



HADLOW
COLLEGE

Hadlow College

Race Equality Scheme

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1. INTRODUCTION

The aim of Hadlow College is to establish and maintain a working and learning environment where diversity is celebrated and where equality of opportunity is offered to all.

The Race Relations Amendment Act 2000 required governing bodies of further and higher education institutions to prepare a written race equality policy by 31 May 2002 and to review the policy every three years.

As a result of our ongoing review we have decided to produce a more robust Race Equality Scheme, bringing it in line with requirements for the Gender Equality Duty and Disability Equality Duty.

At Hadlow we are committed to promoting race equality, eliminating any form of discrimination and fulfilling our statutory obligations. The Employment Equality (Religion and Belief) Regulations are not subject to the same statutory duties however; we feel that the Regulation and the Race Equality Duties are closely related. Our approach therefore is to integrate this within our scheme. Wherever possible race equality impact assessments will also measure the impact for those of different religions and beliefs.

This Race Equality Scheme, which applies to both staff and students, will provide the policy framework through which the College will continue to ensure compliance with the duty and will, through our Equalities Action Plan, lead us into a continued cycle of improvement and progress.

2. CONTEXT

2.1 The Legal Context

The Race Relations Act as amended by the Race Relations (Amendment) Act 2000 created the Race Equality Duty for the public sector. Effective from the 31 May 2002 the Duty gave rise to the requirement for public authorities to have 'due regard to the need':

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

Alongside this we have a specific duty to:

- have prepared and thenceforth maintain a written policy from 31 May 2002
- assess the impact of policies on staff and students from different racial groups
- monitor admission and progress of students
- monitor recruitment and development of staff from different racial groups
- publish results of assessments and monitoring
- annually publish results of monitoring

In fulfilling this duty we recognise that the issue of race cannot be looked at in isolation. The experience or barriers faced may be very different for an Afro-Caribbean male compared to a female from the same ethnic group. Similarly an ethnic minority student or staff member who also has a physical disability may face a number of barriers. It is particularly important when we look at impact assessment that this differentiation is taken into account.

This Scheme has been produced using the results of consultation with students and staff, monitoring data and survey reports. Also we are not starting from scratch but will continue to build on the work started since 2002.

2.3 The College: Our Priorities

Hadlow College's mission is:

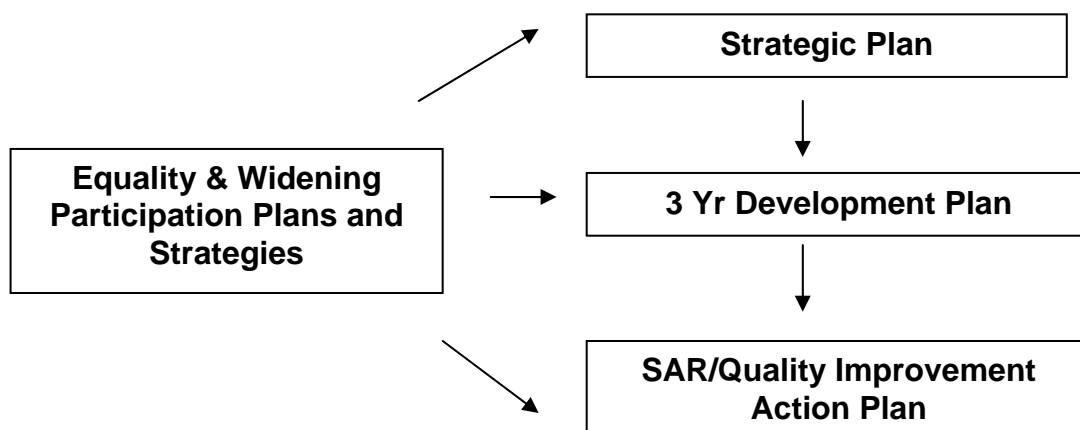
“To be an outstanding land-based college”

The College's Equal Opportunity Policy sets out the College's commitment to equality, and the framework within which it operates. Equality of opportunity and celebration of diversity remains key priorities of the College. Inclusion is a fundamental part of our corporate objectives and is fully reflected in our core values.

With that comes a commitment to mainstream equality so that it becomes core to everything we do.

2.4 Our Approach

We believe that equality is everyone's responsibility. As a College we produce a range of plans and strategies. Our intention is to mainstream equality and diversity throughout the planning process so that all our plans set out how we are going to deliver more accessible services. The diagram below illustrates how this works:



The Strategic Plan: This lays out the strategic direction of the college over a 3-year period. It establishes the corporate objectives and the core values of the organisation. The first of those objectives being:- “to maximise student potential within an inclusive learning environment that promotes diversity and equality of opportunity”.

3 yr Development Plan: This sets out the College’s direction over the same timeframe as the Strategic Plan but incorporates more detailed target setting and in terms of learner participation and achievement and the College’s Equality and Diversity Impact Measures (EDIMs), SAR and Quality Improvement Action Plan: This is the detailed operational improvement plan reviewed on an annual basis. Each curriculum area will incorporate equality targets and actions to address any area of under-representation or under achievement and how each area will make their curriculum more accessible.

Equality/WP Strategies: These are the strategies and action plans that summarise the equality targets of the College and respond to existing and emerging legislation. Targets within these plans are integrated into relevant Directorate action plans as appropriate.

2.5 Our Aims:

The following objectives support those already identified within the College’s Equal Opportunity Policy but particularly reflect our aims with regard to promoting equality between different racial groups.

Objective 1: We will promote equality between different racial groups by :

- Taking positive action to address under-representation of different ethnic groups at any level of the organisation or within any area of the curriculum.

- Ensuring marketing and publicity materials reflect the diverse nature of the community and present appropriate and positive messages about minority racial groups.
- Regularly reviewing teaching and learning to ensure that the needs and views of all groups are appropriately and adequately reflected in teaching delivery.
- Actively participating in and arranging college events to celebrate ethnic and racial diversity.
- Advertising courses and employment opportunities in the minority press.

Objective 2: We will tackle discrimination by:

- Challenging stereotyping and discriminatory attitudes and behaviours.
- Challenging bullying or harassing behaviour be it racist or otherwise.
- Treating any claim of harassment or discrimination as a serious disciplinary offence.
- Regularly reviewing policies and procedures to identify any existing or potential barriers to racial equality and removing or minimising them.

Objective 3: We will work in partnership ethnic minority groups by:

- Ensuring students and staff from different ethnic groups have active participation in decision-making processes.
- Involving ethnic minorities in any changes and improvements that we make.
- Consulting with different ethnic groups, both staff and students, on issues likely to affect them.
- Developing robust consultant processes to ensure the views of ethnic minority students and staff are regularly and routinely taken into account.

- Working with relevant community and voluntary organisations and other institutions to tackle racial discrimination, sharing ideas and good practice.

2.6 Our Commitments

The Curriculum and our Students

- The College will provide initial guidance and selection procedures that are sensitive to the needs of individuals and free from negative stereotyping. Staff involved in the student recruitment process will be trained to ensure consistent and fair application of the admissions process.
- Learner induction and tutorial programmes will reflect the College's commitment to racial equality and the message will be re-enforced with students on an on-going basis.
- The College will make every effort to provide a programme of learning for individual students that matches their needs, abilities and aspirations.
- Learning materials and the delivery of the curriculum will be free from discriminatory assumptions, images and language that may portray any racial group in a negative light.
- The College will meet the cultural and religious needs of different racial groups through the provision of prayer rooms and a range of welfare facilities.
- The College will provide suitable mechanisms to ensure that students are able to raise concerns or grievances regarding any form of harassment or bullying.

- The College will ensure that services provided to students, such as catering, will give due consideration to the requirements of different racial groups.

Employment and our Staff

- All staff are required to ensure that their personal conduct conforms to this scheme and the College Equal Opportunity Policy and contributes to creating a climate that supports and values diversity.
- Recruitment for all positions within the college will be carried out in a manner that accords with equal opportunities legislation and best practice guidelines.
- The selection interview and any pre-selection tests will be fair and free from bias. Selection for interview will be based on suitability against job and person specifications.
- Internal promotion or redeployment of staff will be undertaken fairly and consistently in line with relevant equal opportunities legislation.
- In designing, reviewing and implementing the Conditions of Service for staff, the college will seek to ensure that racial equality is provided and that these conditions are applied fairly and consistently.
- All staff will receive appropriate training, guidance and support to assist them to fulfil their obligations under this Scheme.
- The College will regularly seek the views of ethnic minority staff to ensure that their needs are routinely taken into account in the development of organisational policy.

- The College will provide a supportive environment for any member of staff that makes a claim of discrimination or harassment and will provide appropriate support if they should suffer racial discrimination from members of the public.

3 WHERE WE ARE NOW

3.1 The Local Context

Based on the Census 2001, 3.5% of the Kent and Medway population are from non-white ethnic minority backgrounds and 6.1% of the population are non-white British. It is predicted that population growth by international migration is estimated to account for 1,000 persons per year.

In 2005/2006, 92% of Kent and Medway learners were of White ethnicity. The Indian, Bangladeshi and Pakistani ethnic group accounted for 2% of the learner population, followed by Black ethnic group at 1.6%. The other ethnic group, including other Asian, Chinese and other non-White minority ethnic groups accounted for 3.3% of the learner population. Compared to the South East, Kent and Medway has a higher representation amongst the Indian ethnic group, but a lower representation amongst the Bangladeshi and Pakistani ethnic group.*

3.2 Staff and Students at Hadlow College

Our Staff

Whilst overall the number of ethnic minority staff at the college has increased, this translates to only a small percentage increase given the overall level of recruitment in 05/06. Nonetheless it does demonstrate that the college is making progress. What is also encouraging is that although numbers are small, ethnic minority staff are represented at management level, within teaching grades as well as administrative grades.

* LSC Kent and Medway Profile

Our Students

Of the overall student population 2% are from non-white groups – a picture that has remained fairly static over the last 3 years. At 2%, non-white ethnic minority representation falls below that of the Kent and Medway population at 3.5% but exceeds that of representation in the land-based sector which is less than 1%.

Participation remains highest for Black African and Black Caribbean groups but participation of Asian groups remains relatively low, particularly as this group forms the largest ethnic minority group within Kent and Medway.

The younger student population is more diverse than that of the older age group. Amongst 16-18 year olds the ethnic profile rises to 3.2% compared to 1.9% for 19+students.

Ethnic minority representation on WBL remains poor at 0% and no doubt this low figure is a reflection of the low ethnic minority representation in the industry as a whole. Nevertheless we have identified this as a priority area for action.

Also encouraging is that the number of 'unknowns' continues to fall indicating that students are increasingly comfortable declaring their ethnicity and that interviewing and enrolment processes encourages disclosure.

3.3 Involving Learners and Staff

The College has, and will continue to involve people from all ethnic groups in the continued development and implementation of the scheme.

Learners will be involved in ongoing development of the scheme by means of:

- Student Focus Groups
- Bi-annual Student Surveys
- Student Questionnaires
- Representation on the Equality and Diversity Committee

Staff will be involved through:

- Staff surveys
- Questionnaires
- Focus Groups
- One-to-one discussions
- Representation on the Equality and Diversity committee

3.4 Monitoring Data

The College already has in place a statistical monitoring framework to identify under-representation or potential barriers to engagement and achievement. The collection of this data informs the setting of annual equality targets and the measurement of progress in achieving them.

The College will collect and analyse the following data disaggregated by gender:

For Students:

- Student Participation
- Applications for admission to programmes
- Retention rates
- Success rates
- Disciplinary action
- Complaints
- Student satisfaction rates
- Incidents of harassment or bullying
- Student take-up of services

The information collected will be also disaggregated by ethnic group, age and also disability.

As yet reporting systems are not yet adequately robust to monitor by

Race:

- Value added/Distanced travelled
- Destination on leaving
- Access to enrichment activities
- Application v enrolment

We have recognised that this is a priority and will work to ensure that robust systems are in place as soon as possible.

For Staff we will collect:

- Profile of employees – full and part-time
- Employees by grade
- Employees by grade and rate of pay
- Application to interview rates
- Interview to appointment rates
- Access/take-up of flexible working provisions
- Take-up of training
- Promotion, application and success rates
- Grievances and disciplinary proceedings
- Incidents of harassment or bullying
- Employees by lesson observation grades and/or capability

Staff and student information will be regularly monitored and reported to the Equal Opportunities Committee on a quarterly basis.

4. IMPACT ASSESSMENT

The College has established an Impact Assessments Framework (IAF); our process for systematically and thoroughly assessing the effects of our proposed or existing policies and their likely effect on different groups.

The IAF enables the College to:

- Take account of the needs, circumstances, and experiences of those who intend to benefit from a policy or project.
- Identify actual and potential inequalities in outcomes
- Consider other ways of achieving the aims of policies and projects
- Increase stakeholder confidence in the fairness of policies and projects.
- Develop better policies and procedures.

Responsibility for Impact Assessment lies with the Equality and Diversity Committee although all members of staff will be expected to contribute to the impact assessment process.

The Equality and Diversity Committee will carry out the initial analysis of college policies and agree the degree to which each of those policies are relevant to the Gender Equality Duty and other relevant equality legislation.

Following this analysis the Equality and Diversity Committee is responsible for setting the full timetable of Impact Assessments over a three-year period.

Our Race Equality Impact Assessment Timetable is attached at appendix 1.

5. EQUALITY ACTION PLAN

The College has developed a joint action plan ensuring that we meet the requirements not only of the Race Equality Duty but also the Gender and the Disability Equality Duty. Available as a separate document the Equality Action Plan should be read in conjunction with this scheme.

The Equality and Diversity Committee will be responsible for monitoring the Action Plan and will provide a termly report on progress.

6. REPORTING ON PROGRESS

6.1 Monitoring of Progress

The College will publish an annual review of progress in meeting its responsibilities under the Race Equality Duty. The report, which will also incorporate other equality objectives, such as the Gender and Disability Equality Duty will be submitted to the Corporation and a summary of the findings incorporated within the College annual report and self-assessment report.

Cross college responsibility for equal opportunities is delegated to the Principal who chairs the Equal and Diversity Committee. The Committee has responsibility for monitoring updated policies, implementing the various equality schemes and the Equality Action Plan and advising the Board of Governors, through the Senior Management Team, of developments and issues relating to equality of opportunity.

The monitoring of the effectiveness of the Scheme is the responsibility of the Senior Management Team through the Equal Opportunities Committee.

The Equality and Diversity Committee will review the Scheme annually, and recommendations for amendments will be made to Senior Management Team and the Board of Governors.

Both student and staff representation will be sought and maintained on the Equality and Diversity Committee and we will endeavour to actively involve people from a wide range of ethnic backgrounds in the review and update of the scheme.

We will also continue to take into account the views of all stakeholders through the process of student focus groups, Staff focus groups and any other relevant external partnerships.

6.2 Publishing Progress

We will publish our commitment to race equality in our prospectus, annual equality report, and will be displayed prominently around the college.

The full Scheme will be published on our Intranet and a copy will be made available to anyone who requests it.

Copies of the Scheme will be on display in the Library, Learning Resource Centre and Student Association.

Results of monitoring will be published annually through the College's reporting systems, i.e. the annual equality report and the college self-assessment report, and key actions to be implemented will be incorporated into the College development plans.

Learners will be made aware of the Scheme and progress towards it in the following ways:

- All Learners will receive a summary of this scheme in the Student Handbook and copies will be on display in the College
- The induction programme for Learners will highlight the College's commitment to race equality, the action to be taken by Learners who suffer discrimination and the action to be taken against perpetrators of discrimination
- Student tutors will reinforce this information during tutorials and work-based monitoring visits
- Students will receive race and other equality awareness training through the group tutorial system

Work Placement Providers will be made aware of the policy in the following ways:

- All work placement providers will receive a summary of their responsibilities under the Scheme and will signify their understanding of, and agreement to, these responsibilities
- The College will promote the requirements of all students
- A summary of the results of gender monitoring will be included in the appropriate College publication (e.g. newsletter) sent to relevant employers.

Employees will be made aware of the policy and progress in the following ways:

- All staff will receive a full copy of the policy as part of the staff handbook
- The staff induction programme will highlight the College's commitment to gender equality, action to be taken by staff who suffer discrimination and the action to be taken against perpetrators of such discrimination
- A summary of the results of racial monitoring information will be included in the appropriate College publication (e.g. newsletter)
- A summary of progress will be made available in the college intranet, available to all staff.

APPENDIX 1

Race Impact Assessment Timetable

College Function/Policy	Relevance to RED	Impact Assess
Governance and Management Governance Management Statutory and Legal Duties (EO) Legal Compliance (other) Policy Development and Review Training	High High High Low High High	2007/8 2007/8 2006/7 2008/9 2006/7 2007/8
Students Information and Guidance Marketing Recruitment and Admissions Induction The Learning Environment Support and Guidance Progress performance and Retention Complaints Procedures Discipline Procedures Additional Support Funding Support	High High High High High High High High High Medium	2006/7 2006/7 2007/8 2007/8 2006/7 2007/8 2007/8 2007/8 2007/8 2007/8
Learning and Teaching Academic Planning and Development Teaching Methods and Materials Teaching Review and Observation Assessment	Medium High High High	2007/8 2007/8 2007/8 2007/8

Staff		
Staff Recruitment	High	2007/8
Career Progression	High	2006/7
Complaints	High	2007/8
Grievances	High	2007/8
Staff Training and Development	High	2007/8
Induction	High	2006/7
Terms and Conditions	High	2007/8
Facilities		
Student Accommodation	Medium	2007/8
Staffing Accommodation	Medium	2007/8
College student and staff facilities	Medium	2007/8
Commercial facilities	Low	2008/9
Catering Arrangements	Medium	2007/8
Health and Safety/Risk Assessment	Low	2007/8
Partnerships/Contractual Arrangements		
Suppliers and Contractors	Medium	2008/9
Community Partnerships	Medium	2008/9
Academic Partnerships	Medium	2008/9