



# UCU Equality Toolkit

An equality guide for branches and reps

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# Foreword

UCU has a strong tradition of placing equality at the heart of everything it does. Our prime concern is to fight for greater equality at work; we also strive to campaign against the injustices our members face in other areas of their lives, whether on grounds of sex, race, disability, sexual orientation, gender identity, religion or belief, age or any other aspect of identity which can lead to discrimination.

Issues of equality affect us all. This is especially true during the current economic climate as we see our employment rights being eroded on an almost daily basis. While our members face severe attacks on their equality and employment rights, as seen through the attack on trade unions via the Trade Union Act 2016, now, more than ever, is the time for us to act collectively to ensure that wherever possible, we protect our members from unfair employment practices, discrimination and victimisation in the workplace.

Our workplaces are not immune from society's issues and our members' experience:

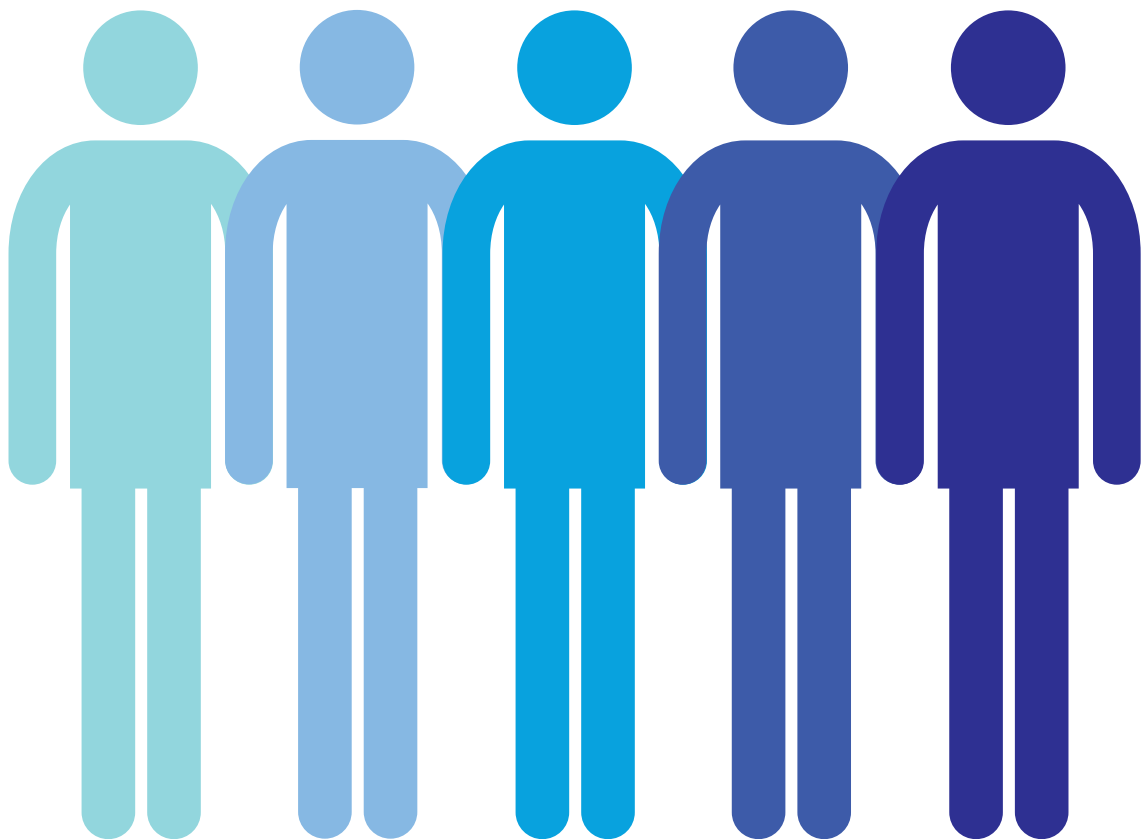
- age discrimination, racism and sexism
- an increase in casualisation and the use of zero-hours contracts
- disability-related discrimination
- homophobia and transphobia
- rising stress levels and mental health issues
- continuing privatisation and threats of redundancy
- being marginalised and overlooked for promotion
- stagnating pay, the erosion of terms and conditions, and attacks on pensions
- a lack of training and career opportunities
- longer working hours and increased workloads
- harassment and bullying

## Equality and participation

To help deliver the equality agenda of the union, we have a national team of staff with expertise and involvement in the whole equality agenda. They work to implement the policies and priorities determined by members through our democratic lay structures. Our team challenges inequality in the workplace and wider society, challenges discrimination on all levels, formulates policies, and responds to consultations from a variety of stakeholders including the Government.

UCU represents and supports all its members. Our structures serve to ensure that members who self-identify as black, disabled, LGBT or female are given a voice. We use the term 'black' in a political sense to refer to people who are descended, through one or both parents, from Africa, the Caribbean, Asia (the middle-East to China) and Latin America. It refers to those from a visible minority who have a shared experience of oppression. The word is used to foster a sense of solidarity and empowerment.

# Our structures and the role of the equality rep



## UCU's structures

UCU works hard to remove the misconception that equality is an 'add-on' or something 'extra' that unions do. Equality is an important issue for all trade unions with key principles of equality, dignity, fairness and respect.

It is central to our work and the members we support and is reflected through our structures. Section 2 of UCU Rule Book states very clearly these aims and objectives:

*2.4 To promote equality for all including through:*

- i. collective bargaining, publicity material and campaigning, representation, union organisation and structures, education and training, organising and recruitment, the provision of all other services and benefits and all other activities*
- ii. the Union's own employment practices.*

*2.5 To oppose actively all forms of harassment, prejudice and unfair discrimination whether on the grounds of sex, race, ethnic or national origin, religion, colour, class, caring responsibilities, marital status, sexuality, disability, age, or other status or personal characteristic.*

## National Equality Committee

The Equality Committee comprises elected members of the National Executive Committee (NEC) who oversee the equality work of the union. Members of the National Executive are elected to equality seats in the following composition:

- **Black members:** two representatives of whom one must be a woman
- **Disabled membe:** two representatives
- **LGBT members:** two representatives
- **Women members:** five representatives

UCU policies on equality are determined democratically by our members and executed mainly by the Equality Committee with cross internal department support.

**UCU's supreme policy making body of the union is its annual Congress. Congress includes separate annual meetings of UCU's further and higher education sectors where policy particular to these areas is decided.**



## National equality standing committees

Advisory committees of the non-executive members are elected by annual delegate meetings. In their advisory capacity, they can pass motions at their respective conferences as well as send motions to the national annual congress and sector conferences.

The committees represent black members, disabled members, women members and LGBT members. To find out more about UCU structures visit [www.ucu.org.uk/structures](http://www.ucu.org.uk/structures)

### Annual equality conference

All members have the opportunity to participate and attend our annual equality conference which is normally held every autumn/winter.

The format for this conference includes a plenary session for all members and the opportunity to participate in separate conferences for black, disabled, LGBT and women members. S1.2 composition of UCU standing orders of the equality standing committees and annual equality conference sets out the requirements for attending these individual conferences. There is also an opportunity for members to be elected to constituent equality specialist committees as detailed above.

### Equality reps conference

In our continuing support of equality reps and their work, UCU will organise an annual one day conference, the first to take place in March 2017. The conference will focus on the range of UCU's equality work, including improving participation of members from equality groups, understanding the key tools for working collectively on equality issues and progressing equality locally.

This conference will be open to all UCU branch equality reps. Please email [eqadmin@ucu.org.uk](mailto:eqadmin@ucu.org.uk) for further information.

### Equality reps

A key role in ensuring that equality remains at the heart of our work is that of the equality reps.<sup>1</sup> Elected at branch level, they are vital to raising issues of inequality affecting members at work as well as social issues concerning the wider community.

### Time off for equality reps

UCU (along with the wider trade union movement) has constantly argued for the inclusion of statutory rights to be afforded to workplace equality reps. If afforded, these rights would place equality reps on the same level as workplace health and safety representatives who have access to paid time off to perform their duties and, in some cases, to be released for training and be provided with facilities as well as being protected from dismissal or detriment in carrying out their duties or standing for election.<sup>2</sup> Unfortunately, equality representatives are among a small number of workplace reps who do not have statutory rights.

### The role of the equality reps

Equality reps can be required to deal with a range of issues including the dissemination of information materials, campaigning, conducting audits to ensure that employers operate within equality legislation. They can also assist branch negotiation and bargaining as they tend to have direct experience of the type of inequality issues being raised by members.

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<sup>1</sup> The term 'equality rep' and 'equality officer' used throughout this document are interchangeable.

<sup>2</sup> ACAS Time off for Trade Union Reps <http://www.acas.org.uk/media/pdf/4/8/Trade-Union-Representation-in-the-Workplace-accessible-version.pdf>

UCU model rules, rule 8.1 states that: *'Members will be elected to the following officer roles within the branch/LA: chair/president, vice-chair/vice-president, treasurer, secretary, membership secretary, equality officers.'* Section 8.6 in the model rules describes the role of the equality officer:

### 8.6 Equality officer

*The equality officer will:*

- i) have knowledge of and commitment to relevant issues, and be willing to undertake training according to the needs of UCU, monitor the implementation of equality policies within the institution, and, where appropriate, encourage and support local negotiations on equality matters*
- ii) monitor the volume and nature of personal casework which involves equality issues to ensure that the branch/LA has appropriate mechanisms in place for handling such cases*
- iii) where appropriate, provide information, encouragement and support to members about equality issues*
- iv) ensure that UCU's national annual meetings, and any other relevant events and opportunities for women, black members, lesbian, gay, bisexual and transgender members and disabled members are publicised locally, that members from all groups are encouraged to participate, and that the branch/LA maximises the opportunities for recruitment and organisation amongst all groups*
- v) where appropriate, provide liaison between the branch/LA and UCU's equality structures. In the absence of the equality officers, these duties will be performed by another officer or officers as the committee decides.*

## Promoting equality

Equality can be promoted locally via the following:

### Equality committee

It is vital UCU has representatives on the institution's equality committee. Almost every college/university now has an equality committee or forum. UCU reps (including equality reps) should consult regularly with relevant groups of members, and should always report back to the branch at each meeting.

### Other local committees

In addition to the equality committee, branch equality officers may want to consider sitting on committees such as curriculum or career development, and student support.

### Representing members

It is a branch decision who undertakes representation of individual members as this will depend on levels of experience, training, and size of branch. The branch committee may

invite the equality rep to act as an advisor to other representatives, or to take on some cases themselves.

### Branch/LA meetings

It's a sad fact that sometimes branch meetings will not be very well attended. There are many reasons – time, distance to travel, pressures of work etc. But sometimes it's because the meetings do not take into consideration all members' needs. Below is a checklist to help with meeting members' needs:

- Ask the members whether they have any specific requirements for meetings.
- Advertise the meeting as much in advance as possible and ensure the information is provided in all formats and if needed book a British Sign Language Interpreter.
- Ensure the room is accessible for all members.
- Consider the most convenient times for members to attend. For example, evening meetings may disenfranchise members with childcare and or other caring needs etc, or specific times may be difficult for those to whom religious observance is vital at particular points in the week.
- If the branch is located in more than one workplace, try and rotate the locations of the meetings.
- Ensure the meeting ends at the advertised time.
- Find out if any members need childcare and discuss what the union can do to help – for example by planning a babysitting rota or having a crèche in a room near the meeting.
- In addition to your college/university equality committee, a branch equality rep may want to consider sitting on committees such as curriculum or career development and student support.

### Branch communications

One of the most important things a branch should do to maintain involvement from members is to keep them informed. With ever-increasing pressures of work this can be overlooked. Information can sometimes be sent out in a way that doesn't meet members' needs.

Here is a checklist for branches to consider when communicating with members.

- Ask members what is the best method of communication for them.
- Remember that not all members have access to emails or the web, for example hourly-paid workers often do not have access to the intranet system.
- Provide information in all formats requested by members, for example large print.
- Try to use simple language and avoid jargon.
- If you are providing a British Sign Language interpreter remember a national shortage means you will need to book them well in advance – please contact your regional office



for advice. If the meeting relates to grievance or disciplinary matters then your employer should pay.

## Recruitment and organisation

For a branch to remain well organised it needs to keep members informed and involved. It also needs to continually recruit new members and have an active branch committee made up of representatives from all areas within the workplace. UCU runs courses specifically around recruitment and organisation. But below are a few items you may want to consider, if you haven't already had this training.

- Does the membership fairly reflect the composition of the workforce?
- Are there any curriculum areas with particularly low membership?
- Does the branch committee fairly reflect the composition of the branch, in terms of race, gender etc.
- Does the branch campaign for improvements to working conditions as well as defend existing ones?
- Does it run particular campaigns – such as defending a campus nursery and is there appropriate space and flexibility for religious observances?

## E-member networks

UCU operates e-member network lists for black, disabled, LGBT and women members. By signing up to one of these lists, you will receive useful information relating to that constituent group including survey requests, petitions, conferences and seminars, events and campaigns and organising.



UCU has a dedicated website to assist all branch and local representatives with recruiting members. The website 'Build the union' provides useful tools and resources to help branch and local association growth. Visit <http://btu.web.ucu.org.uk/> for further information



If you are an equality rep and have yet to sign up, please email [eqadmin@ucu.org.uk](mailto:eqadmin@ucu.org.uk) so that we can send you useful information for the attention of your branch and members. The table below shows how branch committees can embed equality issues within their work.

BRANCH EQUALITY MODEL PLAN	
BRANCH COMMITTEE	<p>Ensure there is a rep (preferably the equality rep) on your college/ university equality committee</p> <p>Make equality issues a standing agenda item at branch meetings</p> <p>Ensure that you communicate clearly and in good time to members</p> <p>Try to meet accessibility requirements of members at your branch</p>

<b>POLICIES</b>	Negotiate with your employer to adopt the nationally agreed policies and ensure that they reflect the needs of constituent groups  A full listing of agreements can be found on the UCU website in Pay and Conditions* under FE or HE conditions of employment.
<b>INDUSTRIAL RELATIONS</b>	Use the national pay agreements in both sectors to progress equality issues such as a campaign to get parity for hourly-paid lecturers  Use the tools available such as the Public Sector Equality Duty* when dealing with issues such as redundancies/restructuring
<b>TRAINING</b>	Ensure that all training undertaken is provided during 'normal' working hours  Ensure that all members of the branch are fully trained. Visit UCU Training* for details of our training programme
<b>EQUALITY CAMPAIGNING</b>	Promote equality campaigns by disseminating information material to members – for example, 'Action against Violence against Women' and/or 'UCU Day of Action against Workplace Racism. Visit Campaigning for Equality for a full list
<b>NETWORKING</b>	Help equality groups to set up local networks in order to feed into the wider work of the union at branch and national level

*\*see below for links*

## Pay and conditions

- Further education – England: <https://www.ucu.org.uk/fepayengland>
- Further education – Northern Ireland: [https://www.ucu.org.uk/ni\\_fescales](https://www.ucu.org.uk/ni_fescales)
- Further education – Wales: [https://www.ucu.org.uk/fescales\\_wales](https://www.ucu.org.uk/fescales_wales)
- Higher education – <https://www.ucu.org.uk/hepay>

## Public sector equality duty

[https://www.ucu.org.uk/media/4883/UCU-Equality-Duty-Toolkit/pdf/ucu\\_equalityduty-toolkit\\_update\\_sep15.pdf](https://www.ucu.org.uk/media/4883/UCU-Equality-Duty-Toolkit/pdf/ucu_equalityduty-toolkit_update_sep15.pdf)

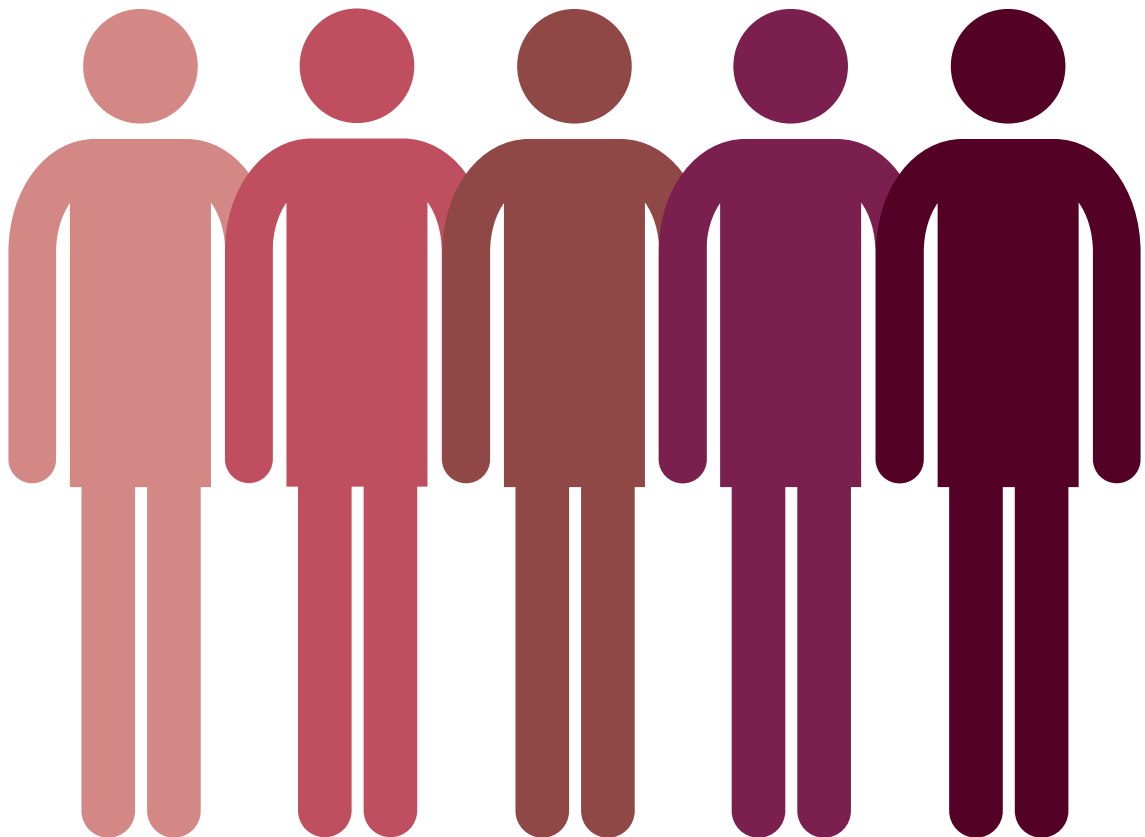
## UCU training

<https://www.ucu.org.uk/training>

## Campaigning for equality

<https://www.ucu.org.uk/article/4767/Campaigning-for-equality>

# Bargaining and campaigning for equality



### Bargaining for equality

It is important that as activists we take a preventative approach to any form of discrimination to an individual or group of workers. Where issues arise, we must seek effective remedies as quickly as possible as lengthy, drawn out-cases can impact greatly on members both emotionally and financially.

A TUC Equality Audit<sup>3</sup> looked at the steps trade unions are taking to ensure that they reflect the diversity of the workforce and how they are promoting equality and tackling discrimination in the workplace. It found that:

- **women workers** in most unions, women are often overrepresented in union learning reps and equality rep roles
- **black workers** are underrepresented in relation to union roles such as shop stewards, health and safety reps, conference delegates and on union executives
- **disabled workers** are more likely to be union members than those who are not disabled.
- **LGBT workers** are still reluctant to reveal their LGBT status for membership records, but those who are active within the union are more likely to be more open about it.



#### Equality for all workers in further education

UCU has negotiated **Guidance on Equality in Employment in Further Education Colleges**. [https://www.ucu.org.uk/media/5258/FE-Joint-Agreement-on-Guidance-on-Equality-in-Employment/pdf/Joint\\_Agreement\\_on\\_Guidance\\_on\\_Equality\\_in\\_Employment\\_May\\_2012.pdf](https://www.ucu.org.uk/media/5258/FE-Joint-Agreement-on-Guidance-on-Equality-in-Employment/pdf/Joint_Agreement_on_Guidance_on_Equality_in_Employment_May_2012.pdf)

#### Guidance on Trans equality in post-school education

[https://www.ucu.org.uk/media/5014/Trans-equality-in-post-school-education/pdf/forum\\_trans\\_guide\\_20121.pdf](https://www.ucu.org.uk/media/5014/Trans-equality-in-post-school-education/pdf/forum_trans_guide_20121.pdf) produced by the forum of which UCU is a part.

Equality officers help to make a real difference in our workplaces. However, despite the effective work they do in trade unions, equality officers do not have the same rights to take time out for trade union duties as shop stewards and safety reps. All trade unions are continuing the campaign for equality officers to be afforded the same rights as safety reps.

As a branch representative or equality officer, there are a number of tools that you can use to ensure that equality runs central to how your fellow colleagues are treated at work.

1. **Work with your employer** and other trade unions to ensure that all policies set out your college/university commitment to equality.
2. **Ensure that through any policies** implementation, monitoring and review processes are set against the equality legislative framework from employment to service delivery in a bid to avoid discriminatory practices as this will encourage changes to behaviour and organisational culture – see Equality Act below.

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<sup>3</sup> TUC Equality Audit 2014 – improving representation and participation in trade unions

3. **Try to gain recognition** and, if possible, facilities time for equality officers.
4. **Remind employees of their duty** under equality legislation including the duty to promote equality legislation and to eliminate discrimination – see public sector equality duty.
5. **Conduct equality audits** to assess if your employer is meeting their obligations in regard to equality. Reps are vital to constantly challenge unfair practices and procedures that have an adverse effect on our members.
6. **Jointly agree policies** as well as evaluating their effectiveness.
7. **Ensure all staff, including senior management, receive equality training/awareness** in relation to policies or procedures.
8. **Find out what the issues are for the different constituent groups** at your institution and organise networks for groups who maybe underrepresented at branch level. You can establish groups and/or networks to support women, black, disabled and LGBT members and ensure that concerns raised are discussed at branch meetings and at the appropriate time, referred to your regional office/national official.
9. **Where possible assist with branch negotiations** for example, on issues such as equal pay and ensuring that there is an equality element to prevent any kind of discrimination in all policies and practices. Promote and share good practice, for example, negotiating improved conditions in the workplace
10. **Discuss all issues relating to equality** with your branch committee at local, regional and national meetings – give sufficient time for issues to be addressed.

### Nationally agreed joint guidance and agreements

#### Further education

In England UCU negotiates with the Association of Colleges, an employers' organisation representing the vast majority of colleges, alongside other recognised trade unions in the National Joint Forum (NJF) to produce recommendations on pay and other employment issues for individual colleges to adopt. For example:

##### **NORTHERN IRELAND**

Northern Ireland has in place completely separate structures for bargaining on FE pay and conditions

##### **SCOTLAND**

UCU does not organise within FE in Scotland where the recognised union is the Educational Institute of Scotland

##### **WALES**

UCU Wales negotiates on pay and additional conditions of employment issues with ColegauCymru

#### Higher education

The Joint Negotiating Committee for Higher Education Staff (JNCHES) structure exists to determine the pay and some conditions of all HE staff in the UK.



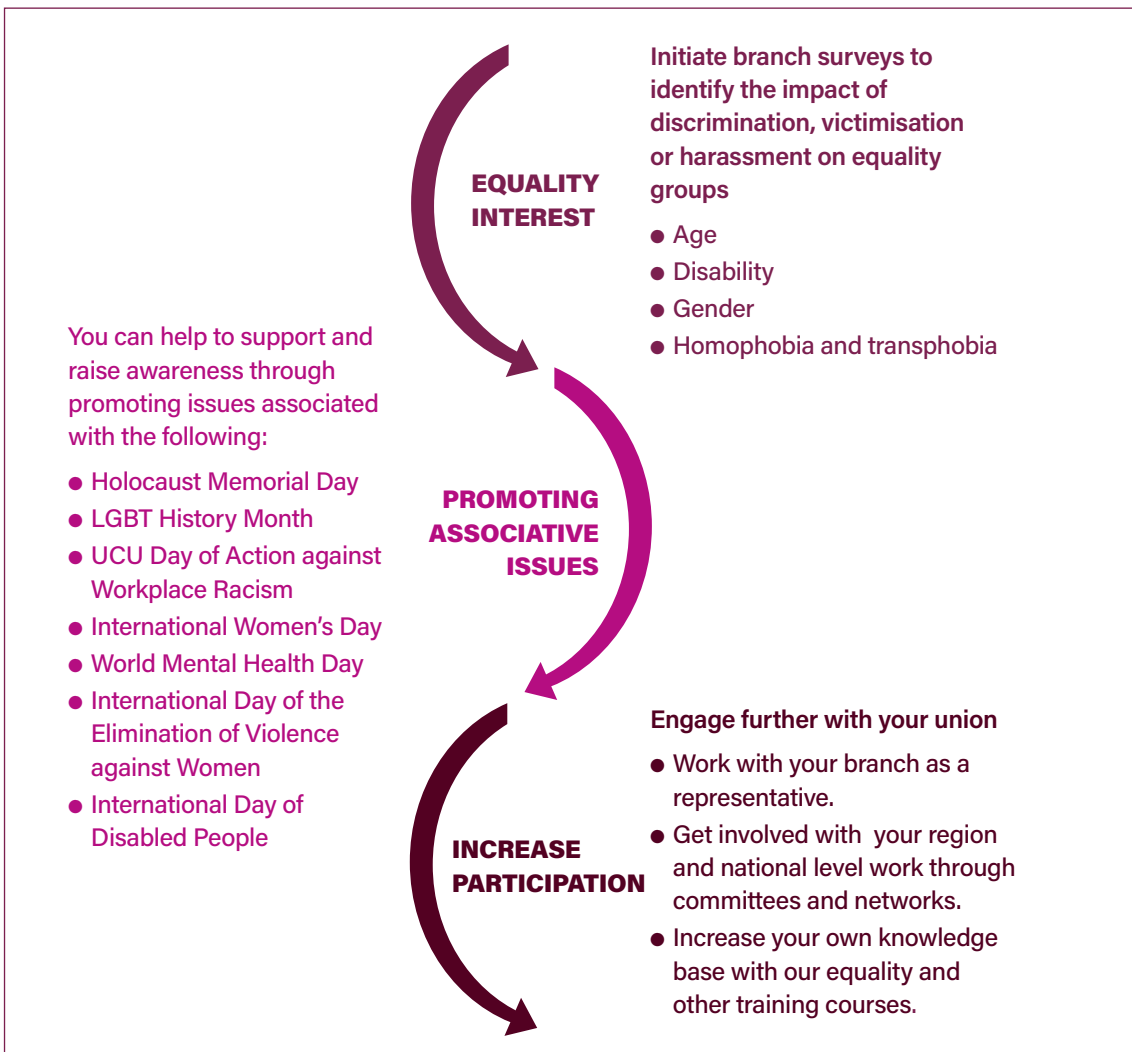
### Equal pay

UCU is continuing to campaign against the gender inequalities seen in both further and higher education. *Holding down women's pay* is UCUs report into the slow progress being made on closing the gender pay gap and offers very practical and real solutions for branches to use in negotiations with employers. In addition, *Rate for the job* is UCU's new online tool to enable members to find out more about their pay. To access this tool, please visit <https://www.ucu.org.uk/rateforthejob>

### Equality campaigning

Through our equality campaigning work, we raise awareness and in turn help to change organisational and societal culture on issues that are relevant to our members. Our work also helps to inform government in their policy decision-making to enact change in the workplace and wider society.

All branch reps can use events such as those listed below to engage with members and non-members alike to increase participation in your branch, region or at national level or to encourage others to join. These issues could also be used to help improve policy or good practice through branch negotiations and bargaining.



### Example of equality campaigning – issue: race equality

UCU's Black Members' Standing Committee was concerned about the experiences of academics in post-16 education and commissioned a survey to establish the 'everyday lives' of black members. The survey was sent to UCU's 7000+ members who self-identify as black.



Following analysis of the data received, the BMSC were able to:

- produce a report based on its findings
- publish the 'voice' of black members sharing their experiences, especially in relation career progression and everyday racism
- release a series of films covering everyday racism at work
- produce leaflets and posters
- discuss questions based around segments of the film.

This work has led to the union holding its first day of action against workplace racism. Branches reported successful and diverse events being held around the country. This event is now embedded in the union's calendar.

### UCU affiliations

Agreed by UCU's National Executive Committee, UCU affiliates to a number of domestic and international organisations that share and support our principles toward equality at work and in wider society. From time to time, we will share information on the work of our affiliates and campaigns which they are involved in, for example, working with action against violence against women and girls.

For details of UCU's current affiliates, please email [eqadmin@ucu.org.uk](mailto:eqadmin@ucu.org.uk)

### Equality networks

Equality networks for black members, disabled members, LGBT and women members are an excellent support mechanism for members who may feel isolated within their region, experiencing similar situations in the workplace or to collaborate on projects/campaigns.

UCU's Equality Committee has agreed the following overarching principles to inform the work of equality networks and regional equality networks:

1. to provide access to information
2. to disseminate opportunities for relevant training and events
3. to promote participation
4. to facilitate and promote the development of equality activism at local, regional and national level
5. to facilitate consultation and involvement
6. to foster recognition of equality groups' needs

7. to facilitate self-organised equality groups
8. to facilitate the dissemination of good practice in equality activism
9. to provide for the exchange of informal advice and support where appropriate
10. to ensure the industrial relations agenda is both part of and responsive to equality networks.

Regional equality networks can have an important role in promoting our equality agenda by helping to overcome isolation, involving more activists in equality work/activity and in supporting collective action on equality issues at the regional level. Branches and regions can receive support for their networks by contacting their regional office or Equality and Participation.

### Tips for establishing equality networks at branch/regional level

**1.**

Membership would be for UCU members only

**2.**

They would not be focused on casework, and not a substitute for formal democratic union structures

**3.**

Networks are subject to UCU rules and standing orders

If your branch / region does not have any equality network – organise one. Please email [eqadmin@ucu.org.uk](mailto:eqadmin@ucu.org.uk) for further information or advice.



#### **UCU pilot: black members' equality network**

Equality networks for black members are up and running in various ways in UCU regions.

This work forms part of a wider scheme of work around supporting black members. For further information, contact Chris Nicholas [cnicholas@ucu.org.uk](mailto:cnicholas@ucu.org.uk)

### **Equality training courses**

UCU offers its growing network of activists a wide range of courses. Our courses are delivered on a regional basis so members benefit from the opportunity to learn from and network with UCU colleagues from branches within their region.

Our national strategic priorities reflect the need to ensure that we increase participation in the union and to ensure that our work is representative of all groups of members.

We are keen to attract activists from all our equality strands (black, women, disabled and LGBT) and welcome applicants who self-identify in one of these areas.

UCU has been proactive in ensuring that our training programmes cater for all. Attending our courses will allow you to: find out more about discrimination legislation; improve equality policies and agreements; find out about good practice and share success stories;



promote equality in the workplace, branch and the union; develop tools and techniques for raising equality issues; develop equality networks, and sharpen negotiating skills. We list below details of the equality courses open to reps and members.

### **Equality reps**

This course is vital for equality officers and equality reps who are working to promote equality with employers and union members. This could include looking at issues such as:

- flexible working
- absence management, discriminatory practice and equal pay
- equality impact assessments.

This course gives reps an introduction to the knowledge and skills that they need to carry out their role.

### **Black members new to activism**

This course is aimed at black members who are keen to get involved with their branch and the wider union. The course will also contain a continuing professional development (CPD) session around leadership and mentoring.

### **Mental health: representing members with issues and conditions**

This is a one-day course designed for UCU reps who wish to broaden their understanding of mental health issues. It covers the Mental Health Act and the Equality Act.

The course enables UCU members to:

- raise mental health issues in the workplace
- develop an understanding of mental health issues
- identify how people with mental health conditions experience discrimination
- represent and support members with mental health conditions at work
- discuss the role of trade unions in tackling mental health problems at work.

### **Sexual orientation and gender identity awareness**

Aimed at UCU reps who wish to broaden their understanding of, and gain confidence in, dealing with issues around sexual orientation and gender identity.

The course aims to:

- increase reps' confidence to deal with issues around sexual orientation and gender identity
- provide an overview of key legal rights and procedures
- provide sources of information and support
- examine existing structures that support equality and identity improvements.

### Dealing with sexual harassment in the workplace

This course is aimed at branch reps who may be dealing with individual harassment or sexual harassment cases, negotiating policies that protect members or wish to challenge harassment, in particular sexual harassment, in the workplace.

The course covers the following:

- legislation covering harassment
- UCU women's sexual harassment survey
- harassing and sexually harassing behaviour, impact, and barriers
- policies and procedures for dealing with harassment
- handling harassment cases
- challenging harassment in the workplace
- involving members
- organising around equality.

Email [training@ucu.org.uk](mailto:training@ucu.org.uk) or visit our training pages for further information. In addition to the courses offered, UCU reps can attend Unionlearn courses. Unionlearn is the training arm of the Trades Union Congress (TUC). If you wish to claim expenses for attending a TUC course, you must get prior permission from the training officer to undertake the course.

# Equality language



In recent years, it has increasingly been recognised that the use of discriminatory language is an important element among the forces holding back the achievement of equality. UCU has been working for many years to counteract the use of discriminatory language, and also towards a greater sensitivity towards the importance of the words we use in reinforcing prejudice and institutional discrimination.



**All workplaces should be safe places where employees are not exposed to actions likely to cause upset. It is the responsibility of the employer to ensure employees are not exposed to language likely to cause offence. Ensuring that the workplace is free from this type of behaviour reduces any potential claims from discrimination on the grounds of a protected characteristics especially as successful claims can be expensive for the employer and undoubtedly stressful for the employee.**

Overtly discriminatory and offensive language can amount to harassment, which may be a disciplinary offence. Beyond this obvious area, however, there are problems laying down guidelines. Language is a fluid and dynamic medium, which reflects the changing society in which it is used.

Language can help to form, perpetuate and reinforce prejudice and discrimination. Because discrimination continues, so negative feelings and attitudes may come to be associated with a word or phrase that was originally coined with positive intention. No word is good or bad in itself. Its use can be judged on two criteria: a) the intention of the person using it, and b) the effect on the person about whom it is used. Few of us would have any hesitation about condemning words used with the intention to abuse or offend. But because of the frequent changes of terminology for describing groups that are the subject of prejudice, some people may unwittingly use words that others find offensive. The most positive role in these situations is to listen to groups who have faced discrimination, and employ the terminology they prefer.

The aim of this guide is to produce an environment in which sensitivity to the power of language is used as a positive force for developing genuine equality in the workplace, and without making people unduly nervous of causing offence.

The underlying principle at all times is to avoid negative suggestions about particular groups in the language we use. We provide suggestions for positive alternatives. It is divided into five main categories and we recognise that these will need regular updating as language changes.

### **Disability**

Disabled people have developed and refined their own models of disability. The social model contends that disability is a political, social and cultural construct. Whilst individuals may have impairments, it is society that actively disables them by imposing physical, attitudinal and economic barriers to participation. The affirmative model builds upon this theory and goes further by contending that people who have impairments should actively welcome and celebrate their difference from the mainstream.

However, the historic oppression of disabled people has left us with a legacy of images and language which reinforces negative stereotypes and attitudes. Some terms that were introduced to overcome this negative labelling have tended to simply be euphemistic or have themselves become oppressive.

Language constantly changes, reflecting new ways of thinking. Expressions that may have been casually used in the past are no longer acceptable because they are now considered offensive and hurtful. Language around disability and disabled people is often a cause of anxiety and the list below gives some very basic guidance around preferred terminology.

<b>AVOID</b>	<b>USE</b>
(The) handicapped, (the) disabled, people with disabilities	Disabled (people)
Afflicted by, suffers from, victim of	Has [name of condition or impairment]
Confined to a wheelchair, wheelchair-bound	Wheelchair user
Mentally handicapped, mentally defective, retarded, subnormal	With a learning disability (singular) with learning disabilities (plural)
Cripple, invalid	Disabled person/someone with a mobility impairment
Spastic	Person with cerebral palsy
Able-bodied	Non-disabled
Mental patient, mentally ill, mad	Person with a mental health condition or issue
Deaf and dumb; deaf mute	Deaf, user of British Sign Language (BSL), person with a hearing impairment
The blind	People with visual impairments; blind people; blind and partially sighted people
An epileptic, diabetic, depressive, and so on	Person with epilepsy, diabetes, depression or someone who has epilepsy, diabetes, depression
Dwarf, midget	Someone with restricted growth or short stature
Fits, spells, attacks	Seizures
Disabled toilet	Accessible toilet
Care/carers	Personal assistance/personal assistant
Disabled parking	Orange/Blue badge holder parking
Special needs	Specific requirements

### Gender

Sexist language stereotypes people by gender. Non-sexist language treats all people equally, and either does not refer to a person's sex at all when it is irrelevant, or refers to men and women in symmetrical ways when their gender is relevant. Stereotyping can affect men, but the main problem with sexist language remains that generally it treats the male as the norm. The words man, he, him, are often still used in referring to human beings of either sex. That gives a distinct impression to the reader or hearer that women are absent, silent, or of no importance.

Much colloquial language is detrimental to women. Clichés such as 'hysterical', or 'hen-pecked', depict women very negatively. Women are also often described in a manner that portrays their lives in relation to men or children, as in 'Architect's wife swim's channel', or 'mother of four receives PhD'. They may be patronised at meetings by phrases such as 'it's nice to hear the feminine point of view', or 'have the girls got anything to say?'

The general principle is to avoid patronising or belittling members of the opposite sex by terms such as 'the little woman', 'the weaker sex', 'toy-boy'.

Wherever possible, principles of equality should operate.

- If surnames are being used, they should be used for everyone, and not 'Mr Jones' for the men, and 'Mary' for the women.
- If referring to men as boys, then it is reasonable to refer to women as girls. But if you are referring to men as men, then it is unreasonable to refer to women as girls or ladies.
- If men are not required to reveal their marital status, but can use the neutral term 'Mr', then it is not reasonable to require women to reveal their marital status by 'Miss' or 'Mrs'. The use of 'Ms' should always be offered as an alternative.

### Race

Racist language is language that promotes and maintains attitudes that stereotype people according to their skin colour or racial origin. It often involves stereotypical attitudes to culture and religion. Anti-racist language treats all people equally, and either does not refer to a person's race when it is not relevant, or refers to black and white people in symmetrical ways when their race is relevant. Although there may be examples of language that negatively stereotype white people, the main problem with racist language in our society is that it is either deliberately offensive to those who are not part of the white Anglo-Saxon majority, or it assumes that the majority is the norm, and that nobody else even exists. For example, to speak of all black people as 'non-white' would make as much sense calling men 'non-women'. It is directly exclusive, and it implies that black is a deviation from some norm.

In recent years, the so-called 'war on terror' has accentuated discrimination against all Britain's black communities. The law does not help by distinguishing between race, nationality, national origin, language and ethnicity – when several of these terms overlap, and almost all of them are subjective.

Some anti-racists employ the terms 'ethnic minority' or 'ethnicity', to refer to racial, cultural or religious groups. 'Minority ethnic' reverses the emphasis in order to stress that all people belong to ethnic groups. In the UK, white people are the majority, but that is not the case in other countries.

This analysis leads to one popular phrase 'black and minority ethnic' (BME), although at the time of writing this phrase is still more often employed by college managers.

**UCU uses the term 'black' in a political sense to refer to people who are descended, through one or both parents, from Africa, the Caribbean, Asia (the middle-East to China) and Latin America. It refers to those from a visible minority who have a shared experience of oppression. The word is used to foster a sense of solidarity and employment.**



A number of phrases may cause offence. Some like 'working like a black' have their roots in an openly racist past and should be avoided. There is also a problem with using the word 'black' as an adjective. It is malicious parody to pretend that anybody objects to 'black' as a purely neutral descriptive adjective, as in 'black coffee', 'black car', etc. The problem arises rather because so many uses of the word are still linked to negative or worse associations, as in 'black sheep', 'black mark', 'black Wednesday', and 'black magic'. A sensitive use of language should take on board these meanings.

Where religion and ethnicity overlap, it is also best to avoid phrases that may give the impression of stereotypical thinking, such as 'extreme Hindu' or 'strict Sikh', or 'Muslim fundamentalist'. In addition, such words as 'Irish' or 'Jew' may be used in some contexts not neutrally as descriptions of people's race or nationality or religion, but as indicating negative qualities like stupidity or meanness. Such use of the words is always offensive.

### **LGBT**

Using the words 'lesbian', 'gay' and 'bisexual' is completely acceptable. The word 'trans' can be used without offence to cover both people undergoing gender transition and people who identify as someone with a different gender from that in which they were born, but who may have decided not to undergo medical treatment.

Homophobic language reinforces the supposed norms of sexual behaviour and is used to perpetuate negative stereotypes about gay men and lesbians and may be directed at anyone who is seen to conform to these stereotypes, whatever their actual sexual orientation. The cultural assumption of straight lifestyles tends to marginalise lesbian, gay and bisexual people and to create few positive cultural images of them.

*While the terms 'lesbian', 'gay', and 'bisexual' have remained relatively stable and in common use, researchers began to use other categories in recent studies.*

Report: Pride and Prejudice in Education

**Some LGBT people may have reclaimed derogatory words such as 'dyke', 'fag', 'queer' or 'tranny' to describe themselves. It is not appropriate for organisations or staff to use these words to describe people.**



### Age

Ageism is a form of discrimination. Although many managers trumpet their equality credentials, they continue to discriminate against workers at both ends of the spectrum. Phrases such as 'inexperienced' or 'juvenile' are likely to cause offence. Many older workers report having experienced discrimination or even harassment at work. Language should not contribute to discrimination. The use of terms such as 'ancient', 'old fogey', 'dead wood', 'out of the Ark', 'geriatric', 'too old to change', 'over the hill', 'out of date', creates an atmosphere in which it is possible to bully people into taking unwanted premature retirement. If we spoke of 'long-serving' colleagues, rather than the 'middle aged' or 'old guard', some of the intimidation might be avoided.



### Tips on the use of appropriate language in the workplace

1. Listen to how people describe their own identity, gender and partnerships.
2. Avoid making assumptions in relation to (race, disability, sexual orientation or gender identity).
3. Use gender-neutral terms such as 'partner.'
4. If in doubt ASK how individuals want to describe themselves.



# 4

## Equality legislation



## The Equality Act 2010

The Equality Act became law in October 2010 and replaced the following legislation:

<b>Equal Pay Act 1970</b>	<b>Sex Discrimination Act 1975</b>	<b>Race Relations Act 1976</b>
<b>Disability Discrimination Act 1995</b>	<b>Employment Equality (Religion or Belief) Regulations 2003</b>	<b>Employment Equality (Sexual Orientation) Regulations 2003</b>
<b>Employment Equality (Age) Regulations 2006</b>	<b>Equality Act Part 2 2006</b>	<b>Equality Act (Sexual Orientation) Regulations 2007</b>

The act covers all forms of discrimination in the workplace including recruitment, terms and conditions, promotions, transfers, dismissals and training or any other detrimental treatment because of a disability. It covers all employment and the employer is generally liable for acts of discrimination, harassment and victimisation in the workplace.

Please also refer to the briefing on equality legislative differences in the devolved nations (Scotland and Wales) and Northern Ireland at [https://www.ucu.org.uk/media/8162/Devolved-nations---Equality-difference-briefing.-May-16/pdf/Devolved\\_Nations\\_-\\_Equality\\_differences\\_briefing.pdf](https://www.ucu.org.uk/media/8162/Devolved-nations---Equality-difference-briefing.-May-16/pdf/Devolved_Nations_-_Equality_differences_briefing.pdf)

The act identifies nine protected characteristics.

### 1 Age

Age, when referred to, means a person belonging to a particular age or range of ages

### 2 Disability

A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities

### 3 Gender reassignment

The process of transitioning from one gender to another

### 4 Marriage and civil partnership

Same-sex couples can have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples. The Marriage (Same Sex Couples) Act 2013 became law on 17th July 2013

### 5 Pregnancy and maternity

Including breastfeeding mothers. A woman is protected against discrimination on the grounds of pregnancy and maternity. With regard to employment, the woman is protected during the period of her pregnancy and any statutory maternity leave to

which she is entitled. Also, it is unlawful to discriminate against women breastfeeding in a public place.

### 6 Race

Refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

### 7 Religion or belief

The Act covers any religion, religious or non-religious beliefs. Also includes philosophical belief or non-belief. To be protected, a belief must satisfy various criteria, including that it is a weighty and substantial aspect of human life and behaviour.

Denominations or sects within a religion can be considered a protected religion or religious belief.

### 8 Sex

Previously referred to as a gender. Applies to male or female.

### 9 Sexual orientation

The Act protects lesbian, gay, Bisexual and heterosexual people.

The following are key aspects of the act:

#### Definition of disability

The definition is that a worker has to show they have a 'physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.' There is no absolute definition, it is not simply a case that some conditions are classed as disability and others are not.

For example a person with diabetes may or may not be disabled; a person with dyslexia may or may not be disabled. The test is not limited to any particular conditions, but relates rather to the person.

To satisfy the definition, the disability must:

- have lasted at least 12 months, or
- be likely to last at least 12 months, or
- be likely to last for the rest of the person's lifetime (if less than 12 months).

Normal day-to-day activities cover what most people do in their everyday lives such as walking, eating, shopping or forming social relationships. People who have had a disability in the past are covered as are people with progressive conditions and conditions such as HIV, cancer and multiple sclerosis.

#### Reasonable adjustments

When an employer know or reasonably ought to know of the disabled person's disability they are under a duty to make a reasonable adjustment. The duty arises when a provision,

criterion or practice (PCP) or physical feature of the premises places a disabled person at a substantial disadvantage in comparison to those who are not disabled.

The duty is on the employer is to take such steps as is reasonable to avoid the disadvantage. An employer cannot require a disabled worker to pay for the cost of the reasonable adjustment. There is financial assistance available through Access to Work ([www.gov.uk](http://www.gov.uk))

Reasonable adjustments include:

- altering working hours
- allocating some of the disabled person's duties to someone else
- providing an interpreter
- adjusting the premises.

UCU has produced a separate guide on reasonable adjustments which is available on the UCU website [https://www.ucu.org.uk/media/6091/Reasonable-adjustments---removing-barriers-to-disabled-people-at-work-UCU-guidance/pdf/Reasonable\\_adjustments.pdf](https://www.ucu.org.uk/media/6091/Reasonable-adjustments---removing-barriers-to-disabled-people-at-work-UCU-guidance/pdf/Reasonable_adjustments.pdf)

## Types of discrimination

There are six main types of discrimination in UK law, these are:

### 1 Direct discrimination

Direct discrimination is where a worker is treated less favourably than another person because of a protected characteristic they have or are thought to have (see perceptive discrimination below), or because they associate with someone who has a protected characteristic – see associative discrimination.

### 2 Associative discrimination

This is a further form of direct discrimination against someone because they associate with another person who possesses a protected characteristic – age, disability, gender reassignment, race, religion or belief, sex and sexual orientation.

### 3 Perceptive discrimination

This is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

### 4 Harassment

This is defined as unwanted conduct related to disability that has the purpose or effect of violating a person's dignity or of creating an intimidating, hostile, degrading, humiliating or offensive environment. Harassment can take many forms and includes abusive language, name-calling, offensive screen savers or social media postings. Harassment covers those who are perceived to be disabled and also by association so if a worker is harassed for taking time off to care for a disabled child.

## 5 Indirect discrimination

Indirect discrimination can occur when you have a condition, rule, policy or even a practice in an organisation that applies to everyone but particularly disadvantages people who share a protected characteristic. It can be justified if an employer can show that you acted reasonably in managing its business i.e. that it is 'a proportionate means of achieving a legitimate aim.' A legitimate aim might be any lawful decision made in running an organisation, but if there is a discriminatory effect, the sole aim of reducing costs is likely to be unlawful.

## 6 Victimisation

Victimisation is also unlawful under the Equality Act. Employers must not discipline or otherwise discriminate against any person (disabled or not) who takes action under the Act, appears as a witness at a tribunal hearing, or gives evidence to an internal grievance or disciplinary hearing.

### Equality legislation

The public sector equality duty came into force on 5 April 2011 and is supported by the specific duties. UCU developed a toolkit that was distributed to all branches/local associations on how to implement the legislation and it now covers all protected characteristics. The new duty states that public bodies must:

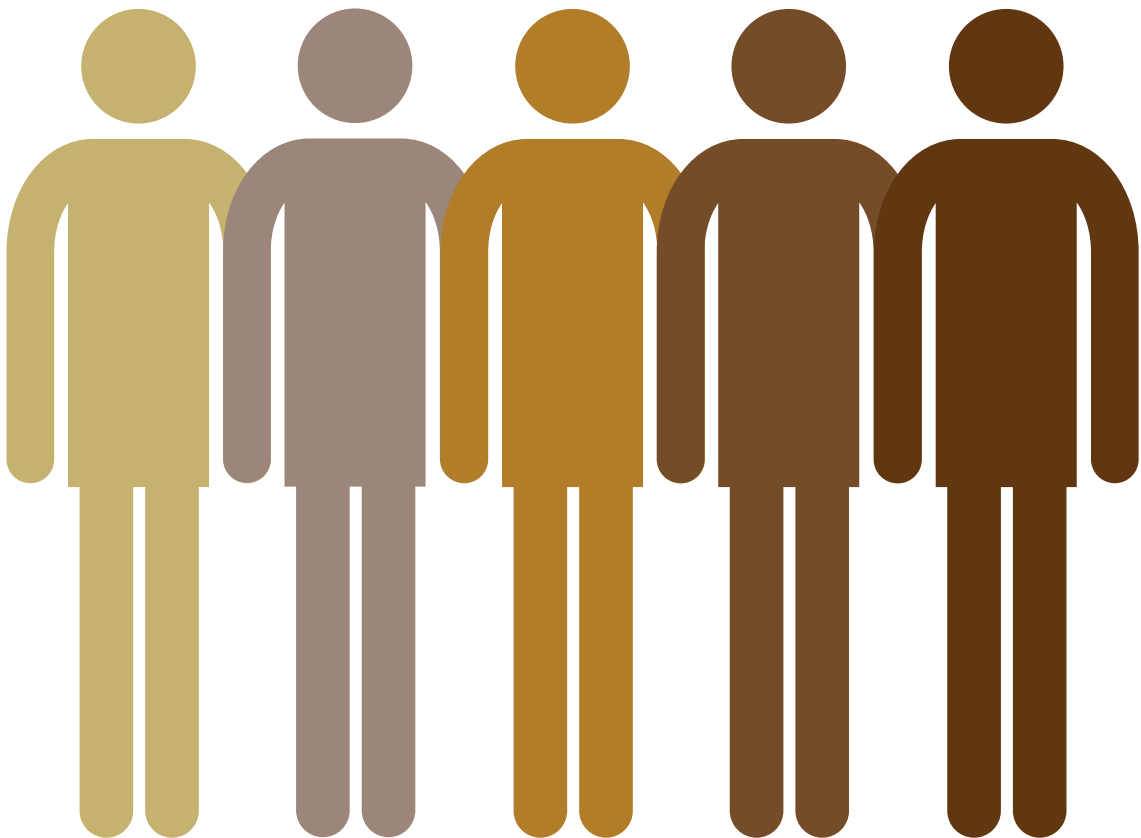
- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act
- advance equality of opportunity between persons who share a relevant protected characteristic and those who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

England, Scotland and Wales all have different specific duties which are designed to help public bodies comply with the general duty and how the general duty is being met. The public sector equality duty is a useful way to hold your employer to account on equality as they need to publish equality objectives and an analysis of the workforce as a minimum.



# 5

## Equality resources



UCU's Equality and Participation Unit have developed a wide range of equality resources to assist in raising awareness, campaigning and to aid bargaining and negotiations at local and national level on a variety of equality and legislative issues. From displaying a poster or wall chart to issuing leaflets at recruitment events, you are helping to raise equality issues and in turn reach many members (and non-members) to engage in debate and discussion. We aim to provide members and reps with the tools required to offer support, advice and guidance on the daily issues faced in colleges and universities. Our materials also support joint working initiatives that involve working with stakeholders and sister unions.

Our resources also support UCU's equality training programme – visit <https://www.ucu.org.uk/training> or send an email to [training@ucu.org.uk](mailto:training@ucu.org.uk) to find out when the next courses will be held. We have produced an equality calendar detailing UCU key events, observance days and weeks at the end of this publication.

To obtain copies of any of our resources, please email [eqadmin@ucu.org.uk](mailto:eqadmin@ucu.org.uk) stating which materials you would like plus your full details or, alternatively, you can download and/or view our resources at [www.ucu.org.uk/equality](http://www.ucu.org.uk/equality).

### National agreements and general guidance

#### **\*NEW\* General tools for equality**

This guide brings together key tools you can use for progressing all equality negotiations: the moral case; the business case; the legal case; the public sector equality duty; monitoring; charter marks; equal pay audits; and national equality agreements: [https://www.ucu.org.uk/media/8124/General-tools-for-equality---equality-bargaining-pack-May-16/pdf/General\\_Tools\\_for\\_Equality.pdf](https://www.ucu.org.uk/media/8124/General-tools-for-equality---equality-bargaining-pack-May-16/pdf/General_Tools_for_Equality.pdf)

#### **\*NEW\* Devolved Nations – Equality Differences briefing**

This briefing outlines some of the different legislation and approach to equalities in the devolved nations of Scotland, Wales and Northern Ireland. [https://www.ucu.org.uk/media/8162/Devolved-nations---Equality-difference-briefing.-May-16/pdf/Devolved\\_Nations\\_-\\_Equality\\_differences\\_briefing.pdf](https://www.ucu.org.uk/media/8162/Devolved-nations---Equality-difference-briefing.-May-16/pdf/Devolved_Nations_-_Equality_differences_briefing.pdf)

#### **2010 Equality Act: UCU briefing**

This briefing outlines the requirements of the Act [https://www.ucu.org.uk/media/4181/2010-Equality-Act-UCU-briefing/pdf/2010\\_Equality\\_Act\\_briefing.pdf](https://www.ucu.org.uk/media/4181/2010-Equality-Act-UCU-briefing/pdf/2010_Equality_Act_briefing.pdf)

#### **Equality Act 2010 – Public Sector Equality Duties**

The public sector equality duty came into force on 5 April 2011 and is supported by specific duties. These came into force in England on 10 September 2011. Please consult these toolkits for advice on the law, and how your institution should be responding. [https://www.ucu.org.uk/media/4566/Equality-Act-2010---Public-Sector-Equality-Duties-briefing/pdf/equalityact\\_pubsectorduties.pdf](https://www.ucu.org.uk/media/4566/Equality-Act-2010---Public-Sector-Equality-Duties-briefing/pdf/equalityact_pubsectorduties.pdf)

### UCU Equality Duty Toolkit

[https://www.ucu.org.uk/media/4883/UCU-Equality-Duty-Toolkit/pdf/ucu\\_equalityduty-toolkit\\_update\\_sep15.pdf](https://www.ucu.org.uk/media/4883/UCU-Equality-Duty-Toolkit/pdf/ucu_equalityduty-toolkit_update_sep15.pdf)

### Equality duties branch checklist

[https://www.ucu.org.uk/media/2334/Equality-duties-branch-checklist/doc/eqduties\\_checklist.doc](https://www.ucu.org.uk/media/2334/Equality-duties-branch-checklist/doc/eqduties_checklist.doc)

### Public Sector Equality Duty – Wales

[https://www.ucu.org.uk/media/4882/Public-Sector-Equality-Duty-in-Wales/pdf/Public\\_sector\\_equality\\_duty\\_in\\_Wales.pdf](https://www.ucu.org.uk/media/4882/Public-Sector-Equality-Duty-in-Wales/pdf/Public_sector_equality_duty_in_Wales.pdf)

### Public Sector Equality Duty – Northern Ireland

[https://www.ucu.org.uk/media/5226/The-Public-Sector-Equality-Duty-in-Northern-Ireland/doc/The\\_Public\\_Sector\\_Equality\\_Duty\\_in\\_Northern\\_Ireland.doc](https://www.ucu.org.uk/media/5226/The-Public-Sector-Equality-Duty-in-Northern-Ireland/doc/The_Public_Sector_Equality_Duty_in_Northern_Ireland.doc)

## Disability equality

### RAISING AWARENESS, BARGAINING AND NEGOTIATIONS AND CAMPAIGNING

#### Disability History Month (November – December)

To promote the achievements and struggles of disabled people in challenging oppression and inequality. For further information about Disability History Month visit <http://ukdhm.org/>

#### International Day of Disabled People – wall chart

A visual presentation of the achievements of disabled people and the struggle for equality [https://www.ucu.org.uk/media/4260/International-Day-of-Disabled-People---UCU-wall-chart/pdf/ucu\\_disposter.pdf](https://www.ucu.org.uk/media/4260/International-Day-of-Disabled-People---UCU-wall-chart/pdf/ucu_disposter.pdf)

#### Social Model of Disability – film

With the involvement of UCU's Disabled Members' Standing Committee, this film looks at the importance of adopting the social model of disability in society. <https://youtu.be/Do6U1j1vRYU>

#### Shared space

This briefing looks at the issues that disabled, young and older people have in using shared space.

[https://www.ucu.org.uk/media/8143/Shared-space-how-safe-is-it/pdf/shared\\_space.pdf](https://www.ucu.org.uk/media/8143/Shared-space-how-safe-is-it/pdf/shared_space.pdf)

#### Performance Management and Sickness Absence for Disabled Workers

This briefing for branches is about sickness absence and performance management of disabled workers. The briefing outlines the main issues facing disabled workers.

[https://www.ucu.org.uk/media/8157/Disabled-members-performance-management-and-sickness-absence---branch-briefing/pdf/Disabled\\_members\\_\\_performance\\_management\\_and\\_sickness\\_absence\\_docx.pdf](https://www.ucu.org.uk/media/8157/Disabled-members-performance-management-and-sickness-absence---branch-briefing/pdf/Disabled_members__performance_management_and_sickness_absence_docx.pdf)



### **TUC guidebook on social model of disability**

TUC guidance on why the social model of disability matters at this time of relentless attack on disabled people's rights.

<https://www.tuc.org.uk/sites/default/files/socialmodel.pdf>

### **\*UPDATED\* Enabling not Disabling**

This briefing is designed as a guide to UCU branches and local associations on the rights of UCU's disabled members. This guide was updated in November 2015 and includes legislation from the Equality Act 2010.

[https://www.ucu.org.uk/media/1625/Enabling-not-disabling-UCU-Nov-15/pdf/ucu\\_enablingnotdisabling\\_nov15.pdf](https://www.ucu.org.uk/media/1625/Enabling-not-disabling-UCU-Nov-15/pdf/ucu_enablingnotdisabling_nov15.pdf)

### **\*NEW\* Caring for the Carers**

A new guide aimed at giving support to an estimated 315,000 working age carers in the UK. 'Caring for Carers: a UCU guide for members and reps', gives an overview of the issues facing working carers, their rights and how branches can offer support to members who may have difficulty in managing their caring responsibilities with work responsibilities.

[https://www.ucu.org.uk/media/8170/Caring-for-the-carers-a-UCU-guide-May-16/pdf/Caring\\_for\\_the\\_Carers\\_-\\_full.pdf](https://www.ucu.org.uk/media/8170/Caring-for-the-carers-a-UCU-guide-May-16/pdf/Caring_for_the_Carers_-_full.pdf)

### **Disclosing a Disability**

This guide outlines some of the advantages that disclosure can trigger when related to current equality and employment law; when you are obliged to disclose a disability and when you are not, and some of the wider issues around creating a culture and a working environment where people feel able to disclose.

[https://www.ucu.org.uk/media/5445/Disclosing-a-disability-UCU-guidance/pdf/Disclosing\\_a\\_disability.pdf](https://www.ucu.org.uk/media/5445/Disclosing-a-disability-UCU-guidance/pdf/Disclosing_a_disability.pdf)

### **Reasonable Adjustments**

This guidance was developed with the UCU Disabled Members' Standing Committee, and provides information, examples and resources on your right to reasonable adjustments and how to negotiate for them in your branch.

[https://www.ucu.org.uk/media/6091/Reasonable-adjustments---removing-barriers-to-disabled-people-at-work-UCU-guidance/pdf/Reasonable\\_adjustments.pdf](https://www.ucu.org.uk/media/6091/Reasonable-adjustments---removing-barriers-to-disabled-people-at-work-UCU-guidance/pdf/Reasonable_adjustments.pdf)

### **Disability Leave**

Institutions should have a separate policy for disability leave, and this brief guide provides some useful definitions, guidance and links around what disability leave is and how it differs from sick leave.

[https://www.ucu.org.uk/media/7835/Disability-leave-2016/pdf/Disability\\_Leave\\_2016.pdf](https://www.ucu.org.uk/media/7835/Disability-leave-2016/pdf/Disability_Leave_2016.pdf)

### **One in Four: A briefing on mental health at work**

This briefing reflects on the one in four people who will experience some kind of mental health condition in the course of a year. It is intended to assist branches in supporting members who may need mental health support and seeks to offer practical advice and

guidance for branch representatives, including health and safety representatives.  
[https://www.ucu.org.uk/media/4667/One-in-Four---a-UCU-briefing-on-mental-health-at-work-Jun-11/pdf/ucu\\_1in4\\_mentalhealthatwork\\_jun11.pdf](https://www.ucu.org.uk/media/4667/One-in-Four---a-UCU-briefing-on-mental-health-at-work-Jun-11/pdf/ucu_1in4_mentalhealthatwork_jun11.pdf)

### **Briefing on OCD for reps**

UCU has produced guidance for branches on OCD.  
[https://www.ucu.org.uk/media/7887/Briefing-on-OCD/pdf/OCD\\_briefing.pdf](https://www.ucu.org.uk/media/7887/Briefing-on-OCD/pdf/OCD_briefing.pdf)

### **Supporting members with mental health conditions**

Our second guidance for UCU reps supporting members in cases involving mental health conditions and issues.  
[https://www.ucu.org.uk/media/5922/Supporting-members-with-mental-health-conditions-and-issues-UCU-branch-toolkit/pdf/ucu\\_supportingmembers-mentalhealthconditions.pdf](https://www.ucu.org.uk/media/5922/Supporting-members-with-mental-health-conditions-and-issues-UCU-branch-toolkit/pdf/ucu_supportingmembers-mentalhealthconditions.pdf)

### **TUC guide on sickness benefit and disability discrimination**

This resource, for trade unions reps, seeks to increase understanding of the law and its limitations in relation to sickness absence and disability discrimination.  
[https://www.ucu.org.uk/media/8159/Sickness-absence-and-disability-discrimination-TUC-negotiators-guide/pdf/TUC\\_Sickness\\_absence\\_\\_and\\_disability\\_discrimination.pdf](https://www.ucu.org.uk/media/8159/Sickness-absence-and-disability-discrimination-TUC-negotiators-guide/pdf/TUC_Sickness_absence__and_disability_discrimination.pdf)

### **HIV in the workplace – a UCU guide for challenging discrimination and supporting equality**

This resource presents information about HIV and AIDS. The resource gives advice to UCU branches about how to ensure supportive conditions in the workplace for people living and working with HIV.  
[https://www.ucu.org.uk/media/3570/HIV-in-the-workplace---A-UCU-guide-for-challenging-discrimination-and-supporting-equality-Nov-09/pdf/ucu\\_hivguidance\\_nov09.pdf](https://www.ucu.org.uk/media/3570/HIV-in-the-workplace---A-UCU-guide-for-challenging-discrimination-and-supporting-equality-Nov-09/pdf/ucu_hivguidance_nov09.pdf)

### **TUC: Disabled people fighting austerity**

Trade unionists know that the coalition government's attack on the welfare state continues and ministers threaten more years yet of austerity policies. The cuts imposed since 2010 have brought massive suffering to millions of people. Disabled people are among the very worst hit.

This briefing sets out a summary of the facts to enable trade unions to challenge government and media lies, and suggests ways in which unions can work with disabled people to promote an alternative.

<https://www.tuc.org.uk/sites/default/files/DisabledPeopleFightingAusterity.pdf>

### **TUC: Disability Equality Manifesto**

The TUC calls for practical action to implement disability equality in its new manifesto. The manifesto is about recognising Britain's 10 million disabled people as citizens with equal rights.

<https://www.tuc.org.uk/sites/default/files/Manifestofordisabilityequality.pdf>

### **DPAC – Disabled people against the cuts**

DPAC is about disabled people and their allies. DPAC is UK based, campaigning against the injustices and lack of fundamental rights from austerity faced by disabled people.  
<http://dpac.uk.net/>

### **Black Triangle**

This campaign group is established to galvanise opposition to the vicious attack on the fundamental human rights of disabled people by government.  
<http://blacktrianglecampaign.org/>

## **Gender equality**

### **RAISING AWARENESS, BARGAINING AND NEGOTIATIONS AND CAMPAIGNING International Women's Day (March)**

Each year International Women's Day is celebrated across the globe on 8 March. It is widely celebrated as an opportunity to draw attention to the struggle for women's rights, to link these up with women's struggles worldwide and to demonstrate international sisterly solidarity with working women everywhere.

### **International Women's Day – wall chart**

A visual presentation of the achievements of women and the struggle for equality  
[https://www.ucu.org.uk/media/5743/UCU-International-Womens-Day-Wall-Chart/pdf/UCU\\_IWD\\_2012\\_A1\\_poster\\_PRINT\\_READY.pdf](https://www.ucu.org.uk/media/5743/UCU-International-Womens-Day-Wall-Chart/pdf/UCU_IWD_2012_A1_poster_PRINT_READY.pdf)

### **A woman's place is in the union – UCU film and postcard**

'A woman's place is in the union' to raise awareness and to encourage UCU women to play an active role within the union at local as well as national level.

Film: [https://youtu.be/gcFWf\\_5yZos](https://youtu.be/gcFWf_5yZos)

Postcard: [https://www.ucu.org.uk/media/7077/A-womans-place-is-in-the-union/pdf/ucu\\_iwdpostcard\\_201502.pdf](https://www.ucu.org.uk/media/7077/A-womans-place-is-in-the-union/pdf/ucu_iwdpostcard_201502.pdf)

### **Shared parental leave and flexible working**

This document gives an overview of what the new provisions entail and draws together information from previous UCU briefings and guidance from ACAS and the TUC.

[https://www.ucu.org.uk/media/7287/Shared-parental-leave-guidance-spring-2015/pdf/Shared\\_parental\\_leave\\_guidance\\_spring\\_15.pdf](https://www.ucu.org.uk/media/7287/Shared-parental-leave-guidance-spring-2015/pdf/Shared_parental_leave_guidance_spring_15.pdf)

### **Nationally agreed guidance**

FE joint agreement guidance on parental leave

[https://www.ucu.org.uk/media/5854/Joint-Agreement-on-Guidelines-for-Parental-Leave-in-Further-Education/pdf/Joint\\_Agreement\\_on\\_Guidance\\_for\\_Parental\\_Leave\\_in\\_Further\\_Education\\_Colleges\\_May\\_2013\\_Final.pdf](https://www.ucu.org.uk/media/5854/Joint-Agreement-on-Guidelines-for-Parental-Leave-in-Further-Education/pdf/Joint_Agreement_on_Guidance_for_Parental_Leave_in_Further_Education_Colleges_May_2013_Final.pdf)

### **FE Guidance for family purposes and dependants leave**

[https://www.ucu.org.uk/media/1513/Guidance-for-family-purposes--dependants-leave-in-FE-England/doc/feagrfa\\_1.doc](https://www.ucu.org.uk/media/1513/Guidance-for-family-purposes--dependants-leave-in-FE-England/doc/feagrfa_1.doc)

### **Maternity leave and-fixed term contracts**

This guide briefly outlines maternity rights on fixed-term and casual contracts.

[https://www.ucu.org.uk/media/7285/Maternity-rights-for-fixed-term-contracts-and-casually-employed-staff-UCU-guidance-May-15/pdf/Maternity\\_rights\\_for\\_fixed\\_term\\_contract\\_and\\_casually\\_employed\\_staff.pdf](https://www.ucu.org.uk/media/7285/Maternity-rights-for-fixed-term-contracts-and-casually-employed-staff-UCU-guidance-May-15/pdf/Maternity_rights_for_fixed_term_contract_and_casually_employed_staff.pdf)

### **JNCHES: Equal pay review/checklist**

<https://www.ucu.org.uk/media/3203/Checklist-for-carrying-out-an-Equal-Pay-Review-in-accordance-with-the-JNCHES-guidance/doc/heequalpayreviewchecklist.rtf>

### **Equal pay**

We have produced a set of questions to help you identify whether you may have an equal pay or other discrimination claim.

[https://www.ucu.org.uk/media/7961/Getting-equal-pay--questions-that-might-help/pdf/ucu\\_gettingequal\\_questions1.pdf](https://www.ucu.org.uk/media/7961/Getting-equal-pay--questions-that-might-help/pdf/ucu_gettingequal_questions1.pdf)

### **Holding down women's pay**

UCU league table of top 30 colleges and universities with the worst gender pay inequalities.

[https://www.ucu.org.uk/media/7959/Holding-down-womens-pay-updated-Apr-16/pdf/ucu\\_IWDpayreport\\_rev\\_apr16\\_.pdf](https://www.ucu.org.uk/media/7959/Holding-down-womens-pay-updated-Apr-16/pdf/ucu_IWDpayreport_rev_apr16_.pdf)

### **Action against violence against women**

This guidance is for UCU branch officers supporting members experiencing violence at home and in the workplace.

[https://www.ucu.org.uk/media/6711/Action-against-violence-against-women-UCU-branch-guidance-Jun-14/pdf/ucu\\_actionagainstviolenceagainstwomen.pdf](https://www.ucu.org.uk/media/6711/Action-against-violence-against-women-UCU-branch-guidance-Jun-14/pdf/ucu_actionagainstviolenceagainstwomen.pdf)

### **Violence at work factsheet and poster**

A poster to support our continuing campaign against violence at work.

[https://www.ucu.org.uk/media/6644/Violence-at-work---UCU-factsheet/pdf/hsfacts\\_violenceatwork.pdf](https://www.ucu.org.uk/media/6644/Violence-at-work---UCU-factsheet/pdf/hsfacts_violenceatwork.pdf)

### **Female genital mutilation**

As part of our work in this areas, this factsheet has been produced to highlight the serious and dangerous issues of female genital mutilation

[https://www.ucu.org.uk/media/7034/Violence-against-women---FGM/pdf/Violence\\_against\\_women\\_-\\_FGM.pdf](https://www.ucu.org.uk/media/7034/Violence-against-women---FGM/pdf/Violence_against_women_-_FGM.pdf)

### **A Charter for Women**

The Charter for Women was launched at a fringe meeting at the TUC women's conference in March 2003. Its aim is to revitalise the socialist feminist movement in the UK and to connect the struggle against women's oppression in society with the campaigns of working women and their trade unions.

<https://www.ucu.org.uk/media/1348/A-charter-for-women/pdf/charterforwomen.pdf>

## LGBT equality

### Sexual Orientation checklist

In relation to the equality duties, this checklist aims to help branches and local associations ensure that institutions do not discriminate against LGBT people.

[https://www.ucu.org.uk/media/2336/Equality-duties-sexual-orientation-equality-checklist/doc/eqduties\\_sexorcheck.doc](https://www.ucu.org.uk/media/2336/Equality-duties-sexual-orientation-equality-checklist/doc/eqduties_sexorcheck.doc)

### TUC LGBT equality at work

The TUC campaigns for equality for lesbian, gay, bisexual and trans people at work and in society.

<http://www.tuc.org.uk/equality-issues/gender-equality/lesbian-gay-bisexual-and-trans-gender-rights/lgbt-advice-information>

## Race equality

### UCU Day of Action against Racism (February)

The campaign aims to highlight the issues faced in our workplaces by black workers in the post-16 education sector and to raise the profile and progression of race equality in the union.

### Witness: the lived experience of UCU black members – film

Initiated by UCU Black Members' Standing Committee, our film 'witness' chronicles the lived experiences of UCU black members in post-16 education.

<https://youtu.be/SGOMEXQe63E>

### The experiences of black and minority ethnic staff in further and higher education – report

UCU's survey of 631 black union members working in post-16 education

[https://www.ucu.org.uk/media/7861/The-experiences-of-black-and-minority-ethnic-staff-in-further-and-higher-education-Feb-16/pdf/BME\\_survey\\_report\\_Feb161.pdf](https://www.ucu.org.uk/media/7861/The-experiences-of-black-and-minority-ethnic-staff-in-further-and-higher-education-Feb-16/pdf/BME_survey_report_Feb161.pdf)

### Challenging workplace racism – posters and leaflet

We have produced these materials to help highlight the issues in further and higher education workplaces and to engage staff in the campaign.

**Poster 1:** [https://www.ucu.org.uk/media/7826/Challenging-workplace-racism---poster-1/pdf/UCU\\_anti-racism\\_A4\\_poster1\\_Jan16.pdf](https://www.ucu.org.uk/media/7826/Challenging-workplace-racism---poster-1/pdf/UCU_anti-racism_A4_poster1_Jan16.pdf)

**Poster 2:** [https://www.ucu.org.uk/media/7827/Challenging-workplace-racism---poster-2/pdf/ucu\\_anti-racism\\_poster2\\_jan16.pdf](https://www.ucu.org.uk/media/7827/Challenging-workplace-racism---poster-2/pdf/ucu_anti-racism_poster2_jan16.pdf)

**Leaflet:** [https://www.ucu.org.uk/media/7828/UCU-challenging-workplace-racism---leaflet/pdf/Anti-racism\\_A5\\_leaflet\\_Jan16.pdf](https://www.ucu.org.uk/media/7828/UCU-challenging-workplace-racism---leaflet/pdf/Anti-racism_A5_leaflet_Jan16.pdf)

### \*NEW\* Taking action against workplace racism: a UCU bargaining guide for branches

UCU is currently developing a bargaining guide for tackling workplace racism. Please email [eqadmin@ucu.org.uk](mailto:eqadmin@ucu.org.uk) for further details.

### Religious attire

This document sets out UCU's policy in relation to Religious attire.

[https://www.ucu.org.uk/media/5334/Religious-attire-policy-UCU-briefing-note/doc/UCU\\_Religious\\_Attire\\_Policy.doc.docx](https://www.ucu.org.uk/media/5334/Religious-attire-policy-UCU-briefing-note/doc/UCU_Religious_Attire_Policy.doc.docx)

### Points-based immigration

Guidance for UCU branches in relation to implementation of government immigration rules.

[https://www.ucu.org.uk/media/6021/Points-based-immigration-UCU-guidance-2013/doc/Updated\\_PBI\\_guidance\\_9\\_May131.doc](https://www.ucu.org.uk/media/6021/Points-based-immigration-UCU-guidance-2013/doc/Updated_PBI_guidance_9_May131.doc)

### Deaths in custody

This briefing highlights the wider injustices in society.

[https://www.ucu.org.uk/media/7202/Deaths-in-custody---briefing/pdf/Deaths\\_in\\_custody\\_-\\_briefing.pdf](https://www.ucu.org.uk/media/7202/Deaths-in-custody---briefing/pdf/Deaths_in_custody_-_briefing.pdf)

### Stephen Lawrence fund

The TUC is calling on trade unions and trade unionists to help protect the legacy of Stephen Lawrence by giving generously to the Stephen Lawrence Charitable Trust fund raising appeal to ensure that the vital work of the Trust continues and that Stephen's legacy lives on.

<https://www.tuc.org.uk/equality-issues/black-workers/black-workers-conference/tucs-stephen-lawrence-fundraising-appeal>

## Anti-Semitism campaigning

### Holocaust Memorial Day

UCU commemorates Holocaust Memorial Day (HMD) observed annually on 27 January. It does so in memory of the millions who were murdered in the Holocaust and subsequent genocides in Bosnia, Cambodia, Darfur and Rwanda in order to challenge hatred and persecution in the UK today.

### Holocaust Memorial Day – wall chart

A visual presentation of the dangers of anti-Semitism and to commemorate the victims of Nazi persecution during World War 2.

[https://www.ucu.org.uk/media/4986/Holocaust-Wall-Chart/pdf/Holocaust\\_Wall\\_Chart.pdf](https://www.ucu.org.uk/media/4986/Holocaust-Wall-Chart/pdf/Holocaust_Wall_Chart.pdf)

### The Holocaust – film

With the involvement of UCU members, stories of the Holocaust and its impact are told movingly and serve to demonstrate why we as a trade union oppose any form of racism and anti-Semitism in the workplace and wider society.

<https://youtu.be/m86B9WDvCil>

**Journeys to Safety: Memories of the Kindertransport – film**

This film marks the 75th Anniversary of the Kindertransport programme (1938 - 2013) and features Lord Alf Dubs, who fled to the UK from Nazi persecution.

<https://youtu.be/Qduycstt9oE>

[https://www.ucu.org.uk/media/5122/UCU---challenging-anti-semitism-leaflet/pdf/ucu\\_challengingantisemitism\\_leaflet\\_2015.pdf](https://www.ucu.org.uk/media/5122/UCU---challenging-anti-semitism-leaflet/pdf/ucu_challengingantisemitism_leaflet_2015.pdf)

**Holocaust Memorial Day testimonials – booklet**

The publication supports our film in which UCU members provide their own testimonials and describe the impact the Holocaust and subsequent genocides have had on them and their families.

[https://www.ucu.org.uk/media/5791/Holocaust-Memorial-Day-UCU-member-testimonials/pdf/HMD\\_UCU\\_testimonials.pdf](https://www.ucu.org.uk/media/5791/Holocaust-Memorial-Day-UCU-member-testimonials/pdf/HMD_UCU_testimonials.pdf)

**Remembering Rwanda – booklet**

To commemorate the 20th Anniversary of the Rwandan genocide (1994-2014), we produced a short publication outlining the events that led to the slaughter of an estimated 1 million Tutsis and moderate Hutus over a period of 100 days from 7 April to 16 July 1994. The testimonial of Jean Bosco Ngabonzima who shared his personal story is included.

[https://www.ucu.org.uk/media/6133/Remembering-Rwanda-UCU-Holocaust-Memorial-Day-2014/pdf/ucu\\_hmd2014\\_rememberingrwanda.pdf](https://www.ucu.org.uk/media/6133/Remembering-Rwanda-UCU-Holocaust-Memorial-Day-2014/pdf/ucu_hmd2014_rememberingrwanda.pdf)

**Bosnia – booklet**

To commemorate the 20th Anniversary of the Bosnian genocide (1995-2015), this publication outlines the events that led to the murder of around 8,000 men and boys – the single largest mass murder in Europe since 1945.

[https://www.ucu.org.uk/media/7029/Keep-the-memory-alive-UCU-commemorates-the-20th-anniversary-of-the-Bosnian-genocide/pdf/ucu\\_hmd2015\\_bosnia\\_jan15.pdf](https://www.ucu.org.uk/media/7029/Keep-the-memory-alive-UCU-commemorates-the-20th-anniversary-of-the-Bosnian-genocide/pdf/ucu_hmd2015_bosnia_jan15.pdf)

# 6 Contacts

## University and College Union

T: 020 7756 2500 F: 020 7756 2501 W: [www.ucu.org.uk](http://www.ucu.org.uk)

## UCU Equality and Participation contacts

### Helen Carr

National head of equality and participation

T: 020 7756 2537 F: 020 7 756 2501

### Seth Atkin

Equality support official

[satkin@ucu.org.uk](mailto:satkin@ucu.org.uk)

T: 020 7756 2535 F: 020 7 756 2501

### Charlotte Nielsen

Equality support official

T: 020 7 756 2534 F: Fax: 020 7756 2501

### Chris Nicholas

Equality support official

[cnicholas@ucu.org.uk](mailto:cnicholas@ucu.org.uk)

T: 020 7756 2536 F: 020 7756 2501

### Sharon Russell

Equality officer

[srussell@ucu.org.uk](mailto:srussell@ucu.org.uk)

T: 020 7756 2538 F: 020 7756 2501

### Swati Patel

Administrator

[spatel@ucu.org.uk](mailto:spatel@ucu.org.uk)

T: 020 7756 2539 F: 020 7756 2501

## Trades Union Congress

Congress House, Great Russell Street, London WC1B 3LS

T: 020 7 636 4030 F: 020 7636 0632 W: [www.tuc.org.uk](http://www.tuc.org.uk)

## Scottish TUC

333 Woodlands Road, Glasgow G3 6NG

T: 0141 337 8100 F: 0141 337 8101 W: [www.stuc.org.uk](http://www.stuc.org.uk)

## Wales TUC

Transport House, 1 Cathedral, Cardiff CF11 9SD

T: 029 2034 7010 F: 029 2022 1940 W: [www.tuc.org.uk/wales](http://www.tuc.org.uk/wales)



### **Education Support Partnership**

Counselling, support, financial assistance and more available to members through the Education Support Partnership. Education Support Partnership understands the unique pressures that working in FE and HE puts on people. It provides independent, confidential 24/7 support, to help people deal with stress and anxiety, bullying, career and money worries, and a range of other issues.

T: 08000 562 561 (helpline) 07909 341229 (text)

W: [www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk)

E: [support@edsupport.org.uk](mailto:support@edsupport.org.uk)

### **Equality and Human Rights Commission**

EHRC have offices are based in Manchester, London, Glasgow and Cardiff

[www.equalityhumanrights.com](http://www.equalityhumanrights.com) / [info@equalityhumanrights.com](mailto:info@equalityhumanrights.com)

London: [info@humanrights.com](mailto:info@humanrights.com)

Cardiff: [wales@equalityhumanrights.com](mailto:wales@equalityhumanrights.com)

Glasgow: [scotland@equalityhumanrights.com](mailto:scotland@equalityhumanrights.com)

### **Equality Challenge Unit**

First Floor, Westminster Tower, 3 Albert Embankment, London SE1 7SP

T: 020 7438 1010    E: [info@ecu.ac.uk](mailto:info@ecu.ac.uk)    F: 020 7438 1011

W: <http://www.ecu.ac.uk>

### **ACAS**

ACAS (Advisory, Conciliation and Arbitration Service) aims to improve organisations and working life through better employment relations. ACAS National cannot provide information or advice on individual employment queries; this is provided by the helpline number below. Visit the ACAS website for regional office addresses.

T: 0300 123 1150    W: [www.acas.org.uk](http://www.acas.org.uk)

	<i>Black History Month</i> <a href="http://www.ucu.org.uk/article/8334/Black-History-Month">www.ucu.org.uk/article/8334/Black-History-Month</a>	<i>Disability History Month</i> <a href="http://www.ucu.org.uk/article/4663/Disability-History-Month">www.ucu.org.uk/article/4663/Disability-History-Month</a>
<b>SEPTEMBER 2016</b>	<b>OCTOBER 2016</b>	<b>NOVEMBER 2016</b>
21 International Day of Peace	5 World Teachers' Day 10 World Mental Health Day	1-8 Transgender Awareness Week 19&23 UCU Equality Reps Training, London 14-18 National Bullying Week 16 International Day of Tolerance 18 UCU Dealing with Sexual Harassment 20 Transgender Day of Remembrance 25 International Day of the Elimination of Violence against Women 29 Carers Rights Day
		<i>LGBT History Month</i> <a href="http://www.ucu.org.uk/article/7871/LGBT-History-Month">www.ucu.org.uk/article/7871/LGBT-History-Month</a>
<b>DECEMBER 2016</b>	<b>JANUARY 2017</b>	<b>FEBRUARY 2017</b>
1 World AIDS Day 1-3 UCU Annual Equality Conference Birmingham 3 International Day of Disabled People 10 International Human Rights Day	27 Holocaust Memorial Day	6 International Day of Zero Tolerance to Female Genital Mutilation 8 UCU Day of Action against Workplace Racism 17 UCU Equality Reps Conference London 24 TUC Work Your Proper Hours
<b>MARCH 2017</b>	<b>APRIL 2017</b>	<b>MAY 2017</b>
1 International Zero Discrimination Day 8 International Women's Day 8-9 UCU Equality Reps Training, Birmingham 8-10 TUC Women's Conference 21 International Day of the Elimination of Racial Discrimination 25 Intl Slavery Remembrance Day 31 Intl Transgender Day of Visibility	2 World Autism Day 7-9 TUC Black Workers Conference 28 Workers Memorial Day	1 May Day 3&17 UCU Equality Reps Training, London 16-22 Mental Health Week 17 Intl Day against Homophobia, Transphobia and Biphobia 18-19 TUC Disabled Workers Conference 27-29 UCU Congress
<i>Gypsy, Roma and Traveller Month</i> <a href="http://www.grthmlondon.org.uk">www.grthmlondon.org.uk</a>		
<b>JUNE 2017</b>	<b>JULY 2017</b>	<b>AUGUST 2017</b>
12-18 Carers Week 20 World Refugee Day 22-23 TUC LGBT Conference 24 Pride, London 28 UCU Equality Reps Training Manchester, Day 1	6 UCU Equality Reps Training Manchester, Day 2 14-16 Tolpuddle Martyrs Festival	

**NOTES**

- 1 Where possible, local and regional committee meetings should not be held on key faith dates.
- 2 For further information and resources for commemorating Holocaust Memorial Day, visit [www.ucu.org.uk/hmd](http://www.ucu.org.uk/hmd)
- 3 For details of Gay Pride and events around the country, visit [www.pinkuk.com](http://www.pinkuk.com)
- 4 For further information and resources for UCU Day of Action against Workplace Racism visit [www.ucu.org.uk/action-against-workplace-racism](http://www.ucu.org.uk/action-against-workplace-racism)
- 5 For further information about specialist equality training courses, visit [www.ucu.org.uk/training](http://www.ucu.org.uk/training)



