

EDGE HILL UNIVERSITY

RACE EQUALITY SCHEME & POLICY FRAMEWORK FOR ACTION & IMPLEMENTATION

1. Introduction

This is Edge Hill's Race Equality Scheme. It has been put in place following a complete review of our context and of our performance against previous plans outlined in our Race Equality Scheme.

This Race Equality Scheme links to the University's **Widening Participation Strategic Assessment** and sits within the University's overall framework for **Equality and Diversity and our Single Equality Scheme**, which provides the overarching policy statement for each strand of the Equality and Diversity agenda.

The recent review of the **Race Equality Scheme** has reaffirmed the University's commitment to proactively:

- promote a respect for difference and a demonstrable commitment to equality of opportunity
- promote respect for cultural and ethnic difference and a demonstrable commitment to racial equality
- promote good relations between persons of different racial groups
- challenge and eliminate racial discrimination
- identify and deal with any behavioural and/or cultural issues, which could lead to Institutional racism.

This commitment is accompanied by the recognition that promotion of equality and inclusion must embrace all aspects of employment and service delivery including curriculum, teaching, learning and research issues. We have had legislation to end racial discrimination for over 30 years, but it would be naive to suggest that the HE sector or indeed any other sector has eradicated it. Our Scheme is therefore informed by the Macpherson definition of racism used in the published report.

Institutional Racism

"The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantages ethnic minority people.

Racism persists because of the failure of the organisation openly and adequately to recognise and address its existence and causes by policy, example and leadership. Without recognition and action to eliminate such racism it can prevail as part of the ethos or culture of the organisation. It is a corrosive disease."

Macpherson, 1999

2. Significant Achievements 2001/02 – 2008/09

A cycle of detailed reviews of progress against plans has been completed and reported to relevant committees and the Board of Governors.

Highlights include the following **significant achievements**:

- A year on year marginal increase in the number of students from black and minority ethnic groups to the first year of full time programmes from 2.9% of registrations in 2001/2002 to 6% in 2007/2008 and 6.7% in 2008/2009.
- Enhanced and strengthened recruitment of Initial Teacher Trainees across programmes within the Faculty of Education, through adopting a partnership approach with a number of stakeholders, both internal and external, increasing the number of black and minority ethnic trainee teachers from 4.32% in 2001/2002 to 7.7% in 2007/2008.
- Developed and implemented plans for Community Engagement and enhanced Aimhigher activities and Summer Schools and run targeted programmes for black and minority ethnic groups.
- Embedded Faculty action plans for Widening Participation incorporating specific actions for recruitment and retention of students from black and minority ethnic groups.
- Embedded a process of Equality Impact Assessments within Admissions and most subject areas within the Faculties, which is systematically reported on in subject annual monitoring reports.
- Embedding of Equality and Diversity modules in undergraduate programmes in the Faculty of Arts & Sciences programme areas in BML, SPS and NGAS.
- Maintained the Outlook¹ Programme in the Careers Centre Portfolio, whereby targeted support is made available to students facing additional barriers in the employment market. In 2005/2006 15% of participants came from black and minority ethnic groups. In 2006/2007 25% of participants came from black and minority ethnic groups and in 2007/2008 18% of participants came from black and minority ethnic groups, with 90% of participants feeling that the programme raised awareness of and prepared them to deal with barriers and employment issues facing Black and Asian students and mature students.
- Increased the take up of Careers Advisory Interviews from students from black and minority groups to 7.1% of the total number of students accessing the service.

¹ Merseyside Diversity Mentoring Programme (Outlook), a partnership between Edge Hill University, Liverpool University, Liverpool John Moores University and Liverpool Hope University to support students at a disadvantage in the graduate labour market. This includes students who are: Black and Asian, Disabled, Mature or the first in their family to enter HE.

- Increased the take up of specialist counselling services from students from black and minority ethnic groups to 8.02% of the total number of students accessing the service.
- Maintained the comprehensive package of training for Admissions Tutors and related staff.
- Introduced an enhanced mechanism whereby individual dietary needs, based on choice, medical and religious reasons, can be considered and met and delivered appropriate training for Catering staff.
- Positive accommodation of specific requests for provision and activities within Sporting Edge complex to meet religious and cultural needs.

Any outstanding actions meriting attention have been incorporated into the action plans for 2009 – 2012 for generic University wide issues, for students and staff respectively.

The review of progress also recognised the importance of **continuing to maintain** the following practices:

- Highlighting the importance of promoting Race Equality within institutional programmes for student and staff inductions.
- Continuing to support Faculty and Institutional actions to increase the numbers of students and staff from black and minority ethnic groups through targeted and specific promotional activities and initiative, wherever possible.
- Enhancement of the Equality and Diversity aspects throughout the curriculum within the Faculty of Education.
- Continuing to review all provision in terms of programme pathways, attendance, timing, support requirements and assessment approaches.
- Maintaining relationships with local community and faith groups.

3. Challenges

Edge Hill University recognises that Race Equality issues do not stand in isolation from other equality and diversity issues or indeed other challenges and/or opportunities. Notwithstanding the steady progress we have made, this review has identified the following enduring challenges specific to this University.

Our immediate regional profile continues to be overwhelmingly white British, with ethnic minority groups representing only 3% of the immediate local population, with only half of these from black and minority ethnic groups². Similarly ethnic minority populations account for only 5.5% of the population of the North West, compared to

² 2001 Census Data

8% of the population of England. This seriously impacts on our ability to increase the numbers of support and service staff from black and minority ethnic groups, since these recruit locally. It also impacts on our ability to recruit students from black and minority ethnic groups, given that currently 86.5% of our students come from the North West.³

Insufficient critical mass of students and staff from black and minority ethnic groups to help attract more applications and take up of offers.

The need to raise the profile of Edge Hill University with external stakeholders from black and minority ethnic groups.

The need to identify the methods that students from black and minority ethnic groups consider most appropriate for engaging them in consultation and communication.

The need to challenge external and outdated perceptions of Edge Hill.

Diversifying the representation of black and minority ethnic groups in Edge Hill's decision making processes.

Ensuring consistent implementation of Equality Impact Assessment processes across all key functions for students and staff.

Maintaining a culture of inclusion in the context of an ever increasing and changing student and staff population and legislative framework.

Continued embedding of inclusive practices within and across the University .

These factors reflect a highly complex set of dynamics impacting on our ability to achieve our goals in relation to promoting race equality. Actions to address these challenges have been integrated into our revised plans and targets for our Single Equality Scheme for 2008 –2011.

Edge Hill University - Recruitment of Staff

Assessment of Edge Hill's performance and success in recruiting and retaining staff from minority ethnic groups reveals that we are below the national average. The only available comparative figure from HESA for higher education is 9.16% for academic staff (Black, Asian and other).

In spite of significant efforts over the years to sustain and improve the diversity of our staff base, the number of staff recruited from minority ethnic groups remains lower than we would wish at 2.73%⁴. Out of 830 permanent staff at Edge Hill in **2001**, only 15 (1.8%) were from minority ethnic groups. These were broken down as follows – European (3); Chinese (2); Black African (4); Black United Kingdom (2); Bangladeshi (1); Pakistan (1); Other (2). In **2004**, out of 920 permanent staff 44 (4.7%) identify themselves as being from a minority ethnic groups, broken down as follows - Asian

³ Student Intake Analysis 2008 – 2009, PSI February 2009

⁴ HR Data Analysis, All Staff by Teaching / Support, 23/01/2009

(1); Bangladeshi (1); Black African (5); Black Caribbean (2); Chinese (5); Other Asian (1); Other ethnic group (3); Other White (mostly European) (14); White Irish (12).

In **2005** out of 1501 staff (the total number of staff), 77 staff (5.13%) were from minority groups.⁵ This figure includes staff who identify themselves as coming from White Irish and Other White backgrounds, broken down as follows – White Irish (16); Other White (mostly European) (28); Black or Black British – Caribbean (4); Black or Black British African (5); Asian or Asian British - Indian (6); Asian or Asian British - Pakistani (2); Asian or Asian British - Bangladeshi (3); Chinese (8); Mixed White & Black African (2); Mixed – White & Asian (1); Other Mixed Background (2). The actual number of staff from black and minority ethnic groups was 33, representing only 2.2% of our total staff recruitment. Out of a total of 4250⁶ at Edge Hill in **2009**, only 116 (2.73%) were from minority ethnic groups. These are broken down as follows – American (3) European (2); Chinese (10); Black or Black British African (12); Black or Black British – Caribbean (7); Black United Kingdom (1); Asian or Asian British - Bangladeshi (3); Asian or Asian British – Indian (23); Asian or Asian British - Pakistani (17); Mixed White & Black African (4); Mixed White & Black Caribbean (3); Mixed White & Asian (6); Other Asian background (3); Other Black background (4); Other Ethnic background (11); Other Mixed background (7). In addition 13.48% of staff (573) did not declare their ethnicity, possibly reflecting the fact that we need to do more work to illustrate to staff the reasons why we are seeking to gather and analyse such data.

These figures demonstrate clearly the scale of the challenge confronting Edge Hill to further diversify its staffing base. The recruitment of administrative and manual staff is mostly on a regional basis and undoubtedly the regional profile is significant here, however we hope to further diversify our academic staff base, particularly with the development of our strategy for internationalisation, since we should expect to recruit on a national / international basis.

Recruitment of Students

A comparative review of first year student registrations on full-time programmes during the period 1998/99 – 2008/09 reveals that whilst there was some variation between programmes, the overall picture was one of steady progress with 2.4% of students coming from minority ethnic groups in 1998/99 rising to 3.8% in 2001/02. Our student intake analysis 2008/09 shows that we now have 6.7% of students from black and minority groups across all full time programmes. Available data from UCAS indicates that ethnic minorities accounted for 19.5% of those accepted to the sector. According to the Annual School Census the appropriate weighting for our local and regional area in terms of pupils from minority ethnic backgrounds is 4.3% (Local) and 11.3% (Surrounding). This is weighted to a demographic profile for Edge Hill of 8.61%. Relevant work by the TTA and others suggests that only London institutes have significant minority populations. This highlights the potential size of the challenge to us at Edge Hill.

⁵ Staff Intake Equal Opportunities Monitoring Data 04-05

⁶ HR Data Snapshot, All Staff by Teaching / Support, 23/01/2009

The University has adopted a number of proactive strategies over the years to widen participation from minority ethnic groups. Some have been more successful than others, for example targeting programmes at occupational groups rather than geographical areas has consistently proved more successful as illustrated by Health Studies provision, Initial Teacher Training and Post Graduate Certificate in Teaching & Learning in Clinical Practice. Notwithstanding these small successes, the situation with regard to the recruitment and retention of students from minority ethnic groups remains the most significant challenge to the Institution, as is the case for other institutions of our type. It is hoped that our work on our strategy for internationalisation will help us address some of these intractable challenges.

The results of our Equality Impact Assessments on Admissions in 2006 clearly demonstrated that there were no adverse differential impacts through our Admissions processes. Prospective students from black and minority ethnic groups were being made offers to Edge Hill, however applicants were not necessarily taking up those offers. The interim results of our Equality Impact Assessments for Admissions 2007/2008 (for entry in September 2008) indicate that applicants from Black and Minority Ethnic (BME) Groups for programmes leading to qualified teacher status, Performing Arts, Media and Social Work appear less likely to receive an offer than their white counterparts. However we recognise that the overall numbers of BME applicants is small and therefore a small change in the number of offers can have a significant impact on the results of a percentage analysis. There is no difference in whether offers were accepted. A further complication arises because the size of the BME cohort is so small that it is not statistically viable to break the data down to be able to examine any differences by specific ethnic groups. Now that we are able to purchase information from UCAS to show the ethnic origin of unsuccessful applicants (previously not available to institutions) we are able to undertake a further analysis to examine whether BME applicants are unsuccessful on the basis of academic qualification, relevant prior experience or performance at interview or audition. Analysis beyond this is not possible (e.g., through a survey of the application experience of such applicants) as the information was provided only for statistical monitoring purposes and communication with these applicants is therefore not allowed under data protection legislation. Notwithstanding the data limitations factors outlined above, this is an area that will be kept under review, and if the analysis of the available data indicates that there are issues in respect of selection procedures an appropriate action plan will be put in place.

With regard to our data on retention and progression, the results of our analysis on the 2005 intake, to review those students who completed in standard time, show that there is no evidence to suggest that BME and white students in this particular group performed differently. This is actually better than the norm across the sector. However, once again we have the issue that the actual numbers are so small that we have had to aggregate at Faculty level rather than by course and again aggregated by the global BME group rather than by individual ethnic groups within that.

Promoting Racial Equality

The specific challenges to the University and the community in relation to racial equality continue to be highly significant. We recognise that we need to be more proactive, but at times are challenged by precisely how to do this, yet this does not

reflect a lack of ideas or energy to address issues. It simply reflects the complexity of what we are trying to do. The current under-representation of students and staff from minority ethnic groups continues to constrain our ability to enhance the educational, cultural and personal experience of students and staff and sits uncomfortably with our Institutional mission, which aims to provide an inclusive environment and to effectively widen participation to higher education.

Although we have had some success in tackling these issues, particularly our successes in increasing the numbers of students from black and minority ethnic groups, our experiences confirm that this is not an easy task, requiring as it does, constant application of new ways of working to try to attract students and staff from black and minority ethnic groups into the Institution. It will continue to require resource input and we will need to find new ways of involving the whole community in working with us to understand and consider issues of race and ethnicity and to examine ways in which greater diversity and equality can be achieved.

5. Values Framework

Our Race Equality Scheme builds on the University's core values and ethos as embodied in our Mission Statement and Equality & Diversity Policy. Edge Hill seeks to provide an innovative, high quality and inclusive learning experience. Our specific aims for promoting equality of opportunity, promoting racial equality, promoting good race relations and challenging racial discrimination are:

- i) to assess our Institutional weaknesses in providing and promoting inclusive practices for staff and students from minority ethnic groups
- ii) to identify perceived barriers to full participation in Edge Hill for staff and students alike
- iii) to improve our ability to successfully recruit, retain and support staff and students from minority ethnic groups
- iv) to ensure all strategies, policies and procedures are informed by the need to ensure race equality is central to Institutional planning and operational practices
- v) to ensure all staff are fully aware of and accept their responsibilities to perform their roles in a way that genuinely promotes equality of opportunity and eliminates racism
- vi) to monitor the effectiveness of the actions taken to promote equality of opportunity and publicise the results.

6. Race Equality Statement

Edge Hill pledges to provide an environment where people of all races, nationalities, religions and cultures are welcomed and can take pride in their communities, traditions and beliefs. In such a way we signal our intent to proactively promote race equality and attack racism, discrimination and intolerance, wherever it occurs.

We remain committed to:

- i. creating a culture and ethos within the University which promotes equality of opportunity, racial equality and good race relations

- ii. increasing cultural diversity through a programme of targeted positive action measures
- iii. identifying and revising policies, procedures and practices for staff and students which might discriminate unfairly, directly or inadvertently, with a view to removing any barriers against individuals or groups
- iv. challenging any form of racism, discrimination or intolerance through taking direct action in line with formal procedures
- v. reviewing our curricula, through our validation procedures, to ensure curricula, learning and assessment styles, and qualification opportunities are appropriate to the needs of a more ethnically diverse community of learners
- vi. assessing by qualitative and quantitative monitoring and analysis of how our policies, services, employment practices and all other functions affect staff and students from minority ethnic groups
- vii. working in partnership with local education authorities, schools, hospitals, other collaborative providers and the wider community to tackle racial discrimination and establish, promote and disseminate racial equality good practice
- viii. working to ensure that all staff, students and collaborative partners understand and adhere to this policy
- ix. monitoring and publishing on an annual basis the effectiveness of our action in implementing this policy

7. Review of Progress Against Plans

Our original policy document acknowledged that the further development of understanding regarding racial and ethnic diversity is progressive, involving a sustained partnership approach to enable us to address the issues. This remains the case. To be effective, planning to ensure equality and promote diversity has to be mainstreamed within our corporate strategies, functions and procedures. In recognition of the particular challenges we have with regard to increasing the numbers of staff and students from minority ethnic groups in the Institution, progress will continue to be monitored against a more specific and detailed action plan to address the key areas of weaknesses whilst maintaining current strengths with regard to becoming a fully inclusive Institution. Undoubtedly the shape, form and detail of our action plan will continue to change over time, but the general direction has to be determined by the policy statement outlined above as this exists to attack racism, discrimination and intolerance wherever it occurs. On an ongoing basis, plans and procedures will be augmented to ensure effective embedding of equality and diversity into our functions.

8. Reassessment of Edge Hill's Functions for Inclusion Within our Framework for Action.

Integral to the substantive review and revision of this Race Equality Scheme & Policy, we reassessed the list of Edge Hill's functions to confirm their priority for inclusion in our plans, proportionate to their potential for differential impact on students and staff.

This reassessment takes cognisance of Edge Hill's changing powers and status as we have achieved university title and research degree awarding powers, thereby

increasing the priority ratings of our functions for National Collaboration, Educational Visits and Support for Research.

Our revised and updated assessment is given below

Edge Hill Function	Assessed Priority for Inclusion
Communications	High
Human Resources (including support for staff)	High
Marketing	High
Admissions	High
Teaching, Learning and Assessment	High
Regional Collaboration	High
Partnerships & Student Recruitment	High
Support for Students (including Students' Union)	High
Placements	High
Regulatory Framework	High
Conference Trade	High
Community Use	High
Contracting	High
National Collaboration	High
Educational Visits	High
Support for Research	High / Medium
International Collaboration	Medium
Finance	Low
Information Technology & Systems	Low
Estates Procurement / Contractors	Low

9. Outline Three Year Action Plan 2009-12

To continue to make progress to promote Race Equality we recognise we need to undertake further action in a number of key areas. We will continue to embed our cycle of review and audit of Institutional strategies and policies into our planning and monitoring processes; gather information on good practice in the sector; elicit staff and student views to better understand the issues of black and minority ethnic groups in the wider community.

Full details and priorities for action are integrated into our Single Equality Scheme Action Plan which will be subject to a process of annual monitoring and evaluation. While responsibilities for effective implementation of the actions contained within the plan rest with the key postholders identified, we recognise the importance of a shared ownership and responsibility for Race Equality throughout the Institution. To this end, these responsibilities are also articulated explicitly in our Single Equality Scheme.

In the short term our review has identified a number of areas of work as continuing to merit particular attention. These areas remain current as of 2008 and are detailed in the following sections:

9.1.i Policy & Procedures Planning and Review

We will continue to:

- embed a cycle of audit of our Institutional policies, practices and perceptions against outcomes to inform future planning and developments
- complete an evaluation of existing policies and procedures to eliminate any potential for adverse impact on prospective and existing staff and students from any under-represented groups, including minority ethnic groups.
- build race equality assessment into all new policy developments, planning and evaluation processes
- consult and involve all groups of staff, students and others in development and planning processes
- incorporate race equality targets into relevant plans
- be informed by the Macpherson definition of a racist incident as any incident which is perceived to be racist by the victim or any other person and make this explicit in our Harassment and Bullying Policy

9.1.ii Ethnic Monitoring

We will continue to:

- use monitoring data on the recruitment, retention, progress and promotion of staff and students, and set targets for removing any identified disparities between different groups of staff and students
- ensure that monitoring data by racial and other under-represented groups, for example on student admissions, achievement, progression, complaints, disciplinaries is used to inform planning and decision making
- conduct confidential discussions with staff from minority ethnic groups regarding their experience in the Institution highlighting what support (or lack of support) they feel they had from the Institution in building up their career and achieving racial harmony
- complete similar analyses in understanding the experience of both current students and Edge Hill alumni from minority ethnic groups regarding their experience of the Institution and their perception of race relations and the promotion of racial equality within the campus.
- publicise the results of impact assessments and monitoring and make the information available as appropriate to different members of the Edge Hill community
- ensure that information we publish cannot be used to identify individuals.

9.1.iii Good Practice

We will:

- maintain and continue to develop links with higher education institutions which attract a larger number of students and staff from minority ethnic

groups and benchmark against others where there is identified good practice in promoting race equality

- continue our efforts to raise awareness of the importance of the major festivals of all faiths, thereby showing respect for people's cultural/religious needs
- implement our good practice guidelines on cultural/religious observance by staff and students, including time and access, where possible, to prayer facilities and approved absence for sacred days and festivals
- implement our Individual Dietary Needs mechanism across all catering outlets to adequately cater for religious and cultural needs
- enhance awareness raising training for staff in all aspects of promoting racial equality
- complete an audit of publicity events to celebrate positive contribution to the minority ethnic issues, based on Edge Hill staff and students' efforts in organising events, publications of reports and academic articles/books.
- compile a directory of staff expertise on minority ethnic issues to demonstrate Edge Hill's developing resource base.

14. Race Equality Scheme Formulation

Our first Race Equality policy was formulated by a working group commissioned by the Equal Opportunities Committee, consisting of representatives from the academic, support staff and student communities.

Staff, students and others in the wider community were consulted on the draft policy during April – May 2002, specifically through representatives of the Equal Opportunities Committee, the Equal Opportunities Implementation Group, the Widening Participation Strategy Group, the Staff, Student Partnership Group, the Senior Managers' and Academic Managers' Group, and finally through the Everyone Staff/Student Notice Board. Consultation and feedback was used to refine and amend the draft policy, which was submitted to the Equal Opportunities Committee. The policy was considered and approved by the Personnel Committee of the Governing Body on 20th May 2002.

The Race Equality Action Plan was updated in November 2003 and May 2004. During 2004/2005 a substantive review of our Equal Opportunities Policy was completed and a revised Equality and Diversity Policy produced. Following this an Equality and Diversity Working Group was convened to undertake a substantive revision of our Race Equality Scheme & Policy. During 2007/2008 the Scheme was further reviewed and amended and integrated into our Single Equality Scheme.

Date of original policy: May 2002, reviewed: June 2003. Date of policy update: May 2004, approved by Academic Board, June 2004. Date of policy update: May 2006, approved by Academic Board, June 2006.

Date of revised Single Equality Scheme: November 2008, approved by Academic Board, December 2008. Date of revised Race Equality Scheme, January 2010.

Senior member of staff responsible: Pro Vice-Chancellor for Students and External Relations