

## Performance guidelines

# for colleges and universities

Further and higher education institutions have a statutory general duty to work to eliminate unlawful racial discrimination, and to promote equal opportunities and good race relations. The duty is not optional and colleges and universities have to meet it even if they have very few students from ethnic minority backgrounds.

Colleges and universities have a vital role to play in preparing people for life in Britain's diverse and multi-ethnic society. Changing patterns of work, new technologies, and greater mobility mean that, in the course of their lives, people are likely to encounter many different cultures and backgrounds, wherever they live.

This leaflet describes the main results or outcomes that will distinguish a college or university that is meeting its duty well. It also outlines some of the ways in which a college or university can show that it is meeting the duty.

This leaflet has been produced for a wide range of individuals and organisations, as well as further and higher education institutions. For example, students and members of the public should find it useful if they want to know how well a college or university is meeting its duty. Academic staff, support staff, and governors will be able to use the leaflet to see if their own work, and the work of their institution as a whole, is making a difference to meeting the duty to promote race equality and good race relations. Further and higher education councils (such as the Learning and Skills Council and the Higher Education Funding Council) will be able to see if the institutions they are responsible for are meeting the duty. The CRE will be able to use this leaflet as a guide to the performance it can expect from colleges and universities that are meeting the duty. Most of the results and activities we list here are likely to be included in a further or higher educational institution's race equality policy (which will vary from one institution to another).

This leaflet does not have statutory force. It is meant to be a concise guide to the performance that colleges and universities should aspire to in meeting the duty. We recommend that they also use the statutory *Code of Practice on the Duty to Promote Race Equality* (which provides guidance on meeting the new public duties) and the non-statutory *Guide for Further and Higher Education Institutions* (which contains advice and practical examples) to develop full strategies for promoting race equality and good race relations. Useful information and advice is also available on our website, [www.cre.gov.uk](http://www.cre.gov.uk)

# Outcomes of meeting the duty

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## Student satisfaction and equal opportunities

- Students from all ethnic backgrounds are equally satisfied with the college or university.
- Levels of educational achievement are high, with all students achieving their full potential.
- Students from all ethnic backgrounds say they trust the college or university, and have confidence in the way it is run.
- The college or university has a strong sense of community, based on enthusiasm for diversity and respect for difference.
- The general level of complaints is low, and there are no significant differences between ethnic groups in complaints about admission, the curriculum, teaching, assessment, and support.
- The student population reflects the ethnic backgrounds of the communities the college or university serves, and there are no significant differences in the ethnic make-up of faculties and departments.
- The college or university makes decisions openly, and is accountable to its students and to the communities it serves.
- Students understand and support the institution's race equality aims and values.
- The college or university is well respected and has a good reputation in the community.

## Satisfaction among staff and governors

- The workforce is representative of the populations from which the college or university fills its posts.
- Staff from all ethnic backgrounds – teaching and non-teaching – are satisfied with the way the college or university is run.
- The governors know their responsibilities under the new duty, and play an active part in promoting race equality and good community relations.
- The governing body is representative of the communities the college or university serves.
- Governors from ethnic minorities are as likely as other governors to stay on in the college or university.

## Respect and recognition

- The college or university is respected for its commitment to – and success in – promoting race equality and good race relations.
- The college or university sets high standards for the organisations it works with, and for the organisations who work for it.

# Evidence of meeting the duty

## Leadership

Strong leadership is vital if colleges and universities are to meet the new duty. A college or university that is effectively promoting equal opportunities and good race relations will be able to show the following.

- Senior staff and governors take a firm and steady lead on promoting race equality and good race relations.
- The college or university has made a public commitment to tackle unlawful racial discrimination, and to promote equal opportunities and good race relations in all its activities.
- Senior staff and governors understand the guiding principles of promoting race equality. They make sure that these principles govern all aspects of their work.
- People from ethnic minorities are well represented among the governors. They play an active part in all areas, and are not marginalised or expected only to concern themselves with equality and diversity.

## Services and policies

The aim of the general duty is to make race equality central to the way colleges and universities work. Services, policies, and procedures that are relevant to the duty should reflect this. A successful college or university will be able to show the following.

### **The college or university has a race equality policy.**

- The college or university has produced and published a race equality policy, and puts it into practice.

- The policy includes a commitment to tackle unlawful racial discrimination and promote equal opportunities and good race relations, and a strategy for making this effective.
- The race equality policy is part of the college's or university's planning process.
- The policy is linked to a strategic action plan, which includes targets for achieving race equality.
- The college or university reviews the action plan and its targets regularly, and revises the policy when needed.
- Schools, faculties, and departments take account of the race equality policy in their individual policy statements.
- The policy explains the college's or university's publishing arrangements to meet the duty.

### **The college or university has made arrangements to assess the effects of its policies on students and staff from all ethnic groups, and to publish the results of its assessments.**

- The college or university assesses the effects of its policies at all stages.
- The college or university gives priority to policies that affect students' progress and achievement.
- The college or university invites all students and staff to comment on its policies, and on the way they work, as part of its assessments. The college or university takes steps to make sure that students and staff from ethnic minorities are fully involved. The college or university uses these comments to review and improve its policies.
- The college or university publishes the results of its assessments.

**The college or university has made arrangements to monitor student admission and progress, and staff recruitment and development, by ethnic group, and to publish results every year.**

- The college or university uses its existing arrangements and systems to monitor student admissions and progress, and staff recruitment and development.
- The college or university uses its monitoring data to review its targets and revise its policies, when needed.
- The college or university publishes the results of its monitoring every year.

**The college or university has set high race equality objectives for all the work it does jointly with other organisations.**

- The college or university informs organisations it works with that it intends to work in line with the principles of the duty to promote race equality. It persuades its partners to adopt these as governing principles for the partnership's activities.

## Employment

**The college or university has made arrangements to train all its staff and governors on their responsibilities under the new public duty.**

- Staff and governors responsible for meeting the new duty to promote race equality receive training on the general duty and any specific duties.

- All staff and governors receive training on how to prevent discrimination, encourage respect for people – whatever their background – and promote good relations between them.
- The college or university has set up support systems to help its staff and governors meet the duty.

**The college or university collects ethnic monitoring data on staff recruitment and career progress.**

- The college or university uses its normal administrative and information systems to collect ethnic monitoring data on its staff, and on applicants for jobs and promotions.
- The college or university gives the data to the 'sponsor' body that is responsible for it; for example the higher education councils for England and Wales, the Learning and Skills Council, or the National Council for Education and Training in Wales.
- The college or university analyses the data, and takes action to deal with any adverse impact its policies might be having on some ethnic groups. The college or university encourages applicants from ethnic groups that are under-represented in particular faculties and departments. It also provides special training for these groups.

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