

Race Equality Policy and Scheme

2008-2010

Contents

Foreword	1
Introduction	2
Section One	3
1.0 The national context	3
1.1 The local context	3
Section Two	4
2.0 University of Bradford Race Equality Policy	4
Section Three	7
3.0 Reporting progress	7
Section Four	11
4.0 Communication and consultation arrangements	11
Section Five	12
5.0 Publishing	12
5.1 Feedback	12
5.2 Dealing with complaints	12
Section Six	13
6.0 Monitoring, evaluation and review	13
Section Seven	14
7.0 Priorities that underpin the Race Equality Action Plan	14
Appendices	15
Appendix A	15
University of Bradford - Race Equality Action Plan 2008-2010	15
Appendix B	20
Race Equality Scheme communication and consultation schedule	20
Appendix C	21
Glossary	21

I am delighted to welcome and endorse the new University Race Equality Scheme, which I hope will provide all those who study and work in the University with reassurance that we are fully committed to promoting an inclusive and supportive environment for everyone. I hope too that the publication of our statement and policy will provide the opportunity for all of us to reflect on what we can do as individuals and groups to help encourage, develop and promote race equality throughout the University.

Professor Mark Cleary
Vice-Chancellor

Welcome to the University of Bradford's Race Equality Scheme (2008-2010) which is both a strategy and action plan, outlining the journey from where we are now to where we want to be and the steps we need to take to get there.

We first published a Race Equality Policy in 2001 and this is its first full revision. The Race Equality Scheme forms an integral part of the wider equality and diversity strategy, ensuring that race equality is at the heart of everything the University does.

The publication of this scheme provides a welcome opportunity for consultation both inside and outside the University, to review and improve our performance on race equality and to promote equality of opportunity for all. This scheme will continue to underpin and embed the commitment of the University to confront inequalities and celebrate diversity.

I am pleased to support the scheme, which will benefit staff, students and all the partners we work with.

Professor Uduak Archibong
Diversity and Race Equality Champion

Introduction

University of Bradford – Making Knowledge Work

The University of Bradford has a long history of engagement with equality and diversity issues and has made strenuous efforts to promote equality in all aspects of its activities including policy, practice and implementation. Given the University's diverse student and staff body, equality and diversity are at the heart of all aspects of work. As an organisation situated within the multi-cultural and multi-racial city of Bradford, the University is fully committed to putting in place progressive structures and systems to ensure that racial equality is an integral part of its business and can be evidenced by the actions of all students, staff and others associated with the University.

Since developing the initial Race Equality Policy and Action Plan in 2001 the University has been implementing and reviewing its action plan which has been monitored annually by the Equality and Diversity Committee (EDC). There have been a number of developments since the initial Race Equality Policy and Action Plan was published which have had an impact on the way in which the University implements race equality and diversity. These include:

- the changing staff and student profile¹
- the increasing importance of partnership work
- the development and implementation of the Disability² and Gender³ Equality Schemes
- the increasing diversity of local black and minority ethnic communities

Hence, the University of Bradford's Race Equality Scheme incorporates the strategic, policy and implementation process in response to the Race Relations (Amendment) Act (RRAA) 2000. The scheme presents the University's approach to meeting both its general and specific duties.

There is a clear commitment in the University's corporate strategy 04-09 to actively promote race equality. The University's core value "Confronting Inequality: Celebrating Diversity" supports the delivery of the Race Equality Policy and the importance of the RRAA 2000 general and specific duties in all areas of activity.

The following corporate objectives underpin the University's approach to race equality:

- achieving growth in student numbers
- extending opportunities for research innovation and knowledge transfer
- enhancing the distinctive learner experience
- supporting and developing staff
- working and learning in a diverse community
- widening participation, achievement and social inclusion
- ensuring a university at the heart of its communities⁴

¹ www.bradford.ac.uk/admin/qualopp/statistics/annual_profile.pdf

² www.bradford.ac.uk/admin/disab/des/

³ www.bradford.ac.uk/equality/policies/ges.php

⁴ www.bradford.ac.uk/corporateplan

1.0 The national context

The Race Relations (Amendment) Act 2000

The Race Relations Act 1976 provides a legislative base for anti-racist policies within the UK. The 1976 Act was significantly strengthened, as a result of recommendations that came out of the Macpherson Report (March 1999) on the Stephen Lawrence murder inquiry, by the Race Relations (Amendment) Act 2000. A “racial group” in the 2000 Act is a group of people defined by colour, ethnicity, race, nationality, national or ethnic origins. The new anti-discrimination provisions and the general duty for public authorities listed in the 2000 Act came into effect on 2 April 2001.

The RRAA introduced a new statutory three-part complementary **general duty** on all public authorities, including educational institutions:

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

Since our first Race Equality Policy and Action Plan, there have been some significant Government developments in the field of equalities. These include:

- the Equalities Act 2006 which set up the Equalities and Human Rights Commission, bringing together all equality strands within a human rights framework
- the Equalities Review of the causes of persistent discrimination and inequality in British society
- the Discrimination Law review, aiming to develop a simpler legal framework for equalities
- the Commission on Integration and Cohesion, set up to produce practical proposals for building integration and cohesion at a local level

All of these developments have to be taken into account in the University of Bradford’s development of its new Race Equality Scheme.

The Race Equality Scheme sets out the University’s position in relation to meeting its obligations under the Race Relations (Amendment) Act 2000. The introduction of the new general duty under the RRAA 2000 strengthens the University’s position in promoting racial equality, equality of opportunity and respect for ethnic diversity.

1.1 The local context

The University of Bradford has over 10,000 students studying a range of courses within its academic schools. Recent trends show that increasing numbers of students are choosing to study locally and this has enhanced the University’s links with the local and regional population. The University has one of the highest proportions of students from lower socio-economic groups and is a national leader in widening participation. It also attracts a significant proportion of international students. In an average year over 100 different nationalities are represented in the Bradford student population. The University is also one of the largest local employers, offering a range of job roles.

The University plays a leading role in partnership with the city and region to extend educational aspirations, raise standards and contribute to economic, social and urban regeneration. The partnerships and collaborative work with schools and further education colleges to establish educational ladders of opportunity are firmly embedded. The University engages in community collaboration in order to encourage people and organisations to understand and benefit from working in a culturally diverse community.

Bradford has a population which, uniquely among major UK cities, remains broadly static. It is diverse in profile with 22% of the population from black and minority ethnic (BME) backgrounds compared with a national figure of 9.9%, according to the census 2001. Pakistanis constitute 14.5% of the 22% BME populations, and 3.19% of the Bradford population as a whole. A significantly higher proportion of Year 11 students from BME backgrounds continue in full time education compared to white students and university application rates from Asian young people are almost three times higher than for the population as a whole.

Section Two

2.0 University of Bradford Race Equality Policy

The University of Bradford Race Equality Policy sets out how the University intends to meet both its general and specific duties. The policy informs the University's planning process and the Race Equality Action Plan (see Appendix A) for putting the policy into practice.

2.1 Race Equality Policy Statement

The University of Bradford, as part of its core commitment to promoting equality and diversity as well as an inclusive and supportive environment for students, staff and others closely associated with it, commits itself to:

- eliminating unlawful racial discrimination
- promoting equality of opportunity, and
- promoting good relations between people of different racial groups

2.2 Principles that underpin the University's commitment to its Race Equality Policy

The principles that underpin the University's commitment to its Race Equality Policy include to:

- support leadership and management to promote and champion race equality
- create a work and study environment that values diversity and respects difference
- support an inclusive learning and teaching environment
- take specific actions to address differences between student racial groups in terms of recruitment, progression and attainment
- attract and retain a diverse skilled workforce which is representative of the communities that it serves
- ensure staff and students receive training on race equality issues to prevent direct and indirect racial bias
- develop targeted positive action initiatives to support progression of BME staff and students

2.3 Implementation

The processes that will be used for the implementation of the Race Equality Policy will include:

- schools and directorate objectives and actions linked to the Race Equality Policy and Action Plan
- corporate and strategic annual monitoring and review of the school/directorate objectives
- annual monitoring and review of the Race Equality Action Plan 2008-2010 as part of the corporate and strategic process to assess the University's performance

2.4 Race equality functions with high relevance to the University of Bradford

Particular priority will be given to the following functions which are seen as having high relevance to race equality: learning, teaching and the curriculum; student assessment and progress; student recruitment, admissions and access; student support

and guidance; quality assurance; staff recruitment and management, including professional, personal and career development; discipline, grievance and appeals; the quality of the learning, living and working environment; partnerships and community links; procurement and outsourcing; institutional management and governance.

2.4.1 Complying with the requirements of race relations legislation

The Senate and Council are responsible for ensuring that the institution complies with the requirements of race relations legislation, including the general and specific duties arising from the Race Relations (Amendment) Act 2000.

2.4.2 Identifying specific actions, including targets and timescales, to put this policy into practice in the corporate strategy

The University will develop a Race Equality Action Plan to support the implementation of the Race Equality Policy requirements.

The Balanced Scorecard (BSC) will be used to monitor race equality performance.

2.4.3 Assessing the impact of policies on students and staff from different racial groups

The University will assess the race equality impact of its policies, practices, provisions and procedures in accordance with the guidance specified to meet this specific duty. The Impact Assessment Steering and Monitoring Group (IASMG) will undertake a formal and comprehensive review of the institutional and school/directorate lists of functions for impact assessment. It will support an institutional approach to equality-proof potential discriminating policies, practices and procedures. The IASMG will monitor and assess the progress and effectiveness of the policies, procedures and actions, particularly their impact on staff, students and others from different racial groups.

The University has developed guidance to support the completion of equality impact assessments.⁵ The University's impact assessment guidance extends beyond race including age, disability, gender, religion and belief and sexual orientation.

2.4.4 Student experience

The University has a well developed learning, teaching and assessment strategy. The following are integral components of the University's distinctive learner experience approach:

- curriculum framework
- personal development planning
- assessment
- e-learning
- diversity and inclusion
- student progress and achievement
- employability

⁵ www.bradford.ac.uk/admin/qualopp/impact/

2.4.5 Quality assurance

The University follows the internal and external quality assurance procedures in accordance with University regulations.

2.4.6 Building a diverse workforce

The University has a human resource strategy - Supporting and Developing Staff – that incorporates the required race equality objectives.

2.4.7 Training and development

The University has developed training courses either focused on or incorporating race equality issues. The Diversity in the Workplace module is statutory legislative training for staff at the University of Bradford.

2.4.8 Dealing with complaints

Any complaints about how the University is meeting its duties to promote race equality will be dealt with through its complaints procedures in accordance with the University of Bradford's Equality and Diversity Policy
www.bradford.ac.uk/admin/equalopp/policies/

2.4.9 Racial harassment and bullying⁶

The University will take action to prevent racist behaviour against individuals or groups, including racial harassment and bullying; to deal promptly with any incidents that do arise and are reported, in accordance with its Personal Harassment and Bullying Policy and formal complaint/grievance procedures; and, to record and monitor such reported incidents and report on these annually to the Equality & Diversity Committee (EDC).

Racial harassment could include any behaviour which causes discomfort, intimidates or offends or which incites others to do so (derogatory names, insults, racist jokes or ridiculing cultural difference); the display or circulation of offensive material, including racist graffiti, electronic mail or information published through the Internet; verbal abuse and threats of physical attack.

2.4.10 Community engagement

The University will consult and communicate with a range of representatives from the local communities, including people from diverse racial groups, in the development of the Race Equality Policy and Scheme.

2.4.11 Procurement and outsourcing

The University has a responsibility to promote race equality in all of its procurement and contracting arrangements under the RRAA 2000. For the University's guidance and implementation process refer to the website.⁷

2.4.12 Staff and student monitoring

The University will undertake annual staff and student monitoring to assess the impact of its activities on all racial and national groups. The University will follow the Commission for Racial Equality monitoring guidance.

The University of Bradford will collect the staff and student monitoring data annually in order to:

- analyse the data, assess the impact of the monitoring exercise and identify any patterns of inequality and the reasons for them
- recommend action to remove any barriers and promote equality of opportunity
- publish an annual staff and student profile
- advise and support schools and directorates in making appropriate adjustments

2.5 Responsibilities

The **University Council** (and its policy committees) has overall responsibility for ensuring that this policy and the scheme including the action plan are followed, and that the University meets its legal obligations arising from the Race Relations Act 1976, as amended by the Race Relations (Amendment) Act 2000, particularly the general and specific duties defined under the Act, and other relevant legislation. In addition, supported by appropriate committees, it has particular responsibility for ensuring that the University's employment, student, financial and procurement policies, procedures and practices promote race equality and avoid racial discrimination.

The **Senate** (and its policy committees) is responsible for ensuring that academic policies and procedures avoid racial bias between student racial groups in terms of recruitment, progression and attainment.

The **Equality & Diversity Committee**, a joint committee of Senate and Council, is responsible for the development, implementation, monitoring and review of policy, planning, procedures and practice to support race equality.

The **Vice-Chancellor** is responsible for demonstrating commitment to, and providing leadership in, promoting race equality, for ensuring that the Race Equality Policy and Action Plan are implemented effectively and that managers at all levels are aware of their responsibilities in this area, receive appropriate training and support and carry out these responsibilities satisfactorily.

The **Pro-Vice-Chancellors**, and other designated officers, are also responsible for demonstrating commitment to, and providing leadership in, promoting race equality, and specifically for ensuring that policies within the area of their remit promote race equality and are not racist in their effect.

The **University Secretary** has responsibility for ensuring that the University has policies and procedures that comply with the Race Relations (Amendment) Act 2000.

Deans and Directors are responsible within their schools/directorates for leading the implementation of the Race Equality Policy and action planning in relation to staff and student matters.

⁶ www.bradford.ac.uk/admin/equalopp/policies/HarassmentandBullyingPolicy07.pdf

⁷ www.bradford.ac.uk/admin/purchasing/uni/race

Section Two

The **Race Equality Champion** is responsible for taking the lead on race equality issues, relating to both students and staff, at senior management level.

Managers have a responsibility for managing staff in a manner consistent with the University commitment to equality and diversity and in ensuring that the disciplinary, grievance and complaints procedures are implemented fully and fairly in dealing with complaints of racial discrimination, including harassment and bullying.

2.6 Breaches of this policy

The University will take action against anyone who does not comply with the University's Race Equality Policy and procedures. Students, staff and people closely associated with the work of the University, including visitors, contractors, consultants and suppliers, are expected:

- to show respect to others whatever their race, colour, nationality (including citizenship) culture, or ethnic origin (all racial groups are protected from unlawful racial discrimination under the RRAA 2000)
- to be able to identify incidents of racism, including racial harassment, towards individuals or groups
- to take appropriate action to prevent or report such incidents
- to participate in any training activity provided by the University related to racial equality and preventing racial discrimination

2.7 Review and monitoring

The Race Equality Policy will be reviewed every three years in conjunction with the Equality and Diversity Policy. The University committees that will monitor and review the Race Equality Policy and Action Plan include:

- Council and Senate
- Equality and Diversity Committee
- Academic Strategy and Performance Committee
- Impact Assessment and Monitoring Steering Group
- Learning and Teaching Committee
- Student Union Executive
- campus trade unions

2.8 Communications and publishing

The University is committed to using a variety of means of communication to widely disseminate the content of the Race Equality Policy and Scheme. This includes email correspondence through the staff and student briefings, items in the University student and staff newsletters, regular updates on the equality website, and specific briefings and training. The communications are targeted at all students, staff and people closely associated with the work of the University, including visitors, contractors, consultants and suppliers, and external key stakeholders. The Race Equality Policy statement will be published, along with the University's Equality and Diversity Policy statement, in all the main University publications, including

student prospectuses and staff recruitment documentation. The full Race Equality Policy Statement, Scheme and Action Plan will be posted on the University website and notified to all staff and students.

This policy statement should be read in conjunction with the University's overall equality and diversity policy, and personal harassment and bullying policy and procedures, which include specific reference to racial harassment.

3.0 Reporting progress

The University has worked hard to embed equality, including race equality, through its mainstream planning processes. All academic departments and administration departments have had Equality Action Plans since October 1999. The strategic planning process is used by all schools/directorates to describe how they intend to address and embed race equality at school/directorate level to effectively contribute to the University's overall equality and diversity corporate objectives.

In 2003 ECU managed a "Review of Progress in Race Equality" of a sample of 55 English higher education institutions on behalf of the Higher Education Funding Council for England to learn how institutions had implemented the Race Relations (Amendment) Act 2000 and what outcomes had been achieved. The University of Bradford was one of the selected higher education institutions.

The review commissioned by HEFCE/ECU and conducted by OPM reported that "Bradford is proving very successful in achieving its commitment to 'Confronting Inequality: Celebrating Diversity'. Bradford is keen to enable all schools and planning units to be in a position to be clear about how far they can contribute to the University-wide targets by setting and fulfilling their own targets. The institution has placed the focus on creating ownership in terms of developing and monitoring progress at the department and planning unit level. Race equality and diversity training has been extensively used as a vehicle for increasing awareness and skills of key staff. The institution has been able to meet targets such as raising the overall proportion of ethnic minority students to 44% - ahead of schedule and above national standards. We commend the University for its impressive progress in embedding a vision and commitment to fostering racial diversity." (OPM 2004).

The following paragraphs demonstrate the University of Bradford's key achievements in relation to implementing race equality. Details on progress in relation to the Race Equality Action Plan are available for 2004-07.⁸

3.1 Progress on equality impact assessment

Equality legislation has introduced a legal requirement for all universities to undertake equality impact assessments (Race Relations Amendment Act 2000, Disability Discrimination Act 2005, Equality Act 2006). An equality impact assessment (EIA) is a means of considering the University's policies, processes and criteria and how they affect, or potentially affect, staff and students in terms of race, disability, gender, age, sexual orientation and religion and belief.

As well as being a legal requirement, the EIA is a method through which the University can achieve key equality goals and support its stated core values of equality in work and study. These have a

direct impact on future recruitment, helping the University remain attractive both as a place of employment and a centre of study.

To date, the University has made progress by:

- developing guidance and a framework for carrying out equality impact assessments at the University
- providing guidance and documentation online and reviewing this in the light of feedback and experience
- producing a list of key policy areas for impact assessment
- training staff in schools and directorates
- establishing a target in the University's Balanced Scorecard for the number of EIAs to be completed by each school and directorate
- establishing an Impact Assessment Steering and Monitoring Group
- agreeing a "buddy" system between schools and directorates to help evaluate completed assessments and share best practice
- ensuring that policy papers presented to any University committee or sub-committee are equality impact assessed prior to approval

3.2 Widening participation

The University Bradford has continued to be one of the most socially inclusive universities in the UK. The following areas of work and achievement demonstrate the University's commitment to widening access and race equality. (See "Widening Participation" report 2005-06⁹)

The School of Lifelong Education and Development has been at the leading edge in developing approaches to supporting an increasingly ethnically diverse student body. In addition, Bradford has continued to be one of the top universities in Yorkshire for graduate employment. The following four areas have been the focus of the University of Bradford's strategic approach to widening participation:

- raising aspirations and attainment - pre-entry work with young people
- the University at the Heart of its Communities - work with adults and the wider community
- learning and teaching support - developments to support the first year experience
- employability - continued achievement to graduate employment

3.3 Learning, Teaching and Assessment Strategy, 2005-09¹⁰

Diversity and inclusion are among the key objectives that have been included as part of the Learning, Teaching and Assessment Strategy, 2005-09. These objectives have supported embedding diversity and inclusion as part of the curriculum, for example, by improving knowledge and skills linked to personal and professional development.

⁸ Equality Unit - equality@bradford.ac.uk

⁹ www.bradford.ac.uk/sled/awp

¹⁰ www.bradford.ac.uk/admin/acsec/QA-HbK/LTAS

Section Three

3.4 Extending opportunities for research innovation and knowledge transfer

The University of Bradford works with the full spectrum of businesses from SMEs to multi-nationals. These include, particularly in a local context, ethnic minority owned businesses. The University is Customer 1st accredited across all its business work. This ensures high professional standards and a real focus on what the customer actually wants. The University is represented at local business groups such as the Great Horton Business Forum.

3.5 A University at the heart of its communities

The Centre for Community Engagement (CCE) was set up in 2005 to support University staff and people from the local communities to work more closely together for mutual benefit.

Community engagement builds partnership and shared objectives based on mutually recognised and valued community and university strengths. This is at the heart of the effort to break down barriers between academia and the community, encouraging mutual respect and building shared approaches to the challenges facing the district. There have been debates, discussions and events that have contributed to the commitments made in this policy, focusing on cohesion, wellbeing and sustainability.

For example, the Programme for a Peaceful City (PPC) has arisen in response to the Bradford District Race Review (Ouseley Commission of July 2001). The PPC has striven to provide safe spaces to hold debates on cohesion, multiculturalism, integration and segregation.

In addition, CCE has worked in collaboration with other organisations in the city to coordinate a programme of events to celebrate race equality and diversity. These have included an annual celebration of Black History Month, Reflecting on the Past - Looking to the Future, commemorating the 2007 bicentenary of the abolition of the slave trade.

3.6 Supporting and developing staff

The HR strategy¹¹ key objectives related to race equality have been to:

- achieve a staff profile which reflects the communities that the University serves
- ensure that staff are aware of equality legislation
- carry out a programme of race equality impact assessments
- oversee the review and implementation of the Race Equality Policy and Scheme

The University has made continuous progress in embedding and achieving race related outcomes in employment. Key outcomes include:

- annual staff profile published, including race equality targets

- Diversity in the Workplace e-learning module for staff - 60% staff completion rate
- equality impact assessment guidance developed and being implemented
- consultation on race equality improved by establishing the Race Equality Staff and Black Student forums

3.7 Cultural Understanding in Leadership and Management (CULM) development programme for BME middle managers

Whilst the University is seeing year-on-year improvement in the diversity of its staff and student profiles, there is progress still to be made to ensure better representation at all staffing levels, particularly in management roles. In order to optimise the benefits of its diversity, the University set up the Cultural Understanding in Leadership and Management (CULM) scheme to address the imbalance at middle and senior management levels and widen participation in decision-making bodies in the University. The scheme involves pairing senior leaders/managers with senior staff who are women and/or from black and minority ethnic backgrounds, to offer personal "mutual" learning. The programme differs from traditional mentoring in that learning by the more senior person is a key part of the process, and differences in background and perception provide much of the basis for learning exchange.

3.8 Research

The University of Bradford is proud of its reputation in undertaking cutting edge applied academic research in the area of race equality and diversity. The majority of the research in this area is concentrated in research centres including:

The **Centre for Inclusion and Diversity**, located within the School of Health Studies, which aims to consolidate and facilitate the development of applied research on inclusion and diversity. The centre acts as a resource for researchers, educationalists and clinicians and to provide a forum for consultation and dialogue on inclusion and diversity.

Priorities include workforce diversity in health and education, inequalities in health and social care, ethnicity and health, cross-cultural negotiation of community / family access to, and engagement in, public services, culturally sensitive measurement and psychometrics, trans-cultural leadership.¹²

The **Ethnicity and Social Policy Research Centre (ESPR)**, located within the School of Social and International Studies, which is an established and recognised centre for research based at the University of Bradford. The centre has more than four decades of sustained activity within social sciences at the University of Bradford and with international colleagues. The centre has continued its historical concerns with, and commitments to, exploring the interface of ethnicity and gender in the British, and local, contexts. Research is organised around five programmes:

¹¹ www.bradford.ac.uk/admin/personnel/HRstrategy

¹² www.bradford.ac.uk/acad/health/research/cid/

- multiculturalism
- ethnicity and nationalism
- religion
- trans-nationalism
- families, ethnicity and identity

The **Centre for Entrepreneurship and Entrepreneurial Management (CEEM)**, located within the School of Management, which helps to provide West Yorkshire's smallest companies with the expertise they need to grow. The centre brings together academics with a long track record of delivering research on ethnic-minority businesses to blue-chip and public-sector organisations.

The centre works closely with the University's research and knowledge-transfer support services and its Centre for Community Engagement, the School of Management's SME Knowledge Network, Innovation Network and its European Centre for Total Quality Management.

The **International Centre for Participation Studies**, located within the School of Social and International Studies, which provides a focus for research and teaching on the relationship between political participation and peace. The centre works at the local, regional and global levels.¹³

3.9 Research Assessment Exercise

The University Research Assessment Exercise Code of Practice¹⁴ includes clauses on racial equality. In addition to the Code of Practice Statement of Intent, documents describing processes for selection of staff for inclusion in RAE 2008 have been developed. These documents are based around the University Code of Practice and the HEFCE Guidance on Submissions document and also the individual panel/sub panel criteria and working methods documentation¹⁵. Staff involved in any of the decision-making or judgements of the RAE 2008 process have undertaken the Diversity in the Workplace e-learning module as a core training module and received equality briefings.

3.10 Staff satisfaction surveys

Since the University's initial experience with the first staff and student surveys in 2002, the Student Experience and Staff Satisfaction Surveys (2004 and 2007) questions have been improved and extended. The Staff Satisfaction Survey 2007¹⁶ included specific questions in relation to race and other areas of equality. Overall satisfaction ratings for how the University is dealing with equality and diversity issues have increased dramatically from 53% of staff in 2004 to 72% of staff today indicating that they are satisfied.

3.11 First year student experience survey

The Learner Development Unit (LDU) is conducting ongoing research into the experience of first year students at the University of Bradford. The purposes of this research are to:

- understand what issues might affect new first year students
- identify where the University might need to improve provision, and how this could be achieved
- understand how students adapt to studying at the University
- identify levels of engagement with the University
- identify potential trends between previous study and engagement with the University
- inform the development of induction and retention strategies at the University

3.12 Participation in national and regional initiatives

3.12.1 Race for Opportunity (RFO)

The University of Bradford has been a member of Race for Opportunity since 2001 and participated in the RFO benchmark exercise in 2002, 2004 and 2006. The campaign works in partnership with organisations to help improve the business benefits of implementing an effective race and diversity action plan.

Race for Opportunity works with affiliated organisations across four key areas of business activity which demonstrate the business case for working on race in the UK and globally:

- **employment**, including recruitment, selection, progression and retention
- **marketing** to ethnic minorities as profitable consumers
- working with ethnic minority **small businesses**
- diversity-proofing **community involvement** programmes to include ethnic minority community activity

3.12.2 Higher Education Implementation Project (April 2003 - Dec 2005)

The University participated in the HE Implementation Project, supported by ECU and CRE. The project aims were to support the work of the University to:

- review main policies, procedures and processes with relevance to race equality and impact assessment
- identify main policies, procedures and processes by reference to the main functions of the University's RRAA action plan
- establish priority areas for assessing impact, with priority given to those functions policies and practices where race equality is both particularly important and there is clear relevance to the University's general and specific duties
- develop a systematic process for race equality screening and impact assessment
- undertake dialogue with BME representatives on establishing ongoing consultative arrangements
- undertake internal consultation with BME staff and students

3.12.3 Pilot scheme to create a regional network of staff advisory groups, supporting black minority ethnic, women, disabled and lesbian, gay, bi-sexual and transgender staff (December 2005 - December 2007)

¹³ www.bradford.ac.uk/acad/icps/

¹⁴ www.bradford.ac.uk/rkts/includes/content/RAECodeofPractice211106.pdf

¹⁵ www.bradford.ac.uk/rkts/researchsupp.php?content=SOI

¹⁶ www.bradford.ac.uk/lss/learnerdevelopment/fyesurvey/survey.php

Section Three

The University of Bradford participated in this project that was developed by Liverpool John Moores University and funded by the Leadership Governance and Management Fund of the Higher Education Funding Council for England. It started in December 2005 and finished in December 2007.

The project aimed to set up staff advisory groups linked in “two sub-regional networks, of around eight higher education institutions each”. The sub-regional networks linked staff advisory groups in these HEIs to others in the region. The staff advisory groups that the project focused on were:

- black and minority ethnic staff (BME)
- disabled staff
- women staff
- lesbian, gay, bisexual and transgender staff (LGBT)

4.0 Communication and consultation arrangements

The communication and consultation schedule (see Appendix B) will be implemented to communicate and consult in the most effective way possible both internally and externally. We will contact all relevant key stakeholders and notify them that our Race Equality Scheme is accessible for consultation, together with an online questionnaire to provide feedback. We will ensure that the Race Equality Scheme and the feedback questionnaire are made available in alternative accessible formats.

Following consultation with staff and students and liaison with trade unions, the University of Bradford Race Equality Scheme will be presented to Senate and Council for approval.

Section Five

5.0 Publishing

The Race Equality Policy and Scheme will be accessible and promoted by the following methods:

- on the equality and diversity web page
- in hard copy
- in alternative formats, upon request to the Equality Office
- in student and staff briefings
- in staff assemblies
- during new staff inductions
- through staff equality networks
- in freshers' information packs
- through marketing campaigns

5.1 Feedback

The University of Bradford is constantly striving for continuous improvement and encourages feedback on its race equality work. There is a link from the website www.bradford.ac.uk/equality to facilitate people making comments and suggestions. The Equality Office always respond to such feedback.

5.2 Dealing with complaints

Any complaints about how the University meets its duties to promote race equality will be dealt with through the University of Bradford's complaints procedures.

6.0 Monitoring, evaluation and review

The Race Equality Scheme will be monitored throughout each year and reviewed annually on a formal basis. The review will be reported through the University committees shown below to the Senate and Council in their final meetings of the academic year. Ongoing review will be undertaken with student applicants, students, staff and other key stakeholders as appropriate.

The University committees that will monitor and review progress are:

- Equality and Diversity Committee
- Academic Strategy and Performance Committee
- Impact Assessment Steering Group
- Learning and Teaching Committee
- Students' Union Equal Opportunities Committee

Designated officers will take lead responsibility for the monitoring and review reports to the University committees.

Section Seven

7.0 Priorities that underpin the Race Equality Action Plan (see Appendix A)

The following five priorities influence the action and form the core of the University of Bradford's approach to its Race Equality Policy and Scheme.

7.1 Assessing and monitoring of services and policies

Ensure that all relevant functions are assessed for their likely impact on race equality.

Ensure that a race action plan forms part of each school's/directorate's main work plan and is regularly monitored.

Ensure that ethnic origin data is used to monitor the impact of staff and student services.

Ensure that race equality is promoted to staff, students and external key stakeholders.

Ensure that there are good communication and consultation processes for staff, students and external key stakeholders.

7.2 Arrangements for publishing assessment, consultation and monitoring

Publish the Race Equality Scheme, Policy and Action Plan.

Publish workforce and student monitoring data.

7.3 Arrangements to ensure access to information and services

Ensure that staff, students and external key stakeholders are able to access services without racial bias.

7.4 Arrangements for ensuring that all staff understand their responsibilities

Ensure that policies and procedures are in place to promote race equality.

Develop staff with the skills and knowledge to promote race equality.

7.5 Implementing the specific employment duties

Make the University's workforce and students representative of the communities that it serves.

University of Bradford – Race Equality Action Plan 2008-2010

No: Action	Outcome	Led by	Timescale
1. Leadership and governance Annual report to Senate and Council on the Race Equality Policy and Scheme Review and address the BME representation on main University committees, including Senate, Council and school/directorate level committees Ensure high level focus and representation of race equality issues through the appointment of Diversity and Race Equality Champion made on a three year secondment	Annual Progress Report	Equality Unit	Annually
	Annual Monitoring Report to be presented to EDC. Targets to be devised and agreed. To be reviewed annually	Nominations Committee Deans/directorates	Ongoing annually
	Annual review and report on progress	Race Equality Champion/MC	Annually
2. Assess the impact of policies on students and staff from different racial groups Review EIA guidance and process in line with national guidance Identify policies and procedures having relevance to race All new policy at institutional and schools/directorate level to be impact assessed Ensure continual progress by school/directorates in EIA through the EIA Steering and Monitoring Group by setting targets for EIA at University and school/directorate level Review policies on student complaints, appeals, mitigating circumstances and professional practice and procedures for cultural bias Analyse progression and achievement data by student ethnicity to ensure fairness of treatment and opportunity to succeed Deliver equality impact assessment briefings and training to staff responsible for policy development Support the EIA "buddy" scheme at school/directorate level	EIA guidance to be reviewed. Develop an online web-accessible EIA form	Equality Unit	Annually
	Map policies and determine timescale for the BSC	Deans/Directors	Ongoing
	Monitor at school/directorate level	IAS & MG	Annually
	To monitor that good quality, timely EIAs are conducted across the priority areas	Director of HR Deans/directors	Meets quarterly
	Working group to be established to explore issues and actions	PVC Learning & Teaching	2008-09
	Report on data collection and data analysis through EIAs	PVC Learning & Teaching	2008-09
	Monitor staff training	Equality Unit	Annually
	To share examples of best practice in the implementation of EIA	Equality Unit	2008-09

Appendix A

No: Action	Outcome	Led by	Timescale
3.	<p>Student experience</p> <p>To raise aspirations and attainment of students To provide learning and teaching support</p> <p>To increase employability of students</p> <p>To improve retention-of-student targets To participate in the National Student Survey</p> <p>Develop an Integration and Cohesion on Campus strategy</p>	<p>Dean of SLED/ Diversity</p> <p>Race Equality Champion</p> <p>Director of Student Engagement</p> <p>PVC Learning & Teaching</p>	<p>Annually</p> <p>Annually</p> <p>2008-2010</p>
4.	<p>Student and staff monitoring</p> <p>To analyse racial group data on students by domicile, ethnicity and country of origin</p> <p>Co-ordinated approach to collecting and reporting student ethnic group monitoring statistics to include international and post-graduate students</p> <p>All staffing processes to be monitored with respect to racial groups and job family</p>	<p>Director of Academic Administration</p> <p>Head of Registry</p> <p>Personnel Equality Unit</p>	<p>Annually</p> <p>Annually</p> <p>Annually</p>
5.	<p>Building a diverse workforce</p> <p>The HR strategy www.brad.ac.uk/admin/personnel/HRstrategy</p> <p>To achieve the following key targets related to race equality objectives:</p> <p>Achieve a staff profile which reflects the communities that it serves</p> <p>Engagement and consultation with BME staff - Race Equality Staff Forum (RESF)</p> <p>Develop a targeted positive action mentoring scheme for administrative posts</p>	<p>Director of HR/ Equality Unit</p> <p>Head of Personnel/ deans/directors</p> <p>Chair of RESF/ Equality Unit</p> <p>Head of Equality</p>	<p>Annually</p> <p>Annually</p> <p>Ongoing</p> <p>2009-10</p>

No: Action	Outcome	Led by	Timescale
<p>6. Training and development</p> <p>Ensure that staff are aware of the equality legislation Diversity in the Workplace e-learning module for staff</p> <ul style="list-style-type: none"> ■ To be included in the induction of new staff and new managers ■ To be included in the training programme for staff recruitment and selection <p>Review and implement equality and diversity training and development provision</p> <p>To encourage BME staff to participate in mainstream staff development programmes and develop bespoke training</p> <p>Deliver a targeted leadership and management scheme to increase representation of BME in management positions and progression into the leadership and management programmes</p> <p>To conduct staff perception survey to include race equality questions</p>	<p>Monitor staff completion of Diversity in the Workplace, e-learning module</p> <p>Report to EDC/Staff Development Committee</p> <p>Monitor and increase the number of BME staff participating</p> <p>Annual report on Cultural Understanding and Leadership and Management</p> <p>To communicate on the outcomes. To develop actions on areas highlighted as key concerns</p>	<p>Equality Unit</p> <p>Head of Equality/ Staff Development</p> <p>Staff Development</p> <p>Race Equality Champion</p> <p>Staff Development/ Equality Unit</p>	<p>Annual</p> <p>September 2008-09</p> <p>Annually</p> <p>2008-09</p> <p>Every three years</p>
<p>7. Complaints procedure</p> <p>Review of employment and complaints procedures within Statute 29</p> <p>Develop a monitoring process on complaints for staff</p> <p>Review of harassment and bullying policy and procedures</p> <p>Develop student complaints procedures to categorise in the following areas:</p> <ul style="list-style-type: none"> ■ academic complaints ■ service complaints ■ financial ■ environmental ■ student behaviour <p>To promote dignity at work and study campaign.</p>	<p>To revise the complaints procedure</p> <p>To develop a means to monitor staff complaints by racial category</p> <p>Development of a dignity at work and study policy</p> <p>Monitor type of complaints and develop appropriate responses</p> <p>Raise awareness and promote zero tolerance</p>	<p>Director of HR</p> <p>Head of Personnel</p> <p>HR/Equality Unit</p> <p>ASSU/EDC</p> <p>Equality Unit/Disability Office/Student Union/TUS/Counselling</p>	<p>2008-09</p> <p>2008-09</p> <p>2008-09</p> <p>Annually</p> <p>Annually</p>

Appendix A

No: Action		Outcome	Led by	Timescale
8.	<p>Purchasing and contracting</p> <p>Suppliers to adhere to the University's contractual agreement to support the promotion of race equality and ensure anti-racial discrimination approach in contracting arrangements for goods and services</p>	Monitor the completion of supplier questionnaire on RRAA	Director of Estates Director of Finance	Annually
9.	<p>Research</p> <p>To implement the UoB RAE 2008 Code of Practice including racial equality</p>	To implement, monitor and report on findings and action plan	PVC Research	2008-09
10.	<p>Learning and teaching</p> <p>To implement diversity and inclusion as among the key objectives included as part of the Learning, Teaching and Assessment Strategy, 2005-09</p> <p>To promote engagement of academics with attainment gap issues in relation to ethnicity</p>	<p>Embed diversity and inclusion as part of the curriculum</p> <p>Establish a working group to develop an action plan to identify the issues in relation to differential attainments at local level</p>	<p>PVC Learning & Teaching/Diversity and Race Equality Champion</p> <p>PVC Learning & Teaching</p>	<p>2008-09</p> <p>2008-09</p>
11	<p>External relations</p> <p>To maintain University membership & representation at national level on race issues</p> <p>Equality Challenge Unit Business in the Community Race for Opportunity Yorkshire and Humber Faiths Forum North East Universities Equality and Diversity Group Higher Education EO Network</p>	To share good practice on race equality with public and private sector	Equality Unit/ HR Department/Diversity and Race Equality Champion	Ongoing
12.	<p>Community engagement</p> <p>Maintain and promote good community relations at different levels on campus, in the city and in the region</p> <p>Celebration of race equality through programme of events</p>	<p>Cross-institutional report and progress</p> <p>Rosa Parks Conference/ Black History Month</p>	<p>VC/MCC SLED/HR Department Schools/Directorates</p> <p>Diversity and Race Equality Champion</p>	<p>Ongoing</p> <p>Annually</p>

No: Action	Outcome	Led by	Timescale
<p>13. Publishing arrangements</p> <p>Include Race Equality Policy in all key promotional materials</p> <p>Inform Equality and Diversity Facilitators' Network/harassment contact persons on race equality matters on campus</p> <p>Review and update equality web-site with specific reference to race equality www.brad.ac.uk/equality</p>	<p>Inclusion of Race Equality Policy in relation to work and study practices</p> <p>Meet three times a year</p> <p>Ensure accessibility of REP and Scheme</p>	<p>HR Department/ Student Administration and Support</p> <p>Equality Unit</p> <p>Equality Unit</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p>14. Review and monitoring</p> <p>To implement identified actions in the Race Equality Action Plan 2008-10</p> <p>To review the Race Equality Policy every three years</p>	<p>Progress report to EDC</p> <p>Senate and Council</p>	<p>Head of Equality</p> <p>Head of Equality</p>	<p>Annually</p> <p>2010</p>

Appendix B

Race Equality Scheme communication and consultation schedule

Draft Race Equality Scheme	
Review current Race Equality Policy and Action Plan	Nov 07 - Feb 08
Draft Race Equality Scheme 2008-10	Nov 07 - Jan 08
Develop Race Equality Action Plan	Nov 07 - Jan 08
Impact assess race equality policy	Feb 08 - March 08
Complete draft RES	Jan 08
Consult staff/students/community	
Schools/directorates- Staff and Student Liaison Committees	Feb 08 - March 08
Online questionnaire via equality@bradford	Feb 08 - May 08
Staff Briefing/Equality website	April 08 - May 08
Staff equality networks - Equality and Diversity Facilitators Community networks - Community associates	Dec 07 - April 08
Race equality on campus - staff perspective	December 07
Race equality on campus - student perspective	Feb 08
Race equality on campus - community perspective	Feb 08 - March 08
Committees	
Race Equality Scheme Development Group	Nov 07/Jan 08 March 08/April 08
Equality and Diversity Committee	5 Feb 08/28 May 08
HR Committee	20 Feb 08
Implementation Performance Group	27 Feb 08
Campus Trade Unions/Student Union Executive	Feb 08 - March 08
Academic Policy Committee	5 March 08
Approval	
Senate	25 June 08
Council	11 July 08

Glossary

A

Adverse impact

A significant difference in patterns of representation or outcomes between racial groups, with the difference amounting to a detriment for one or more racial groups.

C

Consultation

Asking for views on policies or services from staff, colleagues, service-users, or the general public. Different circumstances call for different types of consultation. For example, consultation may include public meetings, focus groups, surveys and questionnaires, and meetings with experts.

D

Direct discrimination

Less favourable treatment of a person on racial grounds compared with the treatment or likely treatment of a person from another racial group in the same or similar circumstances (see also indirect discrimination).

Disparity

A difference in representation or outcomes between different racial groups that may not amount to a detriment for a particular racial group (or groups).

Due regard

The weight given to race equality should be proportionate to its relevance to the three parts of the race equality duty. In practice, this approach means giving greater consideration and resources to functions and policies that have most effect on the public, or on the University's employees.

F

Focus group

Focus group research involves organised discussion with a selected group of individuals, to obtain information about their views and experiences on a particular topic. Focus group interviews are particularly suitable for obtaining several perspectives about a topic.

Functions

The full range of activities carried out by a public authority to meet its duties.

G

General duty

The duty given to public authorities, under Section 71(1) of the Race Relations Act 1976, to have due regard to the need to eliminate unlawful discrimination and to promote equality of opportunity and good relations between people from different racial groups.

H

Harassment

Unwanted behaviour that has the purpose or effect of violating a person's dignity or creates a degrading, humiliating, hostile, intimidating or offensive working environment. Harassment on grounds of race or ethnic or national origin is a specific unlawful act under the RRA. Harassment on other grounds may involve less favourable treatment and may be unlawful direct discrimination.

I

Indirect discrimination

- *Grounds of race or ethnic or national origins*: the use of an apparently non-discriminatory provision, criterion or practice which puts people from a particular race or ethnic or national origin at a particular disadvantage compared with others, unless it can be shown that the provision, criterion or practice is a proportionate means of achieving a legitimate end.
- *All racial grounds (but effectively grounds of colour or nationality)*: the use of an apparently non-discriminatory requirement or condition which applies equally to everyone, but can only be met by a considerably smaller proportion of people from a particular racial group, is to the detriment of someone from that group, and cannot be objectively justified.

M

Monitoring, by racial group

A process for collecting, storing, analysing and evaluating data about the racial groups to which people say they belong, and linking this data and analysis with planning and implementing policies.

P

Policies

The sets of principles or criteria that define the different ways in which an organisation carries out its role or functions and meets its duties. Policies also include formal and informal decisions made in the course of their implementation.

Positive action

Measures that employers and service providers may lawfully take under Sections 35, 37 and 38 of the RRA, to provide people with services that meet any special needs they might have by way of education, training or welfare; or to train or encourage people from a racial group that is under-represented in particular work. In certain limited circumstances, the RRA allows employers and others to take or provide training and encouragement to people of a particular racial group, if they are under-represented in particular work.

Appendix C

Public authority

A body named, defined or described in Schedule 1A to the Race Relations Act 1976 or, depending on the context, a body named, defined, or described in one of the schedules to the Race Relations Act 1976 (Statutory Duties) Order 2001, or the Race Relations Act 1976 (Statutory Duties) (Scotland) Order 2002, and all subsequent Statutory Duties Orders that have been introduced under Section 71(2) of the Race Relations Act 1976. The term includes all central Government departments and their executive agencies and non-departmental governing bodies, all NHS institutions, the governing bodies of schools and further and higher education institutions, the Scottish Executive and the National Assembly of Wales, among others.

Public functions

Activities that affect, or are likely to affect, the public or a section of the public. While only the courts can decide this, public functions would normally not include internal management or contractual matters such as employing staff, purchasing goods, works or services, or buying or selling premises. This term is used to refer to those authorities that are bound by the duties only in relation to their public functions (for example professional representative organisations such as the Royal College of Surgeons, or broadcasting authorities).

Q

Quality and equality steering group

Internal steering group, which co-ordinates and undertakes action required to ensure effective implementation of the CRE's equalities strategy (including the RES) and maintenance of quality standards.

Qualitative data

Information gathered from individuals about their experiences. Qualitative data usually gives less emphasis to statistics.

Quantitative data

Statistical information in the form of numbers normally derived from a population in general or samples of that population. This information is often analysed using descriptive statistics, which consider general profile distributions and trends in the data, or using inferential statistics, which are used to determine significance within relationships of differences in the data.

R

Race equality duty

This term is used to refer to both the general duty and, where appropriate, the specific duties, placed on public authorities under Section 71(1) of the Race Relations Act 1976, and the Race Relations Act 1976 (Statutory Duties) Order 2001 and Race Relations Act 1976 (Statutory Duties) (Scotland) Order 2002, or any subsequent Statutory Duties Order introduced through Section 71(2) of the Race Relations Act 1976.

Race equality impact assessment

A systematic way of finding out whether a proposed policy affects different racial groups differently.

Race equality scheme

A timetabled plan setting out how a public authority intends to meet its statutory general duty to eliminate unlawful racial discrimination and promote equality of opportunity and good relations between different racial groups. The scheme should list the functions and policies that have been assessed as being relevant to meeting the duty, and state the arrangements that have been made to assess, consult on and monitor present and proposed policies for any implications they might have for meeting the general statutory duty. A scheme should also set out the arrangements for publishing results, ensuring public access to information and services and training staff. Educational establishments are required to produce a race equality policy instead.

Race Relations Act (RRA)

The Race Relations Act 1976 as amended by the Race Relations (Amendment) Act 2000 and the Race Relations Act 1976 (Amendment) Regulations 2003.

Racial group

Racial groups are groups defined by racial grounds i.e. race, colour, nationality (including citizenship) or ethnic or national origins. All racial groups are protected from unlawful racial discrimination under the RRA.

Relevance

For the purposes of the Race Relations Act, "relevance" means "having implications for" (or affecting) the general duty. A function or a policy will be relevant to racial equality if it has, or could have, implications for promoting racial equality. Relevance is about how far a function or policy affects people, as members of the public and as employees of the University.

S

Statutory/specific duties

Duties placed on selected public authorities bound by the statutory general duty (see above) under the Race Relations Act 1976 (Statutory Duties) Order 2001 or the Race Relations Act 1976 (Statutory Duties) Order 2003 and consequent Statutory Duties Order introduced through section 71(2) of the Act.