



**Sheffield
Hallam University**

SHARPENS YOUR THINKING

An Inclusive Culture informed by Race Equality

Race Equality Policy (REP) 2010-2013

Accessible Information

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Contents

Introduction	4
Legal context	5
Key themes of the REP	5
Community Involvement	6
University Governance, Leadership, and Management	7
Information gathering	7
Equality Impact Assessments	8
Annual review	8
Appendix 1-Action plan 2010-2013	9
Appendix 2-Equality and Diversity reporting structure	19

Introduction

1. Sheffield Hallam's Race Equality Policy (REP) 2003 sets out the University's vision for Race Equality. The REP aimed to initiate action and lay the foundations for the future progression of Race Equality. The revised Race Equality Policy and Action Plan 2010-2013 will build upon the achievements of the first policy, and set out the key priorities for the University in fulfilling the Race Equality Duty. The embedding of Race Equality throughout the University will ensure that policies, procedures, practice and behaviours are all conducive to achieving equality for people of all ethnicities, racial groups and nationalities.
2. The Corporate Plan welcomes the increasing diversity of students over the next decade and identifies creating a 'high quality, vibrant and challenging learning experience' for all those students as one of its key goals. The Plan also recognises that 'the future success of the University will be delivered by its staff' and that recruiting, developing and retaining a diverse range of people and maximising everybody's potential by creating a productive environment in which all are valued, where talents are utilised, is one of the essentials for achieving that success.
3. The REP Action Plan has been designed to enable the University to make significant progress towards achieving its vision of race equality and to measure that progress. The actions outlined have been identified by involving staff, students, staff responsible for relevant services and community networks in Sheffield City. The actions will be reviewed and reported on annually, and staff and students from all ethnic backgrounds will be involved at every stage of development.
4. The Plan is categorised by the lead service provider for a related set of actions for which the provider is primarily but not exclusively, responsible. The objectives are broad in scope but will lead to more specific action plans for each area and developed by the lead service provider. The actions cover specific staff and student issues as well as ones which are of more general impact.
5. The University will undertake the steps set out in the Plan. The Plan is considered to be a living document and it is therefore accepted that if aspects of the plan cannot be achieved within the timescale, the objective/objectives will be revised and reported.
6. The University is working towards the development of a Single Equality Scheme in anticipation of the enactment of the Single Equality Bill. Race equality will be considered an interconnected strand of the Single Equality Duty. There will be a number of actions which are relevant to all the protected characteristics and

some which are specific to particular strands. Highlighted in this action plan are some specific actions which relate to all or most strands and some which are more specific.

Legal Context

7. The Race Relations Act (1976) as amended by the Race Relations (Amendment) Act (RRAA) 2000 prescribes that a person is 'protected against discrimination, segregation, and victimisation on the grounds of racial origin, ethnic grouping, colour and national origins (*Protection on the grounds of nationality is subject to compliance with immigration law*).
8. The RRAA (2000) and subsequent (Statutory Duties) order 2001 placed a legal duty on public bodies, (inclusive of Universities) to promote race equality. The duty means that for all relevant functions and policies, the University must aim to:
 - ❖ Eliminate unlawful racial discrimination
 - ❖ Promote equality of opportunity
 - ❖ Promote good relations between people of different racial groups
9. The duty is applicable to both staff and students and provides protection in the areas of employment, study, the provision of goods, facilities and services.
10. Public bodies must comply with both the general duty to promote race equality and the specific duty.

General Duty

11. The General duty set out above involves the University ensuring that the core principles of race equality are embedded in to all of the following functions:
 - ❖ Recruitment, admission and enrolment of students
 - ❖ Curriculum design and delivery
 - ❖ Assessment and academic progress
 - ❖ Provision of and access to student support services
 - ❖ Student Complaints, appeals, and disciplinary processes
 - ❖ Staff recruitment and selection
 - ❖ Career progression, appraisal and staff development
 - ❖ Staff grievance and disciplinary processes
 - ❖ Public procurement and partnership with communities
 - ❖ Cultural environment

Specific Duty

12. The Specific Duty provides that the University:

- ❖ Publish a race equality policy which sets out how the University will meet the race equality duty

13. Information on how Sheffield Hallam will assess, monitor and evaluate the impact of relevant policies on staff and students from different racial groups. (*Categories of racial groups are defined as the Census category groups.*)

- a. *'The race equality duty with regard to employment states that public bodies including Universities must monitor staff by racial group for staff in post, applications for employment, and promotion and training. Employers who have in excess of 150 employees must also monitor for performance appraisals, grievances, disciplinary action, and reason for leaving employment to be published annually.'*

14. Take steps as are reasonable practicable to publish the results of the information and data gathering processes annually.

Key themes of the Race Equality Policy and Action Plan 2010-2013

15. Race Equality remains a key priority for the University and it will continue to demonstrate commitment to a vibrant and advancing race equality framework; and it is recognised the changing demographic of the local, regional and national population will have a significant impact on the way that the University carries out its corporate plan objectives. The University is an innovative and modern University with a growing national and international presence, it is therefore accepted that the Race Equality Policy should be reflective of and aligned with improving the UK and international student experience, and managing and developing a diverse and culturally informed workforce. The Key themes of the Race Equality Policy are:

- ❖ A diverse, talented and culturally informed workforce
- ❖ Race, Identity, Culture
- ❖ The BME Student Experience
- ❖ Internationalisation

Involvement

16. The REP Action Plan has been developed with the involvement and participation of the University Community, in order to set out the actions Sheffield Hallam will take to achieve and maintain an inclusive environment informed by race equality.

17. A race equality consultation took place in May 2010 to assess which measures need to be put in place in order for us to actively promote and embed race equality throughout the University. The University will continue to involve staff and students and BME communities throughout the life cycle of the race equality action plan and the initial consultation will be seen as the start of this process.

University Governance, Leadership and Management

18. The Board of Governors has ultimate legal accountability for compliance with the Race Equality Duty and relevant legislation, and it will receive annual progress reports on the REP in conjunction with reports on other equality and diversity issues.
19. Strategic leadership is provided by the Secretary and Registrar who is a member of the University Executive Group. The Secretary and Registrar exercises delegated responsibility and accountability to the Vice-Chancellor and the Board of Governors.
20. The Equality and Diversity Strategy Group chaired and led by the Secretary and Registrar, will be responsible for co-ordinating the annual review of the REP and the development of subsequent Schemes. The University's Equality and Diversity Team provide advice, guidance and support to the Equality and Diversity Strategy Group on relevant legislation and developments in Equality and Diversity.
21. Faculties and Departments are responsible for undertaking actions as identified in the University's REP Action Plan and for implementing the outcomes of University and local equality impact assessments. As with all significant developments this will be organised through the University's business planning process.

Information gathering

22. Comprehensive and accurate qualitative and quantitative information is crucial as it enables the University to identify issues and measure progress in achieving equality.
23. One important part of this is the outcome of consulting with and involving the University community through focus groups activity, the National Student Survey, and the Employee Opinion Survey both of which are analysed by protected characteristics.
24. Quantitative data on the student and staff 'life cycle' is collected and analysed. Currently the University has more data about students than staff but the aim is to develop a comprehensive range of statistics, covering the recruitment, development, progression and retention of staff by race, and the recruitment,

progression, retention, the recruitment of a diverse spectrum of students and degree attainment of students.

25. A final source of information is from Equality Impact Assessments, which will inform the REP Action Plan.

Equality Impact Assessments

26. Equality Impact Assessments (EIA's) are a tool which enables the University to measure how we are meeting our legal duties under Equalities Legislation. An EIA is essentially an evaluation of impact of a particular, policy, procedure or practice on the protected characteristic groups (currently gender, racial/ethnic, disability groups).
27. EIA's are a legal requirement and the University Executive Group has agreed the process by which EIA's will be implemented. The Equality and Diversity Strategy Group, chaired by the Secretary and Registrar, is overseeing progress on EIA's and an EIA Working Group has been established to support the development of the programme.
28. Senior managers across the University are in the process of establishing policies and practices for EIA's and the timescales for undertaking them. This process is being facilitated by the EIA co-ordinator based in the University Secretariat who is providing briefing sessions, guidance materials, and advice.
29. An electronic system has been purchased to enable the University to record and publish results of EIA's.

Annual Review

30. Annual reports are planned for the three year period 2010-2013 under the existing legislation and the Equality Act 2010 under the Single Equality Duty.

The Annual report will include:

- ❖ Progress against the actions in the Action Plan;
- ❖ Key achievements and examples of good practice;
- ❖ Analysis and results of information gathered;
- ❖ Identification of gaps in information and knowledge and plans to address them;
- ❖ Progress on undertaking impact assessments and information about relevant outcomes and actions from impact assessments.

Race Equality Policy Action Plan 2010-2013

Appendix 1

Student and Learning Services: Pre-enrolment and Outreach, UK Recruitment, School and College Partnerships

Objective	Implementation	Outcome	Review/Deadline	Responsibility/Joint Responsibility	Monitoring/Evaluation
<p>SLS1: To conduct an equality impact assessment of the recruitment and outreach services with due regard to gender ethnicity and disability</p>	<p>To evaluate the impact of UK recruitment and outreach activities.</p> <p>To provide an evidence base for good practice and to report to the EDSG on how these activities are promoting the three existing equality duties.</p>	<p>Improving the Student Experience</p>	<p>To be reviewed once every three years</p>	<p>Head of Pre-enrolment</p> <p>EIA Lead for Student and learning Services</p>	<p>Director of Student and Learning Services</p>
<p>SLS2: To identify minority ethnic groups which may be under-represented in the University as a whole or in parts of the University and identify and undertake outreach and recruitment</p>	<p>Analyse the student recruitment data</p> <p>Identify target groups</p> <p>Investigate good practice in other institutions in outreach activities directed at</p>	<p>Raising out Profile</p> <p>Improving operational effectiveness</p> <p>Compliance with the general and specific race equality duty, by</p>	<p>To be reviewed and reported on annually</p>	<p>Head of Pre-enrolment Services</p> <p>UK Recruitment and Outreach manager</p> <p>School and College Partnership Manager</p>	<p>Director of Student and Learning Services</p>

activities designed to increase the representation	particular groups Design and implement outreach activities designed to encourage those groups to apply.	ensuring that race equality is embedded into our core student processes			
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Marketing

Objective	Implementation	Outcome	Review/Deadline	Responsibility/Joint Responsibility	Monitoring/Evaluation
MK1: To create and promote a University-wide campaign which promotes Diversity and Inclusivity.	Work in Partnership with and involve a broad spectrum of people from diverse backgrounds from within the University and external community groups Under-representations of specific equality groups should be taken in to account and inform the	Raising our Profile	To be completed April 2011 and reviewed annually	Head of UK Student Marketing	Director of Marketing

	<p>brief for the campaign.</p> <p>Current Equalities Reports and data should be used as a guide to under-representation</p>				
<p>MK2: To carry out an audit of current marketing processes to assess at which points race equality is being promoted. Current Sheffield Hallam equality data can be used to indicate under-representation of specific racial groups.</p>		<p>Raising our profile</p> <p>Improving operational effectiveness</p>	<p>To be completed by April 2011 and reviewed annually</p>	<p>Head of UK Student Marketing</p>	<p>Director of Marketing</p>

Inclusive Practice

Objective	Implementation	Outcome	Review/Deadline	Responsibility/Joint Responsibility	Monitoring/Evaluation
IP1: To ensure that gender, race and disability equality is mainstreamed into Inclusive Practice delivery and guidelines.	<p>Ensuring that Gender Equality is implemented during :</p> <p>Curriculum design and development</p> <p>Learning and teaching activities</p> <p>The Learning and Teaching Institute to develop an action plan around inclusive practice</p>	<i>Improving the Student Experience</i>	To be reviewed annually	The Head of the LTI	Director of Student and Learning Services

Student Academic Achievement

Objective	Implementation	Outcome	Review/Deadline	Responsibility/Joint Responsibility	Monitoring /Evaluation
To develop and implement ways of improving the student achievement of	<p>Identify underachieving groups</p> <p>Consult relevant</p>	<i>Improving the Student Experience</i> <i>Raising</i>	Action plan to be developed	To be led by the PVC Development and Society LTI	Academic Board

underachieving ethnic minority groups.	groups Investigate best practice in other institutions in improving performance of particular groups Develop and implement ways of improving the achievement of identified groups.	<i>achievement</i>		Equality and Diversity team	
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Secretary and Registrar's Department: Strategic Planning and Intelligence/ Registry Services/ University Secretariat

Objective	Implementation	Outcome	Review/Deadline	Responsibility/Joint Responsibility	Monitoring /Evaluation
SRD1: To work with the Equality and Diversity Team to identify the key student data (relating to gender, disability and race) which needs to be collected, analysed and reported, covering the	Identification of need, of current availability, of further collection, reporting and analysis required. Allocation of responsibilities	<i>Improving the Student Experience</i> <i>Managing and developing our people</i>	To be reviewed annually	Head of Strategic Planning and Intelligence, Deputy Secretary, Deputy Secretary	Secretary and Registrar

student journey from recruitment to award, and aspects of the student experience such as appeals, complaints, academic conduct, fitness to practise and discipline. And to identify appropriate responsibilities for undertaking the work and timescales.	Production of reporting schedules				
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University Secretariat

Objective	Implementation	Outcome	Review/Deadline	Responsibility/Joint Responsibility	Monitoring/Evaluation
US1: To plan and organise a race equality consultation to involve staff and students in the further development and delivery of the policy		<p>Improving the student experience</p> <p>Managing and developing our people</p>	Ongoing throughout 2010-2013	Deputy Secretary Equality and Diversity Officer	Secretary and Registrar

<p>US2: To establish a race equality working group comprising of key stakeholders from across the University</p>	<p>E&D Team to initiate first meeting and contact stakeholders</p> <p>The working group will address training in promoting race equality Improving the BME student and staff experiences</p> <p>Improving the International student experience</p> <p>Promoting good relations between racial groups</p>	<p>Improving the student experience</p> <p>Managing and developing our people</p> <p>Raising our Profile</p>	<p>Ongoing throughout 2010-2013</p> <p>First meeting to be held October 2010</p>	<p>Deputy Secretary Equality and Diversity Officer</p>	<p>Secretary and Registrar</p>
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Human Resources

Objective	Implementation	Outcome	Review/Deadline	Responsibility/Joint Responsibility	Monitoring/Evaluation
HR 1: To undertake a training needs analysis for staff relating to race equality. Identify priorities and deliver as appropriate.	Training needs analysis	<i>Managing and developing our people</i> An E&D informed and supported workforce	To be reviewed annually	HR Assistant Director	HR Director
HR2: To gather, monitor and analyse employment and equalities data relating to race, gender and disability. This includes recruitment, development, promotion, retention, bullying and harassment, grievance, and disciplinary. The data should also include comparisons to	An evaluation of current data gathering, and monitoring systems Involvement of the E&D team in Resource Link upgrades Alignment of data gathering process with the gender equality review and reporting cycle	<i>Managing and developing our people</i> Efficient submission of data within the gender equality cycle Compliance with the specific and general equality duty An evidence-base for strategic, operating/action	To be reviewed annually	HR Assistant Director	HR Director

other equality strands i.e. minority ethnic women		plans			
HR3: To identify and explore under/over representation of specific racial groups in the workforce at all levels. Local, Regional and National census indicators should be used in order to determine whether there is an under/over representation.	Positive action may be implemented if/when necessary to account for imbalances/under-representations <i>Section (37) and (38) of the RRAA 2000</i>	Managing and developing our people	To be reviewed annually	HR Assistant Director Workforce Development Manager Workforce Development	HR Director
HR4: To review the current Leadership/management programme with due regard to race equality. To ensure that the current leadership programme is actively promoted to BME staff.	Audit of the leadership programme to determine BME participation rates on the programme.	Managing and developing our people	To be reviewed annually	Assistant Director	HR Director

Finance Directorate

<p>F1: To embed Race, Gender and Disability Equality into the University Procurement procedures</p>	<p>Equalities audit of existing procurement procedures</p>	<p>Maintaining Financial Sustainability</p> <p>Broadening the range providers to ensure best value for money</p>	<p>To be reviewed annually</p>	<p>Deputy Director of Finance</p>	<p>Director of Finance</p>
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Appendix 2 Equality and Diversity Structure

