduced by the Disability Discrimination Act 2005. Disability equality schemes had to be published by December 4 2006.

General duty

The general disability equality duty requires colleges and universities to:

- eliminate unlawful discrimination
- promote equal opportunities
- eliminate disability related harassment
- promote positive attitudes towards disabled persons
- encourage participation by disabled people in public life
- take steps to take account of disability, even where that involves treating disabled people more favourably.

Specific Duties

The specific disability equality duties require colleges and universities to:

- draw up and publish a disability equality scheme, which disabled people must have been actively involved in developing
- include in the scheme a statement of how disabled people have been involved in its development, an action plan, methods of impact assessment and methods of information gathering
- report annually
- take the steps set out in the action plan within three years of the scheme being published
- monitor progress, publish a progress report and review every three years.

Gender equality duty

This was introduced by the Equality Act 2006. Gender equality schemes had to be published by 6 April 2007 (England) or 29 June 2007 (Scotland). The specific duties in Wales are not expected to be finalised until April 2008.

General duty

The general gender equality duty requires colleges and universities to:

- eliminate unlawful discrimination and harassment
- promote equality of opportunity between men and women.

Specific duties

The specific gender equality duties require colleges and universities to:

- draw up and publish a gender equality scheme setting out their gender equality objectives
- consider the need to include objectives to address the causes of any gender pay gap
- gather and use information on how their policies and practices affect gender equality
- consult stakeholders (ie employees, service users and others, including trade unions) and take account of relevant information in order to determine their gender equality objectives
- assess the impact of their current and proposed policies and practices on gender equality
- implement the actions set out in its scheme within three years
- monitor progress, publish annual reports and review every three years.

Likely developments in legislation

At the time of writing (summer 2007) the government is currently consulting on the content of a single equality act, which they have promised to introduce before the end of this parliament. This would sweep away all the existing discrimination law, and bring everything together in one act. Part of the consultation relates to the equality duties.

The questions being considered are:

- Should the equality duties be extended to cover sexual orientation, religion or belief and age?
- Should the three existing duties (plus ones on the other three strands if introduced) retain separate equality schemes, or should we move to requiring single equality schemes?

The government gives little indication of its own position, and it is impossible to predict what the outcome will be. There are however some rather worrying proposals as to how the equality duties might be implemented, which could water down the existing position. But it is very unclear what the eventual outcome will be.

Equality schemes

An equality scheme should identify equality objectives and set out the actions to be carried out in order to achieve them. The college/university then has to commit to a set of priority objectives which can be selected according to their own discretion, but which focus on the issues that have the greatest importance and impact on equality. The objectives should also be based on evidence in relation to this. The scheme should set out realistic outcomes with practical steps to be taken, listing who is responsible in particular areas.

The scheme should be published in a readily accessible format and progress should be reported on an annual basis.

A college/university may produce one scheme for the disability, gender and race duties, but in order to comply with their legal obligations the scheme must fully satisfy the criteria for all three duties. The desired outcomes for disability, gender and race must all be clearly and comprehensively set out in the scheme.

Race equality policy

A race equality policy should demonstrate how the college/university will:

- decide which of its services and policies are relevant to the general duty
- assess and monitor its services and policies, including services and policies it is proposing to introduce, to make sure that they are not affecting some groups negatively, and that all communities are satisfied with them
- deal with evidence that its services and policies are not in line with the general duty
- consult the general public and, particularly, involve ethnic minorities at all stages

- deal with complaints about the way it is meeting the duties, or other complaints about racial equality
- publish the results of its assessments, consultations and monitoring
- make sure that everyone, whatever their ethnic background, has access to information about the college/university and its services
- ensure that all its staff understand their responsibilities under the duty
- review and revise the scheme at least every three years.

Disability equality scheme

The essential elements that the disability equality scheme must include are:

- a statement of how disabled people have been involved
- arrangements for gathering information about performance of the public body on disability equality
- arrangements for assessing the impact of the activities of the institution on disability equality and improving these when necessary
- details of how the authority is going to use the information gathered, in particular in reviewing the effectiveness of its action plan and preparing subsequent schemes
- review and revise the scheme at least every three years
- report on progress annually

Gender equality scheme

In preparing a gender equality scheme the college/university must:

- consult employees, service users and others, including trade unions
- consider the need to have objectives to address the causes of any pay gap
- gather information on the effect of its policies and practices on men and women in employment and in the provision of services and performance of functions
- use the information to review the implementation of the scheme objectives
- assess the impact of its current and future policies and practices on gender equality
- implement the scheme and their actions for gathering and using information within three years of the publication of the scheme
- review and revise the scheme at least every three years
- report on progress annually

Sexual orientation

It is good practice to embrace all areas of equality and diversity and a single equality scheme should reflect this. Furthermore it is likely that equality legislation will be extended to create a duty on the public sector to promote equality and eliminate discrimination on the grounds of sexual orientation. Therefore we recommend that colleges /universities cover sexual orientation in their equality schemes.

A checklist to use for ensuring sexual orientation equality is included in this toolkit.

Impact assessments

What is an impact assessment?

An impact assessment is the thorough and systematic analysis of a policy and/or practice to ensure it is not discriminating against any particular group.

This means that any new or existing policy and/or practice must be analysed in detail.

The impact assessment process involves gathering information to see if a policy and/or practice has any direct or indirect discriminatory elements to it, consulting with relevant stakeholders and then adapting policies and practices as necessary.

An impact assessment is:

- a tool for delivering equality
- a key way of ensuring the college/university gives 'due regard' to all aspects of equality
- part of good policy and service delivery arrangements
- a positive activity which should identify improvements.

What should be impact assessed?

All policies and practices can be impact assessed and should be subject to the prioritisation process. This includes both old and new policies and policies existing at all levels – institution, faculty, school or department.

These will include policies and practices relating to:

- day-to-day practices
- learning and teaching
- research and knowledge transfer
- terms and conditions of employment
- grievance and disciplinary procedures
- management, monitoring and quality assurance
- information and ICT
- communications and public affairs
- estates and procurement
- health and safety
- partnerships and community links.

How can we do an impact assessment?

Establish an impact assessment group consisting of senior management, relevant middle managers, trade unions, student council/union and people from all equality strands (age, disability, gender (including gender identity), race, religion or belief and sexual orientation).

A model for an impact assessment group is included in the Disability Equality Duty Report at www.ucu.org.uk/index.cfm?articleid=2306 (*Disability Equality Duty – UCU/Unison/CEL guidance* May 2007 page 24).

This group should work with staff and students from the equality strands – probably through equality action groups or staff/student networks (the people on the impact assessment group might be chairs/co-ordinators of these groups).

In these groups, priorities for impact assessment can be identified from all policies and practices, existing and new (initial screening process, including step 1). An example of an initial screening form is provided with this toolkit – see page 10.

The impact assessment group should identify priorities for impact assessment drawn from the initial screening process, involving staff and students from the equality strands (step 2). The impact assessment group can then complete the pro forma (see page 16, thereby producing an action plan (Steps 3-6).

The results of the impact assessment process should then be published (Step 7).

Stages of the impact assessment process

Stage	Activity	Further notes
Step one	Map all policies and practices	This should be carried out at both organisational and department level. Clearly, some policies and practices have a greater impact on equality than others. The aim of this preliminary mapping exercise is not to examine policies and practices in detail but to determine whether the particular policy or practice is of high, medium or low relevance. There will be need to be wide involvement of people identifying within equality strands at this point in determining priorities.
Step two	Screen to determine priority	Prioritisation will determine the order in which to assess and the amount of time and resources that should be allocated to the process. The example of an initial screening form (page 10) gives a list of possible policies that may be helpful in determining priorities.
Step three	Consider the evidence	Qualitative and quantitative information should be gathered.
Step four	Assess the impact	This stage is at the heart of the impact assessment process and involves systematically evaluating the policy or practice against all the information and evidence gathered.
Step five	Explore options and make decisions	This may involve revising or changing policy or practice.
Step six	Identify monitoring processes	Monitoring ensures that outcomes and changes are having the desired effect.
Step seven	Publish the results of the impact assessment process	

Example of an initial screening form

The form should list all the institution's policies and practices and, for each, the impact assessment group should determine whether there is a high, medium or low likelihood of disadvantaging particular groups. The list of policies would need to be amended to reflect local policies and practices. A digital version of this form to fill in onscreen or print off can be found on the UCU website at www.ucu.org.uk/eqres.

Policy name	Policy owners	Relevance/likelihood	Groups identified
Recruitment and selection policy			
Staff development policy			
Probationary policy			
Pay and grading structures			
Promotion policies			
Poor performance/capability procedures			
Disciplinary procedures			
Grievance procedures			
Equal opportunities policy			
Age policy			
Disability policy			
Gender policy			
Race equality policy			
Religion or belief Policy			
Sexual orientation policy			
Absence policy			
Adoption policy			
Annual leave entitlement			
Appraisal policy			
Appointments procedure and guidance			
Conflicts of interest policy			
Contribution pay policy			
Determination of duties			
Exclusivity of service			
Expenses claims			
Facilities and recognition agreement			
Flexible working guidelines			
Gratuity payments for non-pensionable staff			

Policy name	Policy owners	Relevance/likelihood	Groups identified
Harassment policy			
HIV and AIDS policy			
Home working – HR policy and guidance			
HR strategy			
Incremental progression for appointments			
Long service award			
Lone working – guidance notes			
Maternity leave plans and procedures			
Non-reengagement of staff			
Overtime eligibility			
Paternity and parental leave provisions			
Patents and inventions			
Pension schemes			
Public interest disclosure			
Recruitment and retention payments			
Redundancy policy and procedures			
Re-engagement of retired staff			
References for staff and students			
Security policy			
Service level statement			
Severance payments			
Sick leave and sick pay			
Smoking policy			
Special leave			
Special payments			
Staff induction policy			
Student employment policy			
Study leave			
Time off for dependents			
Working time regulations			

Pro-forma for impact assessment

Name of policy/function being assessed:	
Name of manager/ group carrying out the assessment:	
Has the initial screening process been carried out?	Yes / No
Is this a new or existing policy/function?	New / Existing
In what areas are there concerns that the policy/ function could have a differential impact (please circle)	Age Gender Religion or Belief Disability Race Sexuality
What sort of concern is there that the policy/ function could have a differential impact on other groups? Please give details (continue overleaf if necessary)	
What evidence do you have for this?	
What are the risks associated with the policy in relation to the differential impact?	
What are the expected benefits of the policy?	
Which relevant experts of equality groups have been approached to explore these issues? (Please give dates and details of contact)	
How have you gained the views of these experts/ groups (eg letter, meetings, interviews, forums, workshops, questionnaires or any other method)?	
Please give details of the views of the experts/groups on the issues involved	
Taking into account these views and the available evidence please outline the risks associated with the policy/ function weighed against the benefits	
What changes/ modifications will now be made to the policy/ function in the light of this Impact Assessment? How will these be monitored to ensure improvements?	
How will these changes/ modifications be communicated to interested parties (i.e. the groups which were adversely affected) and those consulted?	
Date of completion of impact assessment:	Signed (completing officer) Job title

A pro-forma to be printed or completed electronically can be found on the UCU website at: www.ucu.org.uk/media/docs/6/7/ucu_iaproforma.doc.

Sexual orientation equality checklist

In order to comply with the legislation and to move beyond it into the implementation of equality and diversity the following questions can be asked of any institution. They follow a few principles: good policy making and effective procedures in line with entitlements; effective organisation for LGB support; engagement with LGB people and communities; and prominence of sexual orientation equality within the organisation.

Sexual orientation equality checklist	Yes	No	Don't Know
Entitlements			
Does your institution offer survivor pension entitlement to same-sex partners of all staff?			
Does your institution offer bereavement, adoption and maternity / paternity leave to both married and civil partners?			
Does your institution offer bereavement, adoption and maternity / paternity leave to unmarried and unregistered partners?			
Policies and Procedures			
Does your institution have a written equality policy including discrimination on the grounds of sexual orientation?			
Are there supportive procedures for the reporting of harassment and bullying?			
Has your institution audited its policies and procedures to ensure compliance with the goods and services regulations?			
Does your institution ensure that policies against discrimination on the grounds of sexual orientation are complied with in the procurement process?			
Has your institution implemented The Joint Guidance on Sexual Orientation equality? (This was agreed in FE between the AOC and recognised unions. HE branches may wish to submit this to their employer as a model to be worked on).			
Organising			
Does your institution have a working group addressing sexual orientation?			
Does your institution have any officially recognised lesbian, gay and bisexual (LGB) groups for staff?			
Does your institution have any officially recognised LGB groups for students?			
Does your institution offer support to LGB staff and students other than an LGB staff / student group?			
If yes, what:			

Sexual orientation equality checklist (continued)	Yes	No	Don't Know
Entitlements			
Does your institution offer survivor pension entitlement to same-sex partners of all staff?			
Does your institution offer bereavement, adoption and maternity / paternity leave to both married and civil partners?			
Does your institution offer bereavement, adoption and maternity / paternity leave to unmarried and unregistered partners?			
Policies and Procedures			
Does your institution have a written equality policy including discrimination on the grounds of sexual orientation?			
Are there supportive procedures for the reporting of harassment and bullying?			
Has your institution audited its policies and procedures to ensure compliance with the goods and services regulations?			
Does your institution ensure that policies against discrimination on the grounds of sexual orientation are complied with in the procurement process?			
Has your institution implemented The Joint Guidance on Sexual Orientation equality? (This was agreed in FE between the AOC and recognised unions. HE branches may wish to submit this to their employer as a model to be worked on).			
Organising			
Does your institution have a working group addressing sexual orientation?			
Does your institution have any officially recognised lesbian, gay and bisexual (LGB) groups for staff?			
Does your institution have any officially recognised LGB groups for students?			
Does your institution offer support to LGB staff and students other than an LGB staff / student group?			
If yes, what:			
Engagement			
Is your officially recognised LGB staff and student group routinely involved in discussions on employment rights, benefits and development?			
Does your institution carry out regular comprehensive attitude surveys for staff and students that can be broken down by sexual orientation?			
In the past year, has your institution recruited staff or advertised its products or services in any UK LGB media?			

Sexual orientation equality checklist (continued)	Yes	No	Don't Know
Engagement (continued)			
Does your institution monitor for sexual orientation equality?			
If yes, how:			
In the past year has your institution sponsored, or otherwise supported a UK lesbian, gay, bisexual community organisation or event?			
Does your institution engage with sexual orientation issues in other ways?			
If yes, in what ways:			
Prominence			
Does your institution provide diversity awareness training that specifically mentions or refers to 'sexual orientation'?			
If yes, is this training compulsory for all staff?			
Has your institution had an Employment Tribunal hearing against them that included a complaint on the grounds of sexual orientation in the last 12 months?			
Are there any openly gay, lesbian, or bisexual members of your institution's senior management team?			
At what level in the structure of the institution is your lead person for sexual orientation equality?	senior manager	middle manager	Don't know

A Word version of this checklist can be downloaded from the website at www.ucu.org.uk/genres.

For your information, these are the relevant pieces of legislation on sexual orientation equality:

- Goods and Services Sexual Orientation Regulations (2007)
- Civil Partnership Act (2005)
- Employment Equality (Sexual Orientation) Regulations (2003).

Writing to management

As a union member you might find that your college/university does not have an equality scheme in place, either for race or for disability or for gender, or for more than one of these. Even if it has all three in place, it may not be meeting its other specific duties under the legislation, or it just isn't meeting one or more elements of the general duty to promote equality. If you think that your institution is not meeting its duties and you want to find out more information from them, you should write to them.

There are a number of stages in the process of implementing the equality duties properly when it might be productive to write to management. Copies should be kept of all correspondence. Below is a list of possible letters you might need to send

Letter 1 - if you can't find your institution's race, disability, or gender equality scheme.

Letter 2 - if your institution has a scheme but it is unclear how trade unions have been involved or what influence this has had on the actions in the action plan.

Letter 3 - if you have been involved in the development of your institution's equality schemes but you can't see what impact your involvement has had.

Letter 4 - if you think your institution's action plan does not include the right actions to remove discrimination and promote equality.

Letter 5 - if you think your institution has failed to give due regard to its general duty to promote equality, and you want to see an equality impact assessment for something they have done, or failed to do.

Letter 6 - if your institution is introducing a new policy or practice eg a redundancy process, and they do not appear to have undertaken an equality impact assessment before beginning the process.

Letter 7 - if you have not received a response to your enquiries and would like to take this further. So, if you do not have a response from your institution, after sending one of the above letters, you can use letter 7 to follow up your enquiry. This letter will take your enquiry to the next stage, by initiating the institution's formal complaints procedure.

If you completely exhaust the formal complaints procedure of the institution and are still not satisfied with the progress in meeting the equality duties, you may wish to consider forwarding details of your initial complaint and all subsequent communications to the Equality and Human Rights Commission (EHRC) that will be the enforcement body for all the equality duties from 1 October 2007. The EHRC should require copies of all correspondence. Information should only be forwarded to the EHRC if the above process has been followed, and exhausted.

To include samples of all these letters would make this toolkit too bulky. On the following page is an example of what letter 5 might look like, in this instance in relation to a public authority not giving due regard to promoting disability equality in something that it has done, or has failed to do. Examples of all the other letters which can be downloaded as Word documents are available on the website at: www.ucu.org.uk/disabres.

Your address

Their address

Date

Dear [insert name of chief executive, principal, vice chancellor, chair of governors etc]

Due regard to disability equality

Section 49A (1) of the Disability Discrimination Act 2005 requires public authorities, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity for disabled people
- eliminate unlawful discrimination
- eliminate disability related harassment
- promote positive attitudes towards disabled people
- encourage participation of disabled people in public life
- take into account disabled people's disabilities, even where that involves treating disabled people more favourably.

The Disability Discrimination (Public Authorities) (Statutory Duties) Regulations 2005 / Disability Discrimination (Public Authorities) (Statutory Duties) (Scotland) Regulations 2005 [delete as appropriate] also require certain listed public authorities to produce a disability equality scheme, involve disabled people in the development of that scheme, and, included in the scheme, to produce an action plan detailing the steps that the authority plans to take during the lifetime of the scheme. Public authorities must also set out their method of assessing the impact of policies and practice on disabled people.

I am concerned that [insert name of public authority] hasn't given due regard to [insert element of the general duty eg eliminating disability related harassment, promoting positive attitudes] in one of its functions. [Insert details of policy, practice, or initiative where you feel due regard hasn't been given eg reducing the number of parking bays for disabled people, setting targets for increasing the number of disabled staff] The general Disability Equality Duty requires you to consider disability equality in relation to everything you do and impact assessment – which you should have set out your arrangements for conducting in your disability equality scheme - is the means by which you can ascertain how effectively to comply with the duty. Please can you indicate how you have had due regard to the need to promote disability equality in all its elements in your decision to [insert details] and in particular can you send me a copy of the disability equality impact assessment you conducted before taking this decision/amending this policy/continuing with this practice [delete as appropriate]. If you have not conducted such an assessment, please indicate why not.

Please forward this information to me [state if you need information in an accessible format] within 14 days. I will contact you again if I have not received more information from you in this time.

Yours sincerely,

[Insert your name]

Equality duties checklist

The following would be useful in assessing the extent of good practice relating to the employment aspects of the equality duties within your institution, and can be found on the website at www.ucu.org.uk/eqres.

Provision	Yes	No
Does your college/university have an equality committee/forum with trade union representation?		
Has your college/university published a single equality scheme (covering at least race, disability and gender, and maybe also extending to sexual orientation, religion or belief and age?)		
If not, has your college/university published its three separate equality schemes, for race, disability and gender?		
Were trade unions and staff members from the appropriate groups actively involved in drawing up the schemes?		
Do all members of staff have access to the schemes (eg in hard copy, via the intranet)?		
Does the college/university monitor the work force by gender, ethnicity and disability?		
Has the college/university produced a clear procedure for undertaking equality impact assessments, and were trade unions involved in drawing this up?		
Whenever a new policy or practice is introduced, does the college/university do an impact assessment, and are the trade unions involved in this?		
Does the college/university make clear how and when it will publish the results of staff monitoring and of equality impact assessments?		
Do the action plans make clear what steps will be taken, and when, to remove any disadvantages revealed by monitoring or impact assessment, particularly in relation to equal pay?		
Have all staff received training in work time on the implementation of the equality duties?		
Are there clear plans to publish an annual report on each of the equality duties, to undertake a three-yearly review at the required time, and are trade unions involved in these plans?		

Further resources

General

UCU equality web pages www.ucu.org.uk/equality

UCU equality resource centre www.ucu.org.uk/eqres

Equality and Human Rights Commission (EHRC) www.equalityhumanrights.com

Disability

UCU web pages for disabled members www.ucu.org.uk/disabmem

UCU disability equality resources (including *Disability Equality Duty - UCU/Unison/CEL guidance* and *Enabling not Disabling*) www.ucu.org.uk/disabres

Gender

UCU web pages for women members www.ucu.org.uk/womemb

UCU gender equality resources including *Gender Equality Duty – UCU guidance* www.ucu.org.uk/genres

Race

UCU web pages for BME members www.ucu.org.uk/blackmem

UCU race equality resources www.ucu.org.uk/raceres

Sexual orientation

UCU web pages for LGBT members www.ucu.org.uk/lgbtmem

UCU LGBT equality resources www.ucu.org.uk/lgbtres

Further education

Guidance agreed between the Association of Colleges, Association for College Management and FE trade unions:

Age equality in FE www.ucu.org.uk/ageres

Disability equality in employment in FE (England and Wales) www.ucu.org.uk/disabres

Equality in FE (England and Wales) www.ucu.org.uk/eqres

Equal pay in FE (England and Wales) and *Gender equality in FE* (England and Wales) www.ucu.org.uk/genres

Race Equality in FE (England and Wales) www.ucu.org.uk/raceres

Religion or belief equality in employment in FE (England and Wales) www.ucu.org.uk/relres

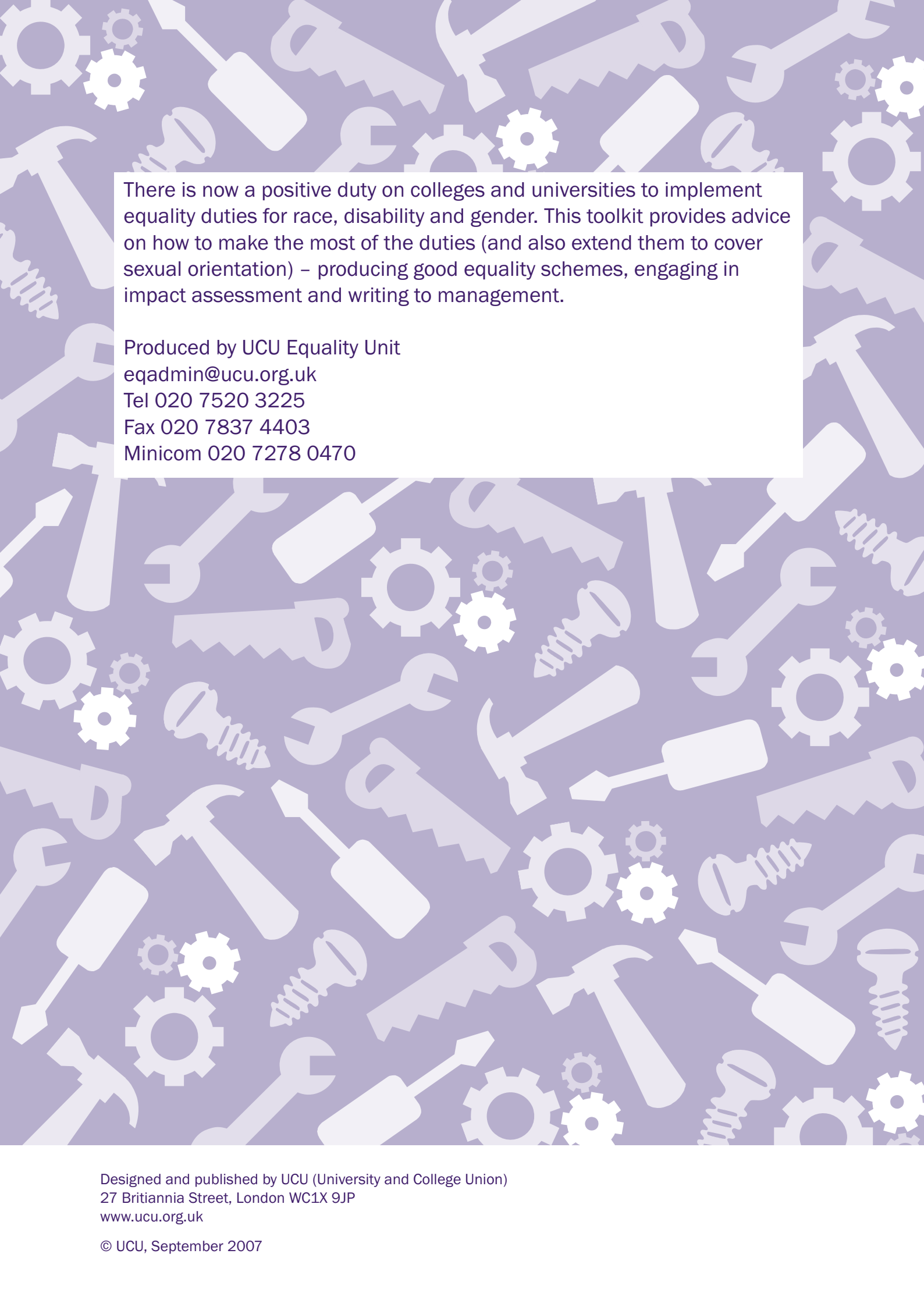
Sexual orientation equality in employment in FE (England and Wales) and *Transgender equality in employment in FE* (England and Wales) www.ucu.org.uk/lgbtres

Higher education

Guidance from the Joint Negotiating Committee for Higher Education Staff (JNCHES)

JNCHES guidance on carrying out equal pay reviews www.ucu.org.uk/eqres

The Equality Challenge Unit www.ecu.ac.uk/



There is now a positive duty on colleges and universities to implement equality duties for race, disability and gender. This toolkit provides advice on how to make the most of the duties (and also extend them to cover sexual orientation) – producing good equality schemes, engaging in impact assessment and writing to management.

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