



**STATEMENT OF INTENT AND PURPOSE
FOR
EQUAL OPPORTUNITIES**

May 2010

Statement of Intent and Purpose for Equal Opportunities

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Brunel University's Statement of Intent and Purpose for Equal Opportunities

- STATEMENT -

*Brunel University values inclusiveness and confirms its continuing commitment to the principles of equal opportunities in employment, admissions, and in its teaching, learning and research activities. It endeavours to ensure that all members of staff, students, visitors and applicants for employment or study are treated on the basis of their merits and abilities and that no one suffers discrimination or disadvantage **regardless of their gender, race, disability, sexual orientation, religion or belief and age.***

In order to achieve an environment that is free from unlawful discrimination and which encourages everyone to contribute fully to its work the University will endeavour to ensure that:

- All staff, students and applicants are made aware of the University's Statement of Intent and Purpose for Equal Opportunities.
- Staff and student procedures provide equal opportunity in all areas pertaining to work and study life.
- University policies and operating structures for staff and students are reviewed at regular intervals.
- Community participation is sought and encouraged in the development of equal opportunities activities.
- Staff development programmes, including induction programmes and positive action initiatives target the equal opportunities agenda.
- Equal opportunities information relating to staff and students is widely publicised.

Chris Jenks
Vice-Chancellor

May 2008

Brunel University's Statement of Intent and Purpose for Equal Opportunities

- POLICY DOCUMENT -

INTENT AND PURPOSE

The University is committed to the elimination and prevention of all forms of discrimination and harassment against staff, students, visitors and applicants. It aims to achieve this objective by monitoring University processes and procedures at regular intervals. The results enable the University to focus on the development and promotion of a range of equal opportunities issues through an annual Diversity Action Plan and related equality schemes.

ROLES AND RESPONSIBILITY

University

The Vice-Chancellor, on behalf of the University Senate and Council has overall responsibility for the University's Statement of Intent and Purpose for Equal Opportunities.

To ensure that the provisions of the Statement are met, the formulation and implementation of employment activities are developed and monitored by the Equal Opportunities and Human Resources Committee (EO/HR Committee) chaired by the Vice-Chancellor.

The formulation and implementation of student activities are developed and monitored by Senate chaired by the Pro Vice-Chancellor (External Relations and Teaching Quality).

Staff and Student Responsibility

The University expects all its staff and students to take personal responsibility for familiarising themselves with this Statement of Intent and Purpose for Equal Opportunities and to conduct themselves in an appropriate manner at all times to reflect equality of opportunity to all staff, students, applicants and visitors. The University regards any breach of this Statement of Intent and Purpose for Equal Opportunities by any employee(s) or student(s) as a serious matter to be dealt with through its agreed procedures and may result in disciplinary action.

Human Resources Department

The Human Resources Department is responsible for drafting employment policies and action plans, advising the University's senior management, schools, departments and individual staff on issues relating to equal opportunities in employment.

The Human Resources Department reports on the implementation and progress of staffing initiatives, staff profiles, employment statistics and makes recommendations for review and action in identified areas such as under representation.

Equality and Diversity Manager (Staff) Student Equality and Diversity Manager

The Equality and Diversity Manager (Staff) and the Student Equality and Diversity Manager are responsible for advising on and promoting equality and diversity matters within the employment and the student field.

Both managers deliver a range of innovative activities to achieve a truly diverse complement for staff and students and facilitate the development of a culture that eliminates unlawful discrimination, encourages openness, values inclusiveness and respects and appreciates difference.

The managers review and monitor the effectiveness of the Statement of Intent and Purpose for Equal Opportunities and report employment progress to the Director of HR and the EO/HR Committee and student progress to the Head of Student Services and Senate.

Staff Development

The Staff Development Department is responsible in conjunction with the Human Resources Department for developing and incorporating equal opportunities into staff induction, staff training and management and leadership development programmes.

Staff Development provides statistical information on feedback received from training programmes completed.

Trade Union

The University works in partnership with its recognised Trade Unions. Trade Union representatives' experience of working with staff enables the University to have a greater understanding of the impact of its policies and procedures on staff and their well being. Trade Union representatives also raise specific employment related issues on behalf of members. The Trade Union Representatives role helps provide a focus on important staffing matters that may influence the University to action recommendations for change or improvement and bring about appropriate amendments to University policy and procedure in a consultative way.

Equal Opportunities is an established agenda item on the Joint Consultative Committee that is consulted on policy development.

Office of the Secretary to Council

The office of the Secretary to Council is a key department in the implementation of the University's equal opportunity strategy for students. It will support the University's Equal Opportunities strategy in a number of ways:

Through its management of the University's legal responsibilities and ensuring that the University meets its statutory requirements.

Through its role in supporting governance within the University through Council and its respective sub-committees.

Registry

The Registry is a key department in the implementation of the University's equal opportunity strategy for students. It will support the University's Equal Opportunities strategy in a number of ways:

Through its management of the core aspects of student administration and related policy, including; the admission of students, assessment and examinations, student awards and reporting of student related data.

In collecting statistical data used to meet the Specific Duty 4(b) and to measure the admission and progress of identified racial groups.

Through its role in servicing Senate, which is the body responsible for the academic governance of the University, and its sub-committees.

Admissions and Recruitment

The University's Admissions Office monitors admissions on an annual basis to ensure that, through its Admissions Policy, the University is creating a student body that is balanced and diverse in terms of cultural background and experience.

Learning, Teaching and the Curriculum

The Learning and Teaching Committee is responsible for all aspects relating to student learning and teaching. Student progress is monitored at School-level through the Annual Monitoring process. Student progress and performance (including the consideration of data on ethnicity) are considered at programme level and at School level. Schools oversee the process for each of their subject areas and report, via the Learning and Teaching Committee, to Senate. The Registry provides progression data for all programmes and departments are required to evaluate the data in relation to their own programmes. They are asked specifically to comment on any evident relationship between ethnicity and student performance.

Learning, teaching and the curriculum are the responsibility of the Pro-Vice Chancellor (External Relations and Teaching Quality), who is assisted by the Senior Assistant Registrar (Quality and Standards) and the Director of the Academic Programme Development Unit. The PVC (ERTQ) is also responsible for the oversight of academic partnerships and collaborative provision with other institutions.

Research Students

Oversight of the provision made by Schools for research students is held by the Sub-Committee for Postgraduate Research Degrees (SCPGRD). SCPGRD regularly reports to Senate through the Learning and Teaching Committee.

Student Welfare, Student Support and Student Services

The Student Affairs Group has the responsibility for the consideration of issues in relation to equal opportunities and student related provision. The Group is not a formal Committee of Senate or Council, but will make recommendations to Senate or Council through the Director of Resourcing and Operations, who has senior management responsibility for non-academic provision.

Matters relating to the Union of Brunel Students and its Information and Advice Service, are discussed by the Group and where appropriate, referred for managerial action or approval by Council and/or Senate.

The Group consists of senior managers, including the Pro-Vice Chancellors, the Student Union Manager and the Student's Union Officers.

Student Relations

The Academic Appeals Committee considers student appeals, which is a committee of Senate. The Committee reports annually to Senate, with details of its activities during the preceding year, and includes in its report statistics detailing the ethnic origin of appellants.

Student discipline is the responsibility of the Disciplinary Board, which is a Committee of Senate. The Disciplinary Board reports annually to Senate, with details of its activities during the preceding year, and includes in its report statistics detailing the ethnic origin of students subject to disciplinary procedures.

The Director of Operations and Resources has responsibility for overseeing student complaints under the University's complaints procedures. Reports of complaints submitted to the Office of the Independent Adjudicator are periodically reported to Senate.

Work Placements

The Placement and Careers Centre manage sandwich placements at a

University level.

The Schools of Sport and Education and Health and Social Care organise periods of professional practice for teachers and social workers.

Disability and Dyslexia Service

The Disability and Dyslexia Service is a student service which provides expert advice and support services to all disabled students to enable them to fulfil their potential to become confident, talented and versatile graduates.

The key aims of the service are to provide: student-focused advice and guidance to all current and prospective disabled students, recommendations for 'reasonable adjustments' to the University's academic programmes, screening and full diagnostic assessment service for Specific Learning Difficulties, assistance with applying for funding (such as Disabled Students' Allowances) to cover the costs of additional support needs which may arise as a result of a disability whilst at University, a support workers' service that provides suitably trained support workers able to meet the individual requirements of disabled students, an Assistive Technology Centre, a loan equipment service, on-site Needs Assessment appointments at the West London Assessment Centre, awareness-raising support and training for staff.

Counselling

The Counselling Service is essential in ensuring Brunel University's equal opportunities policy. It is a safe place for any student or member of staff to go to discuss confidentially any issues which they believe may put them at a disadvantage. If a member of the Brunel University community feels that s/he is suffering from discrimination, bullying or harassment, the counselling service has an experienced professional staff team who can offer the necessary emotional and psychological support to help them air such grievances and work therapeutically towards a satisfactory outcome.

Anti-Harassment Advisors

The University has a number of skilled Anti-Harassment Advisors whose role is to provide information and advice to staff on a range of harassment issues and to support staff through the informal resolution procedure. (Appendix 5).

Union of Brunel Students

The Union of Brunel Students is responsible for providing confidential information and impartial advice to students whilst studying at Brunel.

Equal Opportunities Focus Groups

The University has established a number of Focus groups, which comprise of staff. Their role is to advise the University on equal opportunity issues that are, or may affect the environment in which they work.

The core focus groups are as follows:

- ❖ Access and Disability
- ❖ Ethnic Minorities
- ❖ Harassment and Bullying
- ❖ Lesbian, gay, bisexual and transgender
- ❖ Spirituality and Community
- ❖ Women

Additional focus groups to incorporate members of the wider community are sought to deal with specific issues.

The Focus groups are facilitated by skilled and experienced Facilitators who are tasked to discuss specific issues with focus group participants relating to working life, to feed back responses and comments to the University and thus to contribute to the further development of policy and procedures.

Group members are anonymous and membership is not fixed except that participants must be directly connected and/or related to the issues being addressed.

COMMITTEES

Composition and Membership of the University Equal Opportunities and Human Resources Committee

The Equal Opportunities and Human Resources Committee usually meets once per term and reports to the University's Council, where equal opportunities are a standing item.

Membership includes the Chair of Council, the Vice-Chancellor, three independent members of Council and other senior staff members.

The Role of the Equal Opportunities and Human Resources Committee

Monitor and review, and report to Council on progress of the University's Human Resources Strategy and the HEFCE funded Rewarding and Developing Staff initiative (and related schemes);

Promote equality and diversity for staff, and to recommend to Council as necessary policies and procedures to ensure equality of opportunity for all staff;

Keep under review arrangements for the appointment of staff and make recommendations as appropriate to Council on matters affecting the terms and conditions of work for staff;

Monitor, review and propose to Council incentive schemes for encouraging high performance from staff and shall keep under review policies for target setting and monitoring the performance of staff and to advise Council accordingly;

Review strategies for recruitment and retention and monitor the impact of such factors as market pressures, pay and equal opportunities on recruitment and retention;

Monitor and encourage staff development activities that will promote the achievement of the University's strategic objectives;

Keep under review arrangements for ensuring staff are fully consulted in accordance with employment legislation and University policies.

The Committee will be assisted by two sub-committees:

The Non-Academic Salaries Grading and Review Committee

Building on the work of the existing Committee, and raising performance for all categories of non-academic staff.

The Staff Consultative Committee

Building on the existing framework for consultation with the Unions, and achieving synergy between staff representation and management.

GRIEVANCE AND DISCIPLINARY PROCEDURES

The University has policies for dealing with grievance and disciplinary matters. Copies of existing policies are available from the Human Resources Department or on the HR intranet pages.

HARASSMENT PROCEDURES

The University has a staff policy and code of practice on Eliminating and Preventing Harassment and Bullying in the Workplace, which are also available from the Human Resources Department or on the HR intranet pages.

The student harassment and bullying procedures; Dignity at study is available from the student equality intranet pages.

BREACH OF THE UNIVERSITY STATEMENT OF INTENT AND PURPOSE FOR EQUAL OPPORTUNITIES

The University will regard any breach of the Statement of Intent and Purpose for Equal Opportunities by any employee(s) or student(s) as a serious matter that will be dealt with through its agreed procedures and may result in disciplinary action.

TRAINING AND DEVELOPMENT

The Staff Development Department in conjunction with Human Resources is responsible for developing a range of staff training and management development programmes. The inclusion of equal opportunities training is a requirement in management and general staff development programmes.

Equal Opportunities will be incorporated into staff and student Induction training programmes to promote better understanding and awareness of equality matters, including harassment and discrimination.

EQUALITY AND DIVERSITY SCHEMES AND ACTION PLAN

The University has developed Equality and Diversity Schemes and Action Plans for staff and students. The equality schemes/action plans are strategic documents developed in response to the results and findings from monitoring, audits and review of staff and student services.

The Equality and Diversity Schemes/Action Plans will be the base from which Positive Action initiatives are developed.

MONITORING AND REVIEW

The University's equal opportunities policies, practices and procedures are regularly monitored and reviewed. Annual and interim reports, including statistical analysis are presented by the Human Resources Department to the Equal Opportunities and Human Resources Committee, as well as updates on specific equal opportunities programmes and positive action initiatives from Human Resources.

Student monitoring data is used by the Learning and Teaching Committee to help the University identify differences between groups of students in terms of teaching and learning; dropout rates; student progression and achievement; assessment; access to learning resources; support and guidance; and curricular and other opportunities.

RECRUITMENT AND EMPLOYMENT

The Good Practice Guide to Staff Recruitment and Selection followed for all recruiting activities is available from Human Resources and on the HR intranet site. Human Resources will monitor, where possible, recruitment outcomes and the movement of both staff and applications for employment, as recommended within the Race Relations (Amendment) Act 2000. Where possible, monitoring data by gender, disability and age are also captured. The University will consider monitoring all areas of equality in the future.

Areas of monitoring:

Recruitment

- ❖ Training of panel members
- ❖ Applications and appointments
- ❖ Success rates for different selection methods
- ❖ Reasons for selection and non selection to posts (including short listing)
- ❖ Permanent, temporary and fixed term appointments
- ❖ Status - home or international
- ❖ Starting salaries

Staff

- ❖ Staff composition
- ❖ Staff promotions and regrading (through the Job Evaluation process)
- ❖ Staff appraisals
- ❖ Profile of staff leavers and reasons
- ❖ Grievance and disciplinary statistics
- ❖ Number of bullying and harassment complaints (and resolution)
- ❖ Salary information

Training and Development

- ❖ Profile of training events
- ❖ Attendee statistics
- ❖ Results of training and career-development programmes or strategies that target staff from particular groups

STUDENT ADMISSIONS AND PROGRESS

Registry in conjunction with the Student Equality and Diversity Manager will monitor, where possible, student admissions and progression, as recommended within the Race Relations (Amendment) Act 2000.

Admissions

- ❖ Number of applications
- ❖ Number selected and rejected
- ❖ Status – Home or International

Progress

- ❖ Student composition by course subject
- ❖ Number of transfers and drop-out
- ❖ Profile of student assessments (by exam, thesis, project or other assessment method)
- ❖ Profile of students on work placements (including success rates, and resulting job offers)
- ❖ Number of student bullying and harassment complaints (and resolution)

PUBLISHING INFORMATION

Information about Equal Opportunities activities will be published in annual reports, which are submitted to the Equal Opportunities and Human Resource Committee and other senior management committees.

The Equal Opportunities and Human Resources Committee and other senior management committees will review regular interim reports relating to the progression of equal opportunities programmes and positive action initiatives and report progress to Council and Senate.

Meetings comprised of senior managers will receive information relating to equal opportunities initiatives and overall information including relevant statistical data concerning staff and student matters. Information pertaining to staff and students within specific departments/ Schools will be available for discussion at School Boards and inter-departmental management meetings.

Equal Opportunities information relating to staff and students will be published as widely as practicable, on the Equal Opportunities intranet pages, within reports, presentations at management and School meetings, Brunel News and other relevant university publications.

COMMUNICATION

Information regarding the University's Statement of Intent and Purpose for Equal Opportunities will be communicated to all staff, students, applicants and contractors.

New students receive equal opportunities information via the Student Handbook.

Staff receive equal opportunities information as an accompaniment to their Conditions of Service and within the web based Staff Handbook.

Induction events for both staff and students will include sessions relating to equal opportunities and harassment.

Contractors will receive guidelines on equal opportunities on receipt of contracts for work. An Equal Opportunities intranet page will provide full information on the Statement and about equal opportunities initiatives within Brunel including positive action activities and training events.

THE WIDER COMMUNITY

The participation of members from the wider community at relevant University meetings, on focus groups and within staff training programmes is important and their involvement will be actively sought. The 'Wider Community' relates to individuals from the University's external local community, in terms of representatives from within community, religious groups and associations.

Their contribution to these events will strengthen the University's understanding of the social, political and religious diversities that exist within Brunel's community.

The University recognises the 'Wider Community' within its own environment and will actively seek views from staff and students regarding equal opportunities issues via evaluating staff development training and from student feedback in terms of course curriculum, content and their study environment.

The Equality and Diversity Manager (Staff) and Student Equality and Diversity Manager will be tasked to develop collaborative and consultative partnerships with relevant sections of the community.

Employment vacancies and copies of the University's prospectus will be issued to key community areas including churches, mosques and synagogues, community and welfare centres. The Equality and Diversity Manager (Staff) will maintain a database of contacts on employment and training matters.

POLICY FOR RACE EQUALITY

May 2002 (revised July 2003, January 2005, September 2006)

- POLICY FOR RACE EQUALITY-

Introduction

Brunel University reaffirms its commitment to the principles of promoting race relations, preventing and eliminating racial discrimination in employment, admissions, and in its teaching, learning and research activities. It will endeavour to ensure that no applicant for employment or study, member of staff, student or visitor is disadvantaged or discriminated against on racial grounds, in terms of race, colour, nationality (including citizenship), ethnic or national origin and that all are treated on the basis of their relevant merits and abilities.

Intent and Purpose for the Prevention of Racial Discrimination and Promotion of Race Equality.

The University aims to achieve this objective by actively monitoring and reviewing University processes and procedures at all levels, at regular intervals as detailed in the Statement of Intent and Purpose for Equal Opportunities. The results will enable the University to focus on the development and promotion of a range of race equality issues, including Positive Action initiatives via an annual Diversity Action Plan.

The Race Relations (Amendment) Act 2000

In addition to the provisions contained in the Statement of Intent and Purpose for Equal Opportunities, the following, including the annual Diversity Action Plan will be incorporated into the formal arrangements for meeting the General and Specific Duties of the Race Relations Amendment Act 2000.

General and Specific Duties

The Race Relations (Amendment) Act 2000 places a statutory duty on the University to promote racial equality, by way of meeting the General and Specific Duties requirements as outlined below.

General Duty

The aim of the General Duty is:

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

To comply with the Act, the requirement is that these principles are to be permeated throughout the University's policies, practices and procedures.

Specific Duties

To ensure compliance to the General Duty the specific duties for the higher education sector are specified as follows:

- Prepare and maintain a written statement of its policy for promoting race equality (race equality policy);
- Assess the impact of its policies, including its race equality policy, on students and staff of different racial groups;
- Monitor by reference to those racial groups, the admission and progress of students and the recruitment and career progression of staff;
- Publish its race equality policy, results of impact assessments and monitoring (as above).

PROMOTING RACE EQUALITY

Strategy and Policy

The Equal Opportunities and Human Resources Committee is responsible for the development of a strategy and for the promotion of racial equality in employment within the University in consultation with trade unions, staff and students and the wider community.

Senate is responsible for the development of a strategy and for the promotion of racial equality in student life within the University in consultation with students, the student union and the wider community.

Publications and Advertising

The University's Statement of Intent and Purpose for Equal Opportunities will be displayed and publicised throughout the University in a number of ways:

In all University's publications including prospectuses, staff and student handbooks and other information and publicity material.

All job advertisements will contain:

“Committed to Equal Opportunities and representing the diversity of the Community we serve”

Further information issued to job applicants may contain the following based on statistical data that identifies under representation:

“Applications from all sectors of the community are welcome. Applications from minority ethnic groups are encouraged to apply as the University is currently under represented in this occupational area. All applicants will be assessed on merit”.

Ensure that information relating to equal opportunities, racial equality and diversity are regularly updated on the Equal Opportunities intranet pages.

Provide regular articles on equal opportunities issues that include race equality in the Brunel News and other relevant University publications.

Induction and Training Programs

The University’s staff training and management development training programs will contain a range of training opportunities relating to the elimination and prevention of racial discrimination and promotion of race equality.

Staff and student induction programs will contain an equal opportunities module, which include racial equality and diversity issues pertaining to promoting better understanding and awareness of race equality matters including harassment and discrimination.

Management Development programs will incorporate programs on; decision making in terms of ensuring consistency and equality in recruitment and selection, selection for promotion, harassment, discrimination and grievance handling.

Professional Development in Academic Practice

It is a condition of employment that all new members of probationary academic staff should undertake and successfully complete the HEA accredited Professional Development in Academic Practice (PDAP) programme during the probationary period.

Lecturers (including researchers) are encouraged to explore the academic contributions and research achievements of black and ethnic minority scholars and where relevant to incorporate their accomplishments within their teaching and research activities.

Public Procurement

All contractual or other service provision arrangements made on behalf

of the University with the outside public, voluntary or private organisations, to obtain or provide goods, works or services, will be conducted within the requirements of the General and Specific Duties.

The University, through contractual agreements, will be responsible for meeting the General Duty requirements concerning those particular functions in which they are involved.

Assessment and Review of the Policy for Racial Equality (In Addition to Generic Provisions)

In order to achieve an environment that is free from unlawful racial discrimination and which encourages everyone to contribute fully to the work of the Institution the University will ensure that:

- It endeavours to maintain its ***“Exemplar of good practice”*** status for its Statement of Intent and Purpose for Equal Opportunities - Race Equality Policy, awarded by HEFCE, February 2003.
- Employment vacancies are accessible to minority groups and organisations within the community through a variety of media.
- Staff are encouraged to participate in Ethnic Minority Focus Groups to advise the University on issues that are, or may affect the environment in which they work.
- Impact assessments are conducted on race equality relevant functions.
- It provides inclusiveness in the composition of committee structures and recruitment panels, where possible.
- The collation of statistical information regarding the movement and profile of ethnic minority staff in relation to recruitment, employment and career progression will be maintained.
- The collation of statistical information relating to the admission and progression of ethnic minority students will be maintained. Data will assist in the identification of teaching, learning and student service issues that may require addressing.
- Information will provide details of issues that require further review and will assist in the development of the University’s Diversity Action Plan, Positive Action initiatives and staff development.
- All staff, students and applicants are made aware of the University’s Race Equality Policy within the Statement of Intent and Purpose for Equal Opportunities and its commitment to the elimination of racial discrimination and harassment.

- Staff and student procedures provide equal opportunities and are free from unlawful racial discrimination in all areas pertaining to employment, study and learning.
- There is compliance to the anti-discrimination provisions as recommended by the Race Relations Act (1976) the Race Relations (Amendment) Act 2000 and the Race Relations Act 1976 (Amendment) Regulations Act 2003.
- Community participation from within the University and externally will be sought and encouraged in the development of race relation initiatives. This will include staff development programs and positive action initiatives.
- Diversity Action Plans for staff and students are developed and reviewed which will be the base from which positive action initiatives are developed.

Breach of the Statement of Intent and Purpose

The University will regard any breach of the Race Equality Policy, contained within the Statement of Intent and Purpose for Equal Opportunities, by any employee(s) or student(s) as a serious matter that will be dealt with through its agreed procedures and may result in disciplinary action.

POLICY FOR AGE EQUALITY

September 2006

- POLICY FOR AGE EQUALITY-

Introduction

Brunel University reaffirms its commitment to the principles of promoting age equality, preventing and eliminating age discrimination in employment, admissions, and in its teaching, learning and research activities. It will endeavour to ensure that no applicant for employment or study, member of staff, student or visitor is disadvantaged or discriminated against on age grounds and that all are treated on the basis of their relevant merits and abilities.

Intent and Purpose for the Prevention of Age Discrimination and Promotion of Age Equality

The University aims to achieve this objective by actively monitoring and reviewing University processes and procedures at all levels, at regular intervals as detailed in the Statement of Intent and Purpose for Equal Opportunities. The results will enable the University to focus on the development and promotion of a range of age equality issues, including Positive Action initiatives via an annual Diversity Action Plan.

The Employment Equality (Age) Regulations 2006

The Employment Equality (Age) Regulations 2006 apply to staff and students and make it unlawful on the grounds of age to:

- discriminate directly against anyone – that is, to treat them less favourably than others because of their age – unless objectively justified
- discriminate indirectly against anyone – that is, to apply a criterion, provision or practice which disadvantages people of a particular age unless it can be objectively justified
- subject someone to harassment
- victimise someone because they have made or intend to make a complaint or allegation or have given or intend to give evidence in relation to a complaint of discrimination on grounds of age
- discriminate against someone, in certain circumstances, after the working relationship has ended.

Promoting Age Equality

Strategy and Policy

The Equal Opportunities and Human Resources Committee is responsible for the development of a strategy and for the promotion of age equality in employment within the University in consultation with trade unions, staff and the wider community.

Senate is responsible for the development of a strategy and for the promotion of age equality in student life within the University in consultation with students, the student union and the wider community.

Publications and Advertising

The University's Statement of Intent and Purpose for Equal Opportunities will be displayed and publicised throughout the University in a number of ways:

In all University's publications including prospectuses, staff and student handbooks and other relevant publicity material.

All job advertisements will contain:

“Committed to Equal Opportunities and representing the diversity of the Community we serve”

Ensure that information relating to equal opportunities, including age equality are regularly updated on the university's Equal Opportunities intranet pages.

Provide regular articles on equal opportunities issues that include age equality in the Brunel News and other relevant university publications.

Induction and Training Programs

The University's staff training and management development training programs will contain a range of training opportunities relating to the elimination and prevention of age discrimination and promotion of age equality.

Staff and student induction programs will contain an equal opportunities module, which include age equality issues pertaining to promoting better understanding and awareness of age equality matters including harassment and discrimination.

Management Development programs will incorporate programs on; decision making in terms of ensuring consistency and equality in recruitment and selection, selection for promotion, harassment, discrimination and grievance handling.

Professional Development in Academic Practice

It is a condition of employment that all new members of probationary academic staff should undertake and successfully complete the HEA accredited Professional Development in Academic Practice (PDAP) programme during the probationary period.

Lecturers (including researchers) are encouraged to explore the academic contributions and research achievements of both younger and older scholars and where relevant to incorporate their accomplishments within their teaching and research activities.

Preventing Age Discrimination

In order to achieve an environment that is free from unlawful age discrimination and which encourages everyone to contribute fully to the work of the Institution the University will endeavour to ensure that:

- Employment vacancies, where possible, are accessible to a broad range of age groups within the community through a variety of media.
- Impact assessments are conducted on age equality relevant functions.
- It provides inclusiveness in the composition of committee structures and recruitment panels, where possible.
- The collation of statistical information regarding the age profile of staff in relation to recruitment, employment and career progression will be maintained.
- The collation of statistical information relating to the admission and progression of students, by age, will be maintained. Data will assist in the identification of teaching, learning and student service issues that may require addressing.
- Information will provide details of issues that require further review and will assist in the development of the University's Diversity Action Plan, Positive Action initiatives and staff development.
- All staff, students and applicants are made aware of the University's Age Equality Policy within the Statement of Intent and Purpose for Equal Opportunities and its commitment to the elimination of age discrimination and harassment.
- Staff and student procedures provide equal opportunities and are free from unlawful age discrimination in all areas pertaining to employment, study and learning.

- There is compliance to the anti-discrimination provisions as recommended by the Employment Equality (Age) Regulations 2006.
- Community participation from within the University and externally will be sought and encouraged in the development of age equality initiatives. This will include staff development programs and positive action initiatives.
- Diversity Action Plans for staff and students are developed and reviewed which will be the base from which positive action initiatives are developed.

Breach of the Statement of Intent and Purpose

The University will regard any breach of the Age Equality Policy, contained within the Statement of Intent and Purpose for Equal Opportunities, by any employee(s) or student(s) as a serious matter that will be dealt with through its agreed procedures and may result in disciplinary action.

POLICY FOR DISABILITY EQUALITY

September 2006

- POLICY FOR DISABILITY EQUALITY-

Introduction

Brunel University is committed to the principles of promoting disability equality, and preventing and eliminating disability discrimination in employment. It will endeavour to ensure that no applicant for employment or study, member of staff or student is disadvantaged or discriminated against unlawfully on the grounds of disability.

As part of a wider commitment to equal opportunities generally, Brunel University confirms its commitment to promoting and improving opportunities for disabled staff and students. The University is working towards ensuring that disabled staff and students realise their potential and, therefore endorses good practice with regard to improving access to and progress within the University.

Intent and Purpose for the Prevention of Disability Discrimination and Promotion of Disability Equality

The University aims to achieve this objective by actively monitoring and reviewing University processes and procedures at all levels, at regular intervals as detailed in the Statement of Intent and Purpose for Equal Opportunities and the Disability Equality Scheme (DDA 2005). The results will enable the University to focus on the development and promotion of a range of disability equality issues, including Positive Action initiatives via the Diversity Action Plan.

THE DISABILITY DISCRIMINATION ACT 2005

In addition to the provisions contained in the Statement of Intent and Purpose for Equal Opportunities, the following, including the University Disability Equality Scheme will be incorporated into the formal arrangements for meeting the General and Specific duties of the Disability Discrimination Act 2005.

General and Specific Duties

The Disability Discrimination Act 2005 places a statutory duty on public authorities, including higher education, to promote disability equality, by way of meeting the General and Specific Duties requirements as outlined below:

General Duty

The aim of the General Duty is:

- To eliminate unlawful discrimination and harassment
- To promote equality of opportunity between disabled persons and other persons
- To promote positive attitudes towards disabled persons
- To encourage participation by disabled persons in public life

To comply with the Act, the requirement is that these principles are to be permeated throughout the University's policies, practices and procedures.

Specific Duties

To ensure compliance to the General Duty the specific duty for the higher education sector is to:

- Produce a Disability Equality Scheme to demonstrate how the University will bring about cultural change and fulfil its obligations under General Duty.

PROMOTING DISABILITY EQUALITY

Strategy and Policy

The Equal Opportunities and Human Resources Committee is responsible for the development of an employment strategy and for the promotion of disability equality in employment within the University in consultation with trade unions, staff and the wider community.

Senate is responsible for the development of a strategy and for the promotion of disability equality in student life within the University in consultation with students, the student union and the wider community.

Publications and Advertising

The University's commitment to disability equality will be displayed and publicised throughout the University in a number of ways

All job advertisements will contain:

“Committed to Equal Opportunities and representing the diversity of the Community we serve”

and

The Positive about Disabled People, two tick symbol.



or a phrase outlining the University's commitment to the disability symbol.

Information issued to job applicants will contain the process that can be taken in order to assess the suitability of the University environment in terms of access and support for the purpose of employment.

Information relating to disability equality will be regularly updated on the University's Disability and Dyslexia Service web pages and the staff Equal Opportunities intranet pages.

Regular articles on equal opportunities issues which include disability equality will be produced in Brunel News and other relevant publications.

The Disability and Dyslexia Service in conjunction with the Staff Development team will deliver a range of briefing presentations on disability legislation and other related matters so that awareness is raised and responsibilities of departments and individuals are understood.

Induction and Training Programmes

The University's staff training and management development training programmes will contain a range of training opportunities relating to the elimination and prevention of disability discrimination and promotion of disability awareness.

Staff and student induction programmes will contain an equal opportunities module, which will include disability equality matters pertaining to promoting better understanding and awareness of disability equality including harassment and discrimination.

Management Development programmes will incorporate programmes on; decision making in terms of ensuring consistency and equality in recruitment and selection, selection for promotion, harassment and discrimination and grievance handling.

Professional Development in Academic Practice

It is a condition of employment that all new members of probationary academic staff should undertake and successfully complete the HEA accredited Professional Development in Academic Practice (PDAP) programme during the probationary period.

Lecturers (including researchers) are encouraged to explore the academic contributions and research achievements of disabled scholars and where relevant to incorporate their accomplishments within their teaching and research activities.

Preventing Disability Discrimination

In order to achieve an environment that is free from unlawful disability discrimination and which encourages everyone to contribute fully to the work of the Institution the University will endeavour to ensure that:

- It develops and continually reviews its Disability Equality Scheme.
- It maintains the Disability Symbol awarded by Jobcentre Plus to demonstrate the University's commitment in the recruitment, employment, retention and career development of disabled people.
- Staff and students are encouraged to participate in Access and Disability Focus Groups to advise the University on issues that are or may affect the environment in which they work and study.
- Employment vacancies are accessible to disabled groups and organisations within the community through a variety of media.
- The collation of statistical information regarding the movement and profile of disabled staff and students will be collated and published. This information will provide details of issues that require further review and will assist in the development of the University's Diversity Action Plan, Disability Equality Scheme, Positive Action initiatives and staff development.
- Staff, students and applicants are made aware of the University's Disability Equality Policy and its commitments to the Disability Symbol (employment).
- Staff and student procedures provide equal opportunities and are free from unlawful disability discrimination.
- There is compliance to the anti-discrimination provisions as required by the Disability Discrimination Act 1995, the Special Educational Needs and Disability Act 2001 and subsequent amendments.
- Community participation from within the University and externally will be sought and encouraged in the development of disability awareness initiatives. This will include staff development programmes and positive action initiatives.
- Diversity Action Plans for staff and students are developed and reviewed which will be the base from which positive action initiatives are developed.
- The Disability and Dyslexia Service will work with placement and other service providers to ensure that they act in a non-discriminatory manner and make appropriate adjustments to meet the needs of disabled students - this includes paying due regard to professional "fitness to practice" issues.

Grievance and Discipline

The University will regard any breach of the Statement of Intent and Purpose for Equal Opportunities (including the Policy for Disability Equality) by any employee(s) or student(s) as a serious matter and will be dealt with effectively through its agreed procedures and may result in disciplinary action.

APPENDICES

1. Understanding Discrimination
2. Understanding Harassment and Bullying
3. Examples of Harassment and Bullying
4. Anti Harassment Advisors
5. Equal Opportunity and Diversity Web Links and Contacts

APPENDIX 1

UNDERSTANDING DISCRIMINATION

What is Discrimination?

Unlawful discrimination is defined in the following legislation:

- Health and Safety at Work Act (1974)
- Sex Discrimination Act (1975)
- Race Relations Act (1976)
- Trade Union Reform and Employment Rights Act (1993)
- Disability Discrimination Act (1995)
- Disability Discrimination Act (2005)
- Special Educational Needs and Disability Act (2001)
- Crime and Disorder Act (1998)
- Human Rights Act (1998)
- Employment Relations Act (1999)
- Race Relations (Amendment) Act (2000)
- The Race Relations Act 1976 (Amendment) Regulations (2003)
- The Employment Equality (Sexual Orientation) Regulations (2003)
- The Employment Equality (Religion or Belief) Regulations (2003)
- The Employment Equality (Age) Regulations (2006)
- The Equality Duty (2006)

All the Acts clearly state that employers are legally obliged to ensure (as far as is reasonably practicable) the elimination and prevention of discrimination at work. Employers are responsible for the acts of their employee's even if they "know about it or not, and should have known".

Direct and Indirect Discrimination

All of the above Acts of Legislation state that direct and indirect discrimination is unlawful;

Direct Discrimination

This is an overt form of discrimination and relates to how individual(s) are treated. Direct discrimination occurs when individuals are treated less favourably because of their gender, race, disability, religion or belief, sexual orientation and age.

Example: Race

A refusal to employ an African/Caribbean man as a manager because he would not fit into the culture of its current all white team.

Age

A refusal to employ a job applicant because she disclosed during the interview that she had achieved her professional qualification 30 years ago, although she has all the skills and competences required for the job – the company decides not to offer her the job because of her age.

Indirect Discrimination

This is a covert form of discrimination, often difficult to perceive and relates to the way rules and regulations are applied. It is the University's intention to apply rules and regulations equally to everyone but indirect discrimination occurs when individuals are unable to comply with a provision, criterion or practice and it would be considered a serious contravention to tradition and beliefs if they were to conform.

Example: Race/Religion

A Muslim woman was told that all female staff must wear the company uniform of a dress or skirt of 'European' design, although their religion specifies that Muslim women are required to cover their arms, legs and their head.

No Hard Evidence Required

Employment tribunals have accepted and recognised that there is usually no hard evidence to support a claim of direct/indirect discrimination. Tribunal panels will consult the Codes of Practice published by the Commission for Racial Equality, Disability Rights Commission and the Equal Opportunities Commission and determine how far the employer has met the requirements for eliminating and preventing discrimination. Based on these findings tribunals will infer whether or not discrimination is likely to have occurred.

The Race Relations Amendment Act 2000

The Race Relations (Amendment) Act 2000 is largely the result of the recommendations made in the *Stephen Lawrence Inquiry Report (McPherson)*. The report put forward a definition of 'institutional racism' and recommended that 'Public Authorities' be made more accountable for the prevention and elimination of racial discrimination.

INSTITUTIONAL RACISM

'The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantages minority ethnic people'. (*Stephen Lawrence Inquiry Report para 6.34*)

For the first time, the Race Relations (Amendment) Act 2000 defined higher education as being one of a number of institutions to be included within the listing of 'Public Authorities'. As a result, the Act places a statutory duty on the University to promote racial equality, by way of meeting the General and Specific Duties requirements as outlined below.

Understanding General and Specific Duties

General Duty

The aim of the General Duty is:

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

To comply with the Act, the requirement is that these principles are to be permeated within the University's policies, practices and procedures.

Specific Duties

To ensure compliance to the General Duty the specific duties for the higher education sector includes the following:

- Prepare and maintain a written statement of its policy for promoting race equality (race equality policy);
- Assess the impact of its policies, including its race equality policy, on students and staff of different racial groups;
- Monitor by reference to those racial groups, the admission and progress of students and the recruitment and career progression of staff;
- Publish its race equality policy, results of impact assessments and monitoring (as above).

DISABILITY DISCRIMINATION ACT 1995

The Disability Discrimination Act 1995 does not define discrimination in the same way as the Race and Sex Discrimination Acts.

The Disability Discrimination Act makes it unlawful for an employer to discriminate against a disabled person in the field of employment (S4).

Discrimination occurs in two ways:

For a reason, which relates to a disabled person's disability, the employer treats that disabled person less favourably than the employer treats or would treat others to whom the reason does not or would not apply;

And;

The employer cannot show that this treatment is justified (S5 (1)).

An employer fails to comply with a duty of reasonable adjustment imposed on him/her (S6) in relation to the disabled person;

And;

He/She cannot show that this failure is justified (S5 (2)).

The Disability Discrimination Act also covers the provision of Services to the Public; this covers many of the functions of the University. Part 3 of the Disability Discrimination Act requires that:

- Policies, Practices and Procedures, which make it unreasonably difficult for a disabled person to use a service, must be changed.
- Equipment, aids or services must be provided which will enable a disabled person to use the service.
- Any services in inaccessible positions must be provided in an alternative manner so that they are accessible.

Special Educational Needs and Disability Act 2001

The Disability Discrimination Act also covers the provision of Education, which is contained within Part 4 of the Act -The Special Educational Needs and Disability Act 2001; under this new legislation it will be illegal to:

- Treat a disabled student less favourably than a non-disabled student.
- Fail to make reasonable adjustments to policies or practices in any area or activity, which results in a disabled student being treated less favourably.

Disability Discrimination Act 2005

As contained within the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 2005 has defined higher education as being one of a number of institutions to be included within the listing of 'Public Authorities'

As a result, the Act places a statutory duty on the University to promote disability equality, by way of meeting the General and Specific Duties requirements as outlined below.

Understanding General and Specific Duties

General Duty

The aim of the General Duty is:

- To eliminate unlawful discrimination and harassment
- To promote equality of opportunity between disabled persons and other persons
- To promote positive attitudes towards disabled persons
- To encourage participation by disabled persons in public life

To comply with the Act, the requirement is that these principles are to be permeated throughout the University's policies, practices and procedures.

Specific Duties

To ensure compliance to the General Duty the specific duty for the higher education sector is to:

- Produce a Disability Equality Scheme to demonstrate how the University will bring about cultural change and fulfil its obligations under General Duty.

The Equality Act 2006 – Gender Equality

The Duty to promote gender equality is part of the wider government equality agenda announced in the Equality Act 2006. Alongside other duties with which public authorities must comply, the Equality Act 2006 amends the Sex Discrimination Act 1975 and places a general duty on the University

General Duty

The aim of the General Duty is:

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

Specific Duties

In order that the University is able to achieve its general duty, the University will apply the following specific duties:

- **Prepare and publish a Gender Equality Scheme**, which will set out the University's gender equality objectives.
- **Consult** with and **involve** the University's stakeholders (staff, students, and our partners) in the development of the Gender Equality Scheme.
- **Gather and evaluate relevant information** on how the University's policy and practice affect gender equality.
- Conducting **Gender Equality Assessment** as part of the University's Equality Impact Assessment Process so as to mitigate the negative impact of the University's men, women and those undergoing, who have undergone or are about to undergo gender reassignment.
- Explore the need to **include objectives to address any gender pay gap**
- **Implementing an action plan** set out in the Gender Equality Scheme within the agreed allocated time frame.
- To **produce an annual report, and review** the scheme every 3 years.

APPENDIX 2

UNDERSTANDING HARASSMENT AND BULLYING

Harassment constitutes discrimination under the following legislation:

- Health and Safety at Work Act (1974)
- Sex Discrimination Act (1975)
- Race Relations Act (1976)
- Trade Union Reform and Employment Rights Act (1993)
- Disability Discrimination Act (1995)
- Disability Discrimination Act (2005)
- Special Educational Needs and Disability Act (2001)
- Criminal Justice and Public Disorder Act (1995)
- Protection from Harassment Act (1997)
- Crime and Disorder Act (1998)
- Human Rights Act (1998)
- Employment Relations Act (1999)
- Race Relations (Amendment) Act (2000)
- The Race Relations Act 1976 (Amendment) Regulations (2003)
- The Employment Equality (Sexual Orientation) Regulations (2003)
- The Employment Equality (Religion or Belief) Regulations (2003)
- The Employment Equality (Age) Regulations (2006)
- The Equality Duty (2006)

Harassment

Harassment is unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment.

Harassment is not always open, direct and simple to identify. It can be covert and very subtle. The perpetrator may not always be aware that their action(s) has been seen/felt to be offensive.

A Single Deed

Harassment can be a single act or a series of incidents. It is the nature of the effect on the individual that highlights the severity of the matter.

Bullying

Bullying is often the common denominator of harassment, discrimination, abuse, violence etc. In the majority of instances bullying can usually be traced to one person.

Appendix 3

EXAMPLES OF HARASSMENT AND BULLYING

SEXUAL

- ❖ **Physical Conduct of a Sexual Nature:** unwanted physical contact, including unnecessary touching, patting or pinching or brushing against another person's body intentionally, assault, coercing sexual intercourse.
- ❖ **Verbal Conduct of a Sexual Nature:** Unwelcome sexual advances, propositions or pressure for sexual activity, continued suggestions for social activity outside the workplace after it has been made clear that such suggestions are unwelcome, offensive flirtations, suggestive remarks, innuendoes or lewd comments.
- ❖ **Sex-Based Conduct:** conduct that denigrates or ridicules, intimidates or is physically abusive to an employee because of his/her sex. Such as; derogatory or degrading abuse or insults which are gender-related, offensive comments about appearance or dress.

RACIAL

Racial harassment can be expressed in the same way as sexual harassment, i.e. physical, verbal and non-verbal conduct such as:

- Physical Conduct:** assault, violence.
- Verbal Conduct:** derogatory name-calling, jibes, and malicious comments.
- Non-Verbal Conduct:** hostile attitude, graffiti, and display of racial insignia or material.
- Other Forms Of Conduct:** damage to personal property, denial of opportunities or exclusion from social activities on the basis of race.

DISABILITY

- ❖ **Physical Conduct:** unwanted touching or the unauthorised/abusive touching of technical aids/equipment that are used as part of daily living (i.e. wheelchair, cane, crutches, guide dog).
- ❖ **Verbal Conduct:** name calling, subject to cruel jokes and pranks, use of offensive language to describe their disability.
- ❖ **Non-Verbal Conduct:** assumption that a disabled person is sick and ill and in need of care, ridicule, unjustifiably removing tasks and responsibilities because of stereotypical perceptions of a person's disability.

- ❖ **Other Forms of Conduct:** patronising, placing obstacles with the intention to obstruct and cause distress.

SEXUAL ORIENTATION

- Physical Conduct:** assault, violence, unwanted touching.
- Verbal Conduct:** subject to unwanted jokes, innuendoes, verbal abuse, malicious gossip, name calling, false accusations of child abuse, abusive telephone calls.
- Non-Verbal Conduct:** victimisation, graffiti, anonymous hate mail including email.
- Other Forms of Conduct:** blackmail, damage to property or exclusion from social activities on the basis of sexual orientation.

RELIGION OR BELIEF

- ❖ **Physical Conduct:** assault, violence.
- ❖ **Verbal Conduct:** derogatory name-calling, jibes, and malicious comments, offensive remarks.
- ❖ **Non-Verbal Conduct:** hostile attitude, graffiti, and display of religious insignia or material.
- ❖ **Other Forms Of Conduct:** damage to personal property, denial of opportunities or exclusion from social activities on the basis of religion

AGE

- Verbal Conduct:** subject to unwanted and hurtful jokes, coercion, threats, unfounded criticism of work performance because of stereotypes associated with age (this could be any age but in particular young and mature people).
- Non-Verbal Conduct:** being made a scapegoat, exclusion from normal workplace and social activities because of age.
- Other Forms of Conduct:** different treatment or harassment on the basis of age.

E-MAIL HARASSMENT AND BULLYING

E-mail is a very powerful tool and it is easy to hurt, offend or misunderstand the impact of words or even where recipients are 'placed' in a group message. Poor use of e-mail includes:

- ❖ Flaming (using capitals to emphasise statements or words or to demonstrate excessively punitive attitudes)
- ❖ Praising some members of a team and excluding others
- ❖ Copying in others to critical message, relating to their work remit
- ❖ Forcing staff to give their permission on their email account allowing intensive monitoring of all email traffic
- ❖ Ordering recipients in terms of popularity rather than alphabetically
- ❖ Using email to hide behind when being critical or expressing anger rather than having a proper 121 conversation
- ❖ Sending emails that are tersely worded or that make criticisms when there has been insufficient investigation of the facts

Appendix 4

ANTI-HARASSMENT ADVISORS

Anti-Harassment Advisors are members of staff at Brunel University who have been given training in providing support, information, advice and guidance to complainants, and also to people accused of harassment. These staff have been trained to act as Facilitators in the informal procedure.

If you wish to obtain further information or discuss your concerns about harassment, please contact one of the Anti-Harassment advisors shown below:

Anti-Harassment Advisors



Adrian Woods
Assistant Head
Brunel Business School
adrian.woods@brunel.ac.uk
(T) 66659



Carolyn Watts
Residences Manager
carolyn.watts@brunel.ac.uk
(T) 65076



Mark Kearney
Security Support Officer
mark.kearney@brunel.ac.uk
(T) 65567



Narinder Dhingra
Admissions Officer
Narinder.dhingra@brunel.ac.uk
(T) 67296



Sanj Malhotra
Residences Manager
Sanj.malhotra@brunel.ac.uk
(T) 66378



Maria Uther
Lecturer in Psychology
Maria.uthier@brunel.ac.uk
(T) 67342

Alternatively, staff can contact Linda Attram, Equality and Diversity Manager on extension 65577 or e-mail linda.attram@brunel.ac.uk

***Your enquiry will be treated in complete confidence,
and you may remain anonymous if you wish.***

EQUAL OPPORTUNITY AND DIVERSITY WEB LINKS AND CONTACTS:

- <http://intranet.brunel.ac.uk/admin/humanresources/> This is the Universities Human Resources web page, which contains information on human resource policies, procedures and employment vacancies. Telephone extension: (Uxbridge) 65194
- <http://intranet.brunel.ac.uk/admin/humanresources/> This is the Universities Equality and Diversity staff web page. The web page can be accessed by selecting “Equality and Diversity” on the left hand tool bar. The web page contains information on equality and diversity policies, legislation and statistical analysis. Telephone extension: (Uxbridge) 65577
- www.brunel.ac.uk/disability This is the Universities Disability and Dyslexia Service web page, which contains information on disability and dyslexia matters for students and staff relating to access, adjustments and employment. Telephone extension: (Uxbridge) 65213
- www.brunelstudents.com This is the Universities Student Union web page, which contains helpful information and advice for Brunel students. Telephone: Uxbridge – 01895 462200, Osterley – 020 8580 7600, Twickenham – 020 8580 7650, Runnymede – 01784 497760
- www.equalityhumanrights.com The Equality and Human Rights Commission champions equality and human rights for all, working to eliminate discrimination, reduce inequality, protect human rights and to build good relations, ensuring that everyone has a fair chance to participate in society.
- [ACAS](http://www.acas.co.uk). This site provides useful information on developing effective employment relationships and advice on how to avoid disputes through good practice. www.acas.co.uk Tel: 08457 474 747

This list is not exhaustive, further contact details are available from the Human Resources Department, The Secretary to Council’s Office, Trade Union Representatives, Disability and Dyslexia Service, Counselling Service and the Student Union.