



Part 2 – Race Equality Policy

1. STATUTORY DUTIES

General duties

Section 71(1) of the Race Relations Act places a general duty on the College which is obligatory. This means that in everything the College does it must aim to:

- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good relations between people of different racial groups.

Specific duties

The College also has the following specific duties:

- prepare and maintain a written statement of its policy for promoting race equality
- have in place arrangements for fulfilling its duties and implement them
- assess the impact of its policies including its race equality policy, on students and staff of different racial groups
- monitor, by racial group, the admission and progress of students and the recruitment and career progress of staff
- set out its arrangements for publishing the race equality policy statement and the results of its assessment and monitoring
- take reasonably practicable steps to publish annually the results of its monitoring.

2. AIMS AND VALUES

Bedford College aims to eliminate unlawful racial discrimination, and to promote race equality and good race relations. It believes that all students have equal rights and responsibilities regardless of their racial group. The College has three core values which underpin everything we do. Bedford is a very diverse and cosmopolitan town and our values reflect this:

1. student focus – we will seek to achieve a high quality learning experience for every student
2. high performance - we will strive for consistently high levels of performance in all aspects of our work
3. respect, openness and honesty – we will treat everyone with respect, encourage openness and honesty, and recognise each other's contribution and achievements.

3. Every Child Matters

The College has regard to the broader issues of the general health and well-being of our students. We do not tolerate bullying or discrimination in any form, and encourage students to develop positive relationships and celebrate diversity. We are committed to promoting the principles enshrined in the Government's Every Child Matters agenda, and this policy is underpinned in particular by the 'stay safe' and 'make a positive contribution' outcomes.

4. LEADERSHIP AND MANAGEMENT

Commitments

The College is committed to:

- challenging and eliminating racial discrimination, promoting equality of opportunity and good race relations
- encouraging and supporting all students to achieve their potential
- striving to ensure that all staff and students adhere to its race equality policy.

Responsibilities

The Corporation

Governors are responsible for ensuring that:

- the College complies with the Race Relations Act and meets all its duties, including the general duty and specific education duties
- the Race Equality Policy and its procedures are followed
- the College's strategic plan includes a commitment to race equality
- they receive and respond to racial group monitoring information on learners, employees and governors.

The College Executive

The Executive is responsible for ensuring that:

- the College fulfils its general and specific education duties under the Race Relations Act
- the Race Equality Policy and related procedures are followed in areas of responsibility
- Race equality is made a core part of all College activities, is fully integrated into College functioning and appropriate evidence is maintained to meet the College's statutory "burden of proof" and "vicarious liability" requirements, under the Race Relations Act
- College policies and procedures do not discriminate unlawfully, either wittingly or unwittingly on the grounds of race by monitoring and conducting impact assessments
- training and support are provided to staff on race equality and for making sure that all staff are aware of their responsibilities, in particular, meeting the

general and education specific duties under the Race Relations Act, and at the same time meeting the College's "burden of proof" and "vicarious liability" requirements

- the College responds to monitoring by racial group of student admissions and progress and staff recruitment and development by setting realistic targets (Equality and Diversity Impact Measures) to rectify significant imbalances in participation/success rates between students or employees of different racial groups.
- in implementing this policy, all stakeholders are identified, informed, consulted and enabled to do what they are required to do, in order to effect good institutional practice

Centre Directors, Support Department Directors and Managers

Centre Directors, Support Department Directors and managers are responsible for:

- putting the policy and its strategies and procedures into practice
- making sure that all employees know their responsibilities, and receive support and training in carrying these out
- following the relevant procedures and taking action against employees or learners who may be discriminating unlawfully for reasons of race, colour, nationality, or ethnic or national origins.

Equality and Diversity Network

The Equality and Diversity Network has cross-College and Board representation and is responsible for:

- exchanging and disseminating equality and diversity best practice
- advising the College Executive on the promotion of equality and diversity.

All staff

All staff are responsible for:

- challenging inappropriate behaviour by students, work placement providers, contractors, service providers and other employees and for taking appropriate action under the student and staff disciplinary procedures
- ensuring that the College confronts racism, whether witting or unwitting, whenever it occurs
- following the Race Equality Policy, promoting good race relations and avoiding unlawful discrimination against anyone for reasons of race, colour, nationality or ethnic or national origins
- teaching staff must ensure that their schemes of work, teaching materials and lesson content are sensitive to issues of race equality and cultural diversity.

Providers of Outsourced Services

Providers of outsourced services which are relevant to race equality are responsible for following any race equality conditions in contracts or agreements.

All students

All students are responsible for:

- treating other students, staff, visitors and work placement providers with tolerance and respect
- following the Race Equality Policy and the Student Code of Conduct.

5. MEETING OUR GENERAL DUTIES

We will seek to ensure that in conducting all our activities and in our policies and procedures we:

- do not discriminate unlawfully on racial grounds
- promote equality of opportunity
- promote good race relations
- all College functions are assessed and prioritised according to their relevance to race equality.

Functions most relevant to race equality include:

- admissions and access
- student achievement and assessment
- guidance and support for students
- teaching and learning
- the curriculum
- staff recruitment, training, professional development and support for them
- partnerships and community links
- procurement and outsourcing
- quality improvement and standards
- marketing

6. MEETING OUR SPECIFIC DUTIES

Policy development and review

- Race Equality Policy
 - The Race Equality Policy will be reviewed annually in consultation with stakeholders e.g. all students and employees, College Executive, Student Council, Bedford Race Equality Council, and the local Learning and Skills Council.
 - Any recommendations for change will be endorsed by the College Executive and referred to the Human Resources Committee, and will be subject to approval by the Corporation. The Director of Quality and Human Resources and Director of Student Services have overall responsibility for the policy.
- Integrating race equality into other College policies

- The respective sponsors of other College policies are responsible for integrating race equality into existing and new policies, procedures and practices which are relevant to race equality.

Implementing the Race Equality Policy

The College sets out its arrangements for implementing the Race Equality Policy in the Race Equality Action Plan. The Action Plan is a “living” document and can be changed from time to time, to reflect more clearly how the College is implementing the Race Equality Policy.

Impact Assessments

The College is committed to assessing its policies, procedures and practices (including unwritten practices) to determine whether they help to achieve race equality for learners and employees from different racial groups, or whether they have, or could have an adverse impact upon them. Results of impact assessments will be incorporated into future policy development strategies and should provide the College with, appropriate evidence to meet the statutory requirements of the Race Relations Act, in respect of “burden of proof” and “vicarious liability”. Impact Assessments are conducted in line with the College’s Impact Assessment procedure.

Ethnic monitoring

Monitoring by racial groups will be conducted to ensure that the Race Equality Policy is working and that unlawful racial discrimination is not taking place.

- For Corporation members:
 - Monitoring by racial group will be carried out in terms of the Corporation membership, selection of new members, training of governors and support provided to them.
 - Results of ethnic monitoring will be used to inform future Corporation decision making.
- For employees:
 - Human Resources will monitor by racial group in terms of the staff population, recruitment and career progress, and support provided to staff.
 - Results of analysis of staff ethnic monitoring are reported quarterly to the College Executive, twice yearly to the Human Resources Committee and annually to the College Corporation.
- For students:
 - Monitoring by racial groups will be carried out for student applications, enrolment, progress, retention, achievement, success as well as services and support provided.

- The outcomes of student ethnic monitoring at College and Area of Learning level will be reported annually in the College and Area of Learning Self Assessment reporting process.

All results of ethnic monitoring will be anonymous. The College will draw on ethnicity data published by external sources e.g. Census 2001 in order to compare its staff and learner profile with local population. Other external benchmarking information will be used as appropriate e.g. Learning and Skills Council national benchmarking data. In addition, the Course Review process will include commentary on equal opportunities issues at individual course level.

To rectify unjustifiable differences in learner admissions and progress and staff recruitment and career progress identified through monitoring, Equality & Diversity Impact Measures (EDIMs) will be set.

Publishing the results of ethnic monitoring and assessments

The results of ethnic monitoring and assessment will be published in the College's staff and student newsletters, made available on the College website, staff and student intranets, and will also be available on request from Student Services and from the Human Resources Department.

Publishing the Race Equality Policy

The Race Equality Policy is available from Student Services and from the Human Resources Department. It will also be published on the College website and staff and student intranets and referred to in the Student Handbook and Induction Checklist for staff.

7. BREACHES OF THE POLICY

The College will seek to provide a supportive environment for those who make claims of discrimination or racial harassment. Acts of racial discrimination (direct or indirect), victimisation or harassment will be treated as a serious disciplinary offence under the staff or student Disciplinary Procedures.

Employees who feel they have been racially discriminated or racially harassed against by other employees should raise their concerns initially with the Human Resources Adviser who will advise and assist employees should they make a complaint under the Harassment/Grievance Procedures.

Students who feel they have been racially discriminated or racially harassed within the scope of this policy should raise their concerns with their personal tutor in the first instance. Alternatively, they may discuss the issue with Student Services, who will advise and assist them should they wish to make a complaint through the Student Grievance Procedures.

8. RELATED POLICIES AND PROCEDURES

This policy should be read in conjunction with the following policies and procedures:

- for students:

- Equality and Diversity Policy
 - Admissions Policy
 - Student Disciplinary Procedure
 - Student Grievance Procedure
 - Student Bullying/Harassment Policy
 - Academic Performance Policy
 - Tutorial Policy
 - Teaching and Learning Strategy
- for employees:
 - Recruitment and Selection Policy
 - Training and Development Policy
 - Performance Management and Development Policies
 - Disciplinary Procedure
 - Grievance Procedure
 - Harassment Procedure
 - Raising Concerns
 - Impact Assessment Procedure

9. DEFINITIONS

Definitions of terms used in this policy and in race equality literature are attached as Annex A.

Lesley Ferguson, Director of Student Services
Elizabeth Nash, Director of Quality and Human Resources
February 2005

Approved by the Human Resources Committee on 8 February 2005; due for review January 2009.

Note: Until April 2005 the Equality and Diversity Network was known as the Equal Opportunities Group

BEDFORD COLLEGE

Race Equality Action Plan

Introduction

The College has a Gender and Disability Equality Scheme. Its Race Equality Policy & Plan were developed earlier. The initial very detailed action plan developed by the College ran until 2007. This plan succeeds that plan and is deliberately kept short given the progress made to date.

Responsibilities

Responsibility for making sure our duty is met lies with senior college staff. Teaching and support staff, students, and members of the wider community using the College facilities also need to play a part in fulfilling the duty.

The duty comprises a general duty to:

- promote equality of opportunity
- eliminate discrimination that is unlawful
- eliminate race related harassment
- promote positive attitudes towards all people
- take steps to meet different people's needs, even if this requires more favourable treatment.

Ongoing use of information

The action plan has specific actions. Ongoing action largely centres on promotion activity as part of the job and impact assessment.

The College has extensive data gathering mechanisms as part of its work to achieve the EFQM Quality standard. Data is routinely collected through our:

- student records systems
- financial system
- human resources system
- staff and student surveys
- attendance monitoring system

- timetabling system
- Have Your Say complaints and suggestions system
- IT helpdesk system
- Estates and Maintenance requests system

In addition the College collects data on other activity such as teaching observations, student disciplinary matters and student support.

Collectively this provides a comprehensive set of data capable of analysis for equality purposes. In particular it enables us to analyse the effect of our policies and practices on the:

- recruitment, development and retention of staff
- educational opportunities available to, and achievements of, students
- overall experience provided to staff and students

Using information

The College is committed to action rather than simply analysis! We examine all our key sub-processes regularly and will develop clear and effective actions that demonstrate our commitment to equality and diversity in practical terms and enrich the College experience of all staff and students.

The key way in which information is used is through the impact assessment programme. However, we recognise the impact assessments focus on actions to address identified shortcomings. In addition we will also analyse data with a view to identifying other ways in which we can promote equality of opportunity; promote positive attitudes, and encourage participation in public and college life.

Given the extensive nature of our data systems the College will seek to evaluate the effectiveness of actions in our action plan using that data.

Impact assessment

The College has identified six key processes through its work on the EFQM Quality model. They are:

- learner success process
- financial control process
- staff improvement process

- environmental process
- quality improvement process
- planning process

This allows the College to identify key sub-processes which need to be impact assessed. The sub-processes have been assessed for scale and relevance to the duty. The key sub-processes will be assessed annually, others undertaken over a 3 year cycle.

The assessments will be made by relevant senior managers and reported to either the Human Resources Committee or Quality, Standards & Achievement Committee. They will usually take the following form:

- a description of current procedures or actions to achieve our equality objectives
- an analysis of data to identify any potential equality issues
- an assessment of the effectiveness of current action
- where the assessment indicates current action is insufficient, the identification of new action that should be undertaken (following consultation) with clear assignment of responsibility for this

The intention is that assessments will be concise, action-oriented reports. Progress against actions will be summarised in our annual report.

The impact assessment timetable is as follows:

Process	Sub-process	Timing	Responsibility
Learner Success	Admissions process and recruitment v local population	2008 and every year	Centre Directors
	Attendance	2008 and every year	Centre Directors
	Retention	2008 and every year	Centre Directors
	Achievement	2008 and every year	Centre Directors
	Progression	2008 and every year	Centre Directors
	Disciplinary	2008 and every year	Centre Directors
	Surveys and access to enrichment, work placement, trips and visits etc	2008 and every year	Centre Directors
Financial Control	Procurement	2009	Finance Director
	Student Support payments	2009	Student Services Director

Staff Improvement	Recruitment process and recruitment v local population	2008 and every year	Organisational Development Director
	Rewards and Development	2008 and every year	Organisational Development Director
	Sickness absence	2008 and every year	Organisational Development Director
	Turnover and redundancy	2008 and every year	Organisational Development Director
	Disciplinary and Grievance	2008 and every year	Organisational Development Director
	Surveys	2008 and every year	Organisational Development Director
Environmental	Security, Access, IT, Signage etc	2008 and every year	Estates Director
Quality	Teaching Observation	2008 and every year	Quality & Marketing Director
	Complaints	2008 and every year	Quality & Marketing Director
Planning	Planning data – external data	2009	Quality & Marketing Director

The Action Plan from 2008 (after previous plan expires)

This plan covers a period of three years. Many of the ideas suggested have arisen in meetings with students including those between the Principal and Student representatives that take place each year. As far as possible the College is seeking to move to a position where almost all activities are ongoing rather than developing one-off items. We want to get to a position where impact assessment drives change, and innovative promotion is widely undertaken without prompting. It is envisaged future action plans will therefore be very short.

Objective	Action	Who?	When?	Outcome expected
Maintain appropriate policy	Review the Race Equality Policy again	Executive & Corporation	January 2009	Improved policy approach
Ensure senior management, governor composition and staff profile match our broad community	As vacancies arise take appropriate positive action	Chief Executive and Directors	ongoing	Broader mix of governors and senior managers
Effective impact assessments	Undertake the assessments in line with part 4 of this document	As set out in part 4	As Part 4	New actions for inclusion in the Action Plan

	Build any action identified into the Action Plan	Chief Executive	Annually	Actions happen
	Identify best practice in assessment and use this to help improve our own practice	Deputy Principal Student Services Director Organisational Development Director	July 2008	Improved practices
eliminate discrimination that is unlawful	Review admissions criteria for courses to ensure no unnecessary barriers	Student Services Director	September 2008	Higher success rates and higher numbers of under-represented students
	Review recruitment process for staff and students	Organisational Development Director and Student Services Director	December 2008	Better services to those groups
eliminate race related harassment	Continue to ensure we use our harassment procedures for staff and students and take any appropriate action	Organisational Development Director and Student Services Director	Ongoing	Harassment issues dealt with swiftly
encourage appropriate participation in public life	Actively ensure that the voice of under-represented minority ethnic groups in any area of the College is heard e.g. non-White construction, engineering, computing and arts students	Centre Directors	March 2009	Better survey outcomes
	Review the involvement of staff in cross-college activity and ensure it is appropriate in the context of this objective	Chief Executive	March 2009	Better survey outcomes from both staff and students
	Consider using role models for	Chief Executive	March 2009	Better survey outcomes

	special events such as building openings, Achievements Evening			from both staff and students
Boost the number of non-White students in under-represented areas	Consider courses targeted at specific groups; look for opportunities to work with external groups that may assist with this e.g. the local Asian Dance company	Centre Directors	March 2009	Increased participation and counteraction of stereotyping
	Actively seeking additional in areas of under-representation not linked to main programme of study e.g. Sports students may learn how to maintain the sports centre	Centre Directors	September 2009	Increased participation and counteraction of stereotyping
Improve further success rates of minority groups	Roll out a wider series of mentoring schemes after reviewing the success of the scheme in Computing	Centre Directors	September 2009	Increased success rate
Better communication with specific communities	Consider further development of our publications and online communications	Sales & Marketing Director	January 2010	Increased participation
Promotion of college as one of best employers in sector	Consider building on success to date with a targeted staff procurement campaign	Human Resources Director	March 2010	Improved quality and diversity of staff

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