

**Race Equality Policy and Action Plan: Annex 1****Functional Areas: policy impact assessments**

A lead body is identified for each function. Other relevant bodies or groups are also listed but are indicative only. The cascading of responsibility for evaluation and monitoring lies with the lead body in each case. [Each lead body will have a representative on the proposed Race Equality Working Group.]

<b>Function</b>	<b>Responsible bodies</b>	<b>Policies, procedures and systems</b>	<b>Review dates (including monitoring)</b>	<b>Completed</b>	<b>Action plan agreed</b>	<b>Action plan reviewed</b>
Governance, leadership, and management	Race Equality Working Group <b>Council, General Board, V-C, Pro-V-Cs, Principal Officers, Chairs of Schools, Heads of Institutions, Heads of Houses, Senior Tutors, Bursars*</b>	Details to be inserted by responsible bodies				
Student admissions Access/participation	<b>Joint Committee on Admissions</b> Admissions Forum, Board of Graduate Studies, CUSU, Graduate Union, GEEMA, Young Black and Asian Achievers, Postgraduate Admissions, Cambridge Admissions Office					
Assessment Academic progress Teaching and learning, including curriculum design and delivery	<b>Education Committee</b> Natural Sciences Committee, Joint Committee on Academic Performance, Senior Tutors' Committee, Board of Exams, Board of Graduate Studies, Faculty Boards, Degree Committees, Faculty/departmental Teaching Committees, Heads of Institutions, Computing Service, University Library					
Support services (students) Behaviour and discipline (students)	Council (or by delegated authority to body of the Council's choosing)* Senior Tutors' Committee, Bursars' Committee, Counselling Service, Occupational Health Service, Careers Service, Student Matters Committee, Student Childcare Committee, Student Hardship Committee, Sports Facilities, University Health Services Committee, Joint Committee on Disability and Disability Resource Centre					

\* The lead body must ensure that both University and College functions are covered and monitored.

Function	Responsible bodies	Policies, procedures and systems	Review dates (including monitoring)	Completed	Action plan agreed	Action plan reviewed
Support services (staff) Staff recruitment and selection Staff training Staff career development and career progression Behaviour and discipline (staff)	<b>Personnel Committee</b> Personnel Division, Occupational Health Service, Staff Counselling Service, Pensions Office, Staff Childcare Committee, Playscheme Steering Group, Heads of Institutions (may delegate certain 'managerial' roles for some staff), Departmental and Faculty administrators, Appointments Committees, Principal Investigators, Staff Development Committee and Section					
Community links	<b>Committee on Community Activities</b> Playscheme Steering Group					
Monitoring	Race Equality Working Group, Personnel Division, Student Records, Data Protection Office, Cambridge Admissions Office					

## Annex 2: Guidance on assessing policies, practices, and procedures<sup>1</sup>

The Race Relations (Amendment) Act requires further and higher education institutions to assess the impact of their policies, practices, and procedures on students and staff from different racial groups. It also gives a timely opportunity to look at other areas of diversity. The following questions are intended to provide a framework by which policies, practices, and procedures can be examined. Evidence for responses, or ways of capturing such information may well be found within such mechanisms as student and staff record systems and staff and student satisfaction surveys.

**Note:** Existing legislation requires that we ensure discrimination does not occur on grounds of gender, racial group, or disability, and forthcoming equality legislation will soon include religion, sexual orientation, and age. In any case, it is good practice to ensure those policies, practices, and procedures are fair towards all affected by them. This checklist may be used to 'equality proof' any particular area of work.

### 1. What differences are there between groups of students in terms of

- teaching and learning?
- drop out rates?
- student progression and achievement?
- assessment?
- access to learning resources?
- support and guidance?
- curricula and other opportunities?

Are these differences based on objective criteria relating to achievement and/or potential?

- *If yes, what are they?*
- *If no, what will you do to address these differences, and by when?*

### 2. What differences are there between groups of staff in terms of

- grade and position?
- type of employment contract?
- career development?
- training?
- other development opportunities?

<sup>1</sup> With grateful acknowledgement to Faith Marchal, APU

Are these differences based on objective criteria relating to achievement and/or potential?

- *If yes, what are they?*
- *If no, what will you do to address these differences, and by when?*

**3. Do the policies, practices or procedures in your area of work help all staff and/or students get as much as they can from what is provided, and achieve as much as they can?**

- *If yes, how do you know?*
- *If no, what will you do to improve them, and by when?*

**4. Are decisions affecting a person's programme of study or career based solely on objective criteria relating to achievement and/or potential?**

- *If yes, how do you ensure this?*
- *If no, how do you justify these decisions?*

**5. What is your area of work doing to**

- raise achievement levels and tackle inequalities?
- promote dignity, courtesy, and respect at work and study?
- prevent or deal with discrimination?

*Are the above actions appropriate and effective, or likely to be effective?*

- *If yes, how do you know?*
- *If no, what will you do to improve them?*

*Assessing policies, practices, and procedures – a process flowchart*

