

# FRAMEWORK FOR A RACE EQUALITY POLICY

For Higher Education Institutions



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# Part I

## Duty to promote race equality

The amended Race Relations Act 1976 gives further and higher education institutions a statutory general duty to promote race equality. The aim of the duty is to:

- eliminate unlawful racial discrimination;
- promote race equality; and
- promote good relations between people of different racial groups.

The Act also gives further and higher education institutions specific duties, to help them to meet the general duty. This includes a duty to prepare and maintain a written statement of the institution's race equality policy.

This framework sets out the main parts of a race equality policy and the main race issues for other policies.

Our statutory *Code of Practice on the Duty to Promote Race Equality* and our non-statutory guides – *The Duty to Promote Race Equality: A guide for public authorities*, and *The Duty to Promote Race Equality: A guide for further and higher education institutions* – will help you to meet your responsibilities under the general duty and the specific duties. You can download these and other CRE publications from our website at [www.cre.gov.uk](http://www.cre.gov.uk).

### The race equality policy

Under the duty to promote race equality, you must prepare and maintain a written race equality policy statement.

### Preparing your race equality policy

Your policy can be a separate race equality policy or part of another policy, such as an equality or diversity policy. If it is part of another policy, you should make sure it is easily identifiable as a race equality policy.

We recommend that you set up a committee or a working group, chaired by a senior member of the institution. The committee should be responsible for developing your race equality policy, consulting and involving people outside the institution, and taking account of the needs and interests of various groups in the institution. You might want to include the following among the members of the committee:

- staff from different departments;
- staff representing different grades, levels and types of position;
- students, including overseas students;

- unions and other groups, such as networks or associations of staff and students from ethnic minorities.

Your policy should cover each of the specific duties the Home Secretary has introduced for further and higher education institutions, and all your arrangements for meeting these duties. As well as the specific duty to prepare and maintain a race equality policy statement, you must:

- assess the effects of your policies on staff and students from different racial groups;
- monitor, by racial group, the admission and progress of students, and the recruitment and career development of staff;
- set out your arrangements for publishing your race equality policy statement, and the results of your assessment and monitoring; and
- take reasonably practicable steps to publish the results of your monitoring each year.

We recommend that you also include:

- a brief description of the main issues your institution faces;
- your aims and values;
- your commitments and responsibilities; and
- your arrangements for planning future policies and reviewing current policies.

## **Maintaining your race equality policy**

You should aim to show that you take your policy seriously and that you are taking steps to make it work, and to improve it. The CRE has powers under the Race Relations Act to enforce the specific duties. Auditing and inspection bodies may also want to know what you have done to meet the duties. We would advise you to take the following steps.

- Link your race equality policy to your institution's strategic plan. The plan should include race equality targets, so that you can measure your progress towards putting the policy into practice. The plan should also set a timetable for reviewing and assessing the policy.
- Make sure your race equality policy is easily available and that your staff and students, and other interested parties (such as employers who provide work placements), know about it.
- Provide regular information and training for all your staff and governors on the policy and on how to put it into practice.
- Make sure that departments cover the race equality implications of their work in their own departmental policy statements, based on your race equality policy. They may also need to set race equality targets.
- Monitor, review and assess the effects of the race equality policy on your other policies.
- Use the results of your monitoring and assessment to identify and make changes to your race equality policy, and to any race equality targets, if necessary.

# Framework for a race equality policy

## 1. Background

You will find it helpful to summarise the main race equality issues for your institution. These could include:

- your main functions;
- initiatives or current priorities that are relevant to the duty, such as increasing access, improving retention rates, and encouraging achievement;
- particular concerns about your staff, such as:
  - the isolation of staff from some racial groups, for example because of their small numbers;
  - high turnover of staff from some racial groups;
  - over-representation of staff from some racial groups in short-term contract posts or at lower grades;
- particular concerns about students, such as:
  - retention rates of students from some racial groups; and
  - respect for people from different racial groups;
- racist incidents, both in your institution and in the local area;
- a summary of the population and population trends in your area, analysed by racial group, and the implications for your institution; and
- how you contribute to setting and meeting measures for equality and diversity set by other organisations, such as HESA and UCAS.

## 2. Aims and values

Your race equality policy should be based on your institution's values and aims. It should deal with the main areas relevant to promoting race equality and should include a statement that your aim is to eliminate unlawful racial discrimination, and to promote race equality and good race relations. Areas relevant to race equality could include:

- admission and access;
- student achievement and assessment;
- guidance and support for students;
- teaching and learning;
- the curriculum;
- staff recruitment, their professional development and support for them;
- partnerships and community links;
- procurement and outsourcing; and
- quality assurance.

The statement is important, because it links your policy to other areas of activity in your institution. You should also consider including race equality statements in other policies that are relevant to the duty to promote race equality (see Part 2).

### **3. Leadership and management**

You will find it helpful to set out your commitments and the responsibilities of governors, managers, staff and students in your policy. We give examples of these below:

#### **Commitments**

We are committed to:

- actively tackling racial discrimination, and promoting racial equality and good race relations;
- encouraging, supporting, and helping all students and staff to reach their potential;
- working with other institutions, local communities and others to tackle racial discrimination and to encourage and promote good practice in achieving race equality; and
- making sure the race equality policy and its procedures are followed.

#### **Responsibilities**

##### *A. The governing body*

The governors are responsible for:

- making sure the institution stays within the Race Relations Act and meets all its duties, including the general duty and the specific duties; and
- making sure the race equality policy and its procedures are followed.

##### *B. The Vice-Chancellor / Principal / Rector*

The Vice-Chancellor / Principal / Rector is responsible for:

- giving a consistent and high-profile lead on race equality issues;
- promoting the race equality policy inside and outside the institution; and
- making sure the race equality policy and its procedures are followed.

##### *C. Managers, including heads of departments*

Managers and heads of departments are responsible for:

- putting the policy and its strategies and procedures into practice;
- making sure all staff know their responsibilities, and receive support and training in carrying these out; and
- following the relevant procedures and taking action against staff or students who discriminate for reasons of race, colour, nationality, or ethnic or national origins.

#### *D. Staff with specific responsibilities*

We suggest that you:

- make a senior manager, group or committee responsible for coordinating work on race equality;
- make sure each department appoints a member of staff to be responsible for coordinating and mainstreaming their race equality work; and
- give certain members of staff responsibility for dealing with racist incidents.

#### *E. All staff*

All staff are responsible for:

- dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping;
- promoting race equality and good race relations, and avoiding discrimination against anyone for reasons of race, colour, nationality or ethnic or national origin; and
- keeping up-to-date with the law on race relations, and taking up training and learning opportunities.

#### *F. Contractors and service providers*

All contractors and providers of services are responsible for:

- following the race equality policy and any race equality conditions in contracts or agreements.

## **4. Breaches of the policy**

We would advise you to make it clear in the race equality policy what action you will take if students, staff, or others – including members of the public – do not follow the policy.

## **5. Covering the specific duties**

You have specific duties under the Race Relations Act to assess and monitor the effects of your policies (including your race equality policy) on students and staff from different racial groups. Your race equality policy should briefly set out how you will do this. The policy could include the following:

### **A. Planning and developing policy**

- How you plan to build questions on the implications for race equality into your general processes for developing and planning policy.
- How you will use your assessments and consultations to decide whether you need to take any action.
- How you will build race equality targets into your wider strategic plans.

## **B. Ethnic monitoring**

- How you will collect ethnic data to monitor the admission and progress of students and the recruitment and development of staff.
- How you will use the data to inform planning and decision-making, and to set targets.
- How you will use the ethnic data provided by organisations such as HESA and UCAS.

## **C. Assessing and reviewing policies**

- How and when you plan to review, monitor, and assess all your policies and strategies, to see how effective they are in tackling racial discrimination, and promoting race equality and good race relations.
- How you plan to consult staff, students and other interested parties.
- How you plan to build race equality questions into your self-review and evaluation frameworks.
- How you will use the results of reviews and assessments to inform all your planning and decision-making.

## **D. Publishing the results of monitoring and assessments**

- How you will publish the results of your assessments and monitoring.
- How you will make the information available to different groups in your institution.
- How you will make sure that any information you publish cannot be used to identify individuals.

# **6. Putting the race equality policy into practice**

We suggest below some points you might include in your policy when considering the following questions.

### **How will you put the policy into practice?**

- monitoring and assessing the policy to see how it is working;
- when and how often the policy will be reviewed; and
- consulting people about the policy and using the feedback.

### **How will you use training and development?**

- developing a training strategy which includes training and support for staff and governors;
- methods for training staff and governors, and who will provide the training; and
- monitoring and assessing the training.



**How will you publish and promote the policy?**

- how and where the policy will be available;
- who will get a copy of the policy;
- whether the policy will be translated or made available in special formats (for example on cassette, and in Braille); and
- promoting the policy as evidence of good practice in audits, inspections and reviews of performance.

**7. Date of the policy**

Always say when the policy was approved and signed.

# **Part 2**

## Building race equality into other policies

We suggest below some examples of questions you could ask to take account of race equality in other policies, and to develop race equality policy statements for them.

### **A. Policies on admission and access**

- How do you make sure you are attracting applicants from all racial groups in your 'catchment' area?
- What steps do you take to make sure the admissions process is applied consistently and fairly to applicants from all racial groups?
- What do you do to make sure that everyone involved in interviewing and selecting applicants knows about the race equality policy, and that they have received training in putting the policy into practice?
- How do you use ethnic data on student admissions to inform your planning and decision-making?

### **B. Policies on achievement, progress, and assessment**

- How do you monitor and assess students' achievements, the progress they make, course drop-outs, and course completion, by racial group?
- How do you make sure your criteria for assessment are explicit and fair to all students?
- How do you deal with complaints of racial discrimination about the assessment process?
- How do you use the results of monitoring and assessment to inform planning and decision-making?

### **C. Policies on racial harassment and the institution's values**

- What do you do publicly to promote good personal and community relations, including relations between people from different religions, and to oppose all forms of racism and discrimination?
- What training do you give staff to make sure they know how to deal firmly, consistently and effectively with racist incidents, racial harassment and bullying?
- How do you make sure that students and staff know the procedures for dealing with racist incidents and racial harassment?
- How do you work with others to tackle racism and racial harassment, both in the institution and more widely?

## **D. Policies on guidance and support for students**

- How do your services identify and meet all students' needs, including any cultural or religious needs they might have?
- How do you make sure students from all racial groups know about the different kinds of support available?
- How do you monitor the placements and work experience you arrange, and what steps do you take to make sure employers and other providers of work follow your race equality policy? What steps do you take when providers breach the policy, and what are the procedures for this?

## **E. Policies on teaching and learning**

- What do you do to encourage students to understand and value cultural and religious diversity?
- How do you make sure your teaching staff create an environment free of prejudice, discrimination and harassment, where students can contribute fully and freely and feel valued?
- How does your teaching take account of students' cultural backgrounds, language needs, and different learning styles?
- How do you make sure that resources are available to meet any specific needs that students from particular racial groups might have?

## **F. Policies on the curriculum**

- How does the curriculum deal with questions of racism and diversity?
- What do you do to take account of the needs of students from different racial groups when planning the curriculum? How do you build race equality aims into all your programmes?
- How do you make sure that departments monitor and assess their curriculum to see that it meets the expectations of students from different racial groups?
- How do extra-curricular activities and events cater for the interests or needs of all students, and take account of any concerns about religion or culture?

## **G. Policies on staff recruitment, professional development and support**

- How do you advertise posts, including posts for non-teaching staff? Are all posts open to the widest pool of applicants?
- How do you make sure that everyone who is involved in recruitment and selection is effectively trained and knows what to do to avoid discriminating, intentionally or otherwise?
- How do you make sure that your recruitment and selection procedures follow good equal opportunities practice?

- How do you monitor applications for employment, training and promotion, and staff in post, by racial group, and use the information to inform planning and decision-making?
- What steps do you take to tackle differences in patterns of employment between staff from different racial groups (for example in grade, types of contract, or other terms and conditions)? Do you use targets or positive action?
- How do you make sure departments give their staff the support they need?

## **H. Policies on working with communities**

- How do you work with different sections of the community to make them aware of the benefits of diversity, and to help them tackle racism and racial discrimination?
- How do you make sure public information and material is written clearly and is available (where necessary) in languages other than English, and in special formats?
- How do you make sure that premises and facilities that have been designated for public use are fully accessible to, and can be used by, everyone in the community you serve?

## **I. Policies on procurement and outsourcing**

- How do you make sure you are meeting the general duty in functions that are relevant to the duty and that you carry out under contract or under other service agreements?
- How do you take account of race equality in your contractual or other arrangements for delivering services?
- What sanctions do you take against contractors or providers of services who do not follow your race equality policy? What procedures do you have for this?

## **J. Policies on quality assurance**

- How do you assess and evaluate your performance and effectiveness in eliminating racial discrimination and promoting race equality and good race relations?
- How do you use race equality benchmarks, targets and performance measures?
- How do you encourage students and staff to comment on your performance in promoting and achieving race equality? How do you use this feedback?
- How do you use the results of the monitoring and assessment you carry out to promote race equality in your strategic plans?

## Where to get more help

If you need more help with your race equality policy, or with meeting your other duties, please contact any CRE office or the Equality Challenge Unit (ECU). The ECU has produced guidance on race equality policies, which complements this guidance. Both the CRE and the ECU can provide advice and support with policy development and implementation.

The higher education funding councils have duties placed on them by the amended Race Relations Act that will impact on higher education institutions. Contact the higher education funding councils, or the ECU for further information.

Racial equality councils (RECs) may be able to give you advice and support in the area of race equality. You can find their addresses and phone numbers on our website ([www.cre.gov.uk](http://www.cre.gov.uk)) or in your local phone book.

### Contact numbers

**Commission for  
Racial Equality**  
[www.cre.gov.uk](http://www.cre.gov.uk)

**Head Office**  
Elliot House  
10 -12 Allington Street  
London SW1E 5EH  
☎ 020 7828 7022

**London & South of England**  
☎ 020 7821 2240

**Birmingham**  
☎ 0121 710 3000

**Leeds**  
☎ 0113 389 3600

Manchester  
☎ 0161 835 5500

**Scotland**  
The Tun, 12 Jackson's Entry  
Off Holyrood Road  
Edinburgh EH8 8PJ  
☎ 0131 524 2000

**Wales**  
Capital Tower (3rd floor)  
Greyfriars Road  
Cardiff CF1 3AG  
☎ 02920 729 200

**Equality Challenge Unit**  
[www.ecu.ac.uk](http://www.ecu.ac.uk) (being developed)  
4, Tavistock Place  
London, WC1H 9RA  
☎ 020 7520 7060

#### HIGHER EDUCATION FUNDING COUNCILS

**Higher Education Funding  
Council, England**  
[www.hefce.ac.uk](http://www.hefce.ac.uk)  
Northavon House  
Coldharbour Lane  
Bristol, BS16 1QD  
☎ 0117 931 7317

**Scottish Higher Education  
Funding Council**  
[www.shefc.ac.uk](http://www.shefc.ac.uk)  
Donaldson House,  
97, Haymarket Terrace,  
Edinburgh, EH12 5HD  
☎ 0131 313 6500.

**Higher Education  
Funding Council, Wales**  
[www.elwa.ac.uk](http://www.elwa.ac.uk)  
Linden Courts, The Orchards,  
Ilex Close, Llanishen,  
Cardiff, CF14 5DZ  
☎ 029 2068 2224.

