Embracing Diversity – watch your language

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• Graduate attributes refer to qualities, characteristics and skills that can transfer to being responsible citizens (Bowden et al, 2000)

• Should this include knowledge of the Equality Act 2010?

• Sports teams behavior/attitudes
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• Successful bid for teaching monies to work with UADSA on a pilot campaign - sports teams pilot subject group (potential for n= c.200 subjects)

• Phase 1 = Initial survey of Sport Association Facebook pages pre-campaign revealed that in semester one, there had been 7 pejorative references to protected characteristics (5= sexism; 1=religion; 1=sexual orientation)
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• Phase 2 = questionnaire survey during Varsity sport event

• Questions = mixture of knowledge of Equality Act, response questions to given case studies; some questions drawn from Scottish Social Attitudes Survey
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• Results: n= 129 completed pre-campaign questionnaire (56% men; 44% women)

• 60% knew there were 9 protected characteristics

• 2/3 said that a student who had changed their gender from male to female could use the women’s toilet
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• 91% agreed that mocking someone with a hearing impairment would be offensive

• 74% agreed that both a student who made sexist remarks and a student who retaliated by hitting would be subject to disciplinary action.
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• Responses Scottish Social Attitude Survey questions:

![Bar chart showing responses to the question: Do you think attempts to give equal opportunities to gay men and lesbians in Scotland has gone much too far, gone too far, about right, not gone far enough, not gone nearly far enough, or (Don't know)? The chart includes data from 2002, 2006, 2010, and Abertay 2014.]
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• Responses Scottish Social Attitude Survey questions:

Do you think attempts to give equal opportunities to women in Scotland has ....

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- Responses Scottish Social Attitude Survey questions:

  Do you think attempts to give equal opportunities to BME groups in Scotland has...(% response)

- Options: Gone much too far, Gone too far, About right, Not gone far enough, Not gone nearly far enough, (Don’t know)

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- SSAS Question - Do you think attempts to give money to specific organisations to help people find work is good or bad use of Government money?

Attitudes to positive actions targeting different groups....(% response)

- BME
- Over 50s
- Particular religious groups
- Those who experience depression from time-to-time
- Gay men and lesbians

Bad/Very bad use of money (SSAS 2010 aged 18-24 respondents)
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- SSAS Question - How would you feel if a close relative of yours married or formed a long-term relationship with someone who was ....?

% unhappy with different group forming a long-term relationship with a close relative

- SSAS 2010 BME
- SSAS 2010 Different religious group
- SSAS 2010 Same sex

Unhappy/ Very unhappy, Unhappy/ Very unhappy (aged 18-24 SSAS 2010 respondents), Unhappy/ Very unhappy (UAD respondents)
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- Phase 3 = 2 week campaign

- Students given the opportunity to work with Dundee Dragons – resulting in a short film

- Web resources made available on UADSA pages

- Students signposted to resources via Facebook/Twitter
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• Part of campaign = launch of Dundee Dragons short film by Shona Robison, MSP for Commonwealth Games, Sport and Women

• Q and A with sports representatives

• Sport team members invited
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• http://www.youtube.com/watch?v=bFDtgth8ezA&feature=youtu.be

• http://www.youtube.com/watch?v=t-Ilb0b54GM&list=UUaLxNUjn3IRuWOKTQTT_hfw
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• Phase 4:
  - Re-survey students, post-campaign, and re-examine Facebook postings

• Longer-term – extend campaign and build more resources; consider how E+D can be embedded in Student Societies; working with other societies eg. LGBT to understand barriers to inclusiveness
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• Longer term:-
• More sport teams working with community groups
  • eg. Football & MH project;
  • Powerball;
  • Wheelchair Basketball;
  • Swim club
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• Citizenship (or something akin to this) – is this a graduate attribute at your institution? Does the development of this go beyond the curriculum?

• How are issues regarding observance of the Protected Characteristics by students managed at your institution?

• Are issues around the Equality Act 2010 embedded in Employability initiatives within curricula at your institution? Is any of this activity extra-curricular?

• With the advent of HEAR - how can we capture/validate this type of activity?