Race Equality Policy
2009-2011

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An equal society protects and promotes equal, real freedom and substantive opportunity to live in the ways people value and would choose, so that everyone can flourish. [It] recognise[s] people’s different needs, situations and goals and removes the barriers that limit what people can do and can be.

*Fairness and Freedom: The Equalities Review, 2007*
Race Equality Policy

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Introduction

At University College Falmouth we believe that questions of race equality are of central relevance to the core functions of our institution and, of course, to wider society beyond. We are committed to work proactively to promote race equality and to eliminate discrimination based on race, ethnicity, religion, belief, colour or national origin at the College. This work will progress alongside our specific work towards gender and disability equality.

In moving towards a vision of the proposed Arts University Cornwall, the College has a unique opportunity to develop a leadership role in promoting equality of opportunity, to espouse and champion cultural diversity and to model the best in inclusive practice as an employer and place of learning and teaching. University College Falmouth now has the opportunity - responsibility even- to develop a range of dynamic, forward looking ways to ensure that we are a truly inclusive place in which to work and study. Developing our Race Equality Policy and Action Plan require us all to give thought to how we can each contribute to shaping our vision to provide “equal opportunities for all to realise their creative and intellectual potential”.

In response to the Race Equality Duty this Scheme sets out the race equality objectives of the College and includes an Action Plan describing how we will meet them, and by when.

Legislative Context

The Race Relations (Amendment) Act 2000 -RR(A)A- places a general duty on public bodies to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between people of different racial groups. Specific duties have been introduced to support this aim and the College is required to:

- Develop a Race Equality Policy and Action Plan.
- Assess the impact of the College’s policies, including its Race Equality Policy on students and staff of different racial groups.
- Monitor the admission and progression of students and the recruitment and career progress of staff by racial group.
- Annually publish the results of monitoring.
- Set out how the policy itself will be published along with the results of the College’s assessments and monitoring.

University College Falmouth is committed to promoting race equality. The College recognises that we live in an increasingly multicultural and diverse society. In common with other organisations with public functions, the College acknowledges that it has an important role to play in fulfilling the general duties of helping to eliminate unlawful racial discrimination, promoting equality of opportunity and good race relations between people of different racial groups.

University College Falmouth’s Race Equality Policy and Action Plan are linked to the College’s Equal Opportunities Policy. They are set out as distinct documents to enable the College to meet the requirements of the RR(A)A, and in particular to clearly identify how it will work towards meeting our general and specific duties under the Act.
We are working to make race equality explicit in all our relevant policies and procedures and in the way our services and activities are planned, delivered and accessed. This will ensure that promoting race equality cuts across the various functions and activities of the College and will have implications all for related policies and practices.

The College has accepted the definition of *institutional racism* identified by the Stephen Lawrence Inquiry Report:\(^1\):

> "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 disadvantage minority ethnic people."\(^2\)

It also defined a "racist incident" as:

> "any incident which is perceived to be racist by the victim or any other person"\(^3\)

The Report also noted the following:

> "It is incumbent on every institution to examine their policies and practices to guard against disadvantaging any section of our communities\(^4\) ... There must be unequivocal acceptance of the problem of institutional racism and its nature before it can be addressed, as it needs to be, in full partnership with members of minority ethnic communities."\(^5\)

The use of the above definition does not prejudge whether any motive(s) leading to the incident were racist or not, but that there is a possibility of a racist motive. This possibility should be therefore be considered and explored to allow for unwitting or unintentional racism to be identified\(^6\).

2 The Falmouth Context

2.1 Strategic vision

University College Falmouth is a leader in arts, design, media and performance education. We are conscious of our position as one of the key players in higher education in Cornwall and the South West, and of the responsibilities that come with that role. Our aim is to become a leader and beacon of good practice in the field of equality and diversity in the region and this Scheme forms a vital part of the foundation on which we wish to build that reputation. We are proud of being different, and we aim to celebrate diversity within our own community, whether in our staff and student profile, or the range of courses offered and skills taught.

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\(^1\) Stephen Lawrence Inquiry Report  
\(^2\) The Stephen Lawrence Inquiry: Report of an inquiry by Sir William MacPherson of Cluny, chapter 6, paragraph 6.34, February 1999  
\(^3\) Ibid, chapter 47, recommendation 12  
\(^4\) Ibid, chapter 46, paragraph 46.27  
\(^5\) Ibid, chapter 6, paragraph 6.48  
\(^6\) Code of Practice on Reporting and Recording Racist Incidents, Home Office, May 2000
As we move towards our ambition to create the Arts University Cornwall, our vision is to be one of the leading specialist arts universities in the world and to set an international benchmark for excellence in education and practice in art, design, media and performance, and through its engagement with business and community. This vision requires that we are able to understand, appreciate and interact with people -in Cornwall and beyond- from all cultural, ethnic and faith backgrounds. Working to achieve these aims necessarily requires that we be an inclusive culture that provides equal opportunities for all to achieve their creative and intellectual potential.

Our Strategic Plan (2008) outlines our aims and values as we move towards the goal of full university status, and is supported by three cross-cutting themes: partnership, sustainability and equality and diversity. Our Race Equality Policy supports and should be considered explicitly part of the College Strategic Plan.

In the context of our recent merger with Dartington College of Arts and our vision to become Arts University Cornwall, University College Falmouth now has the opportunity and responsibility to develop a range of dynamic, forward looking ways to ensure that we are a truly inclusive place in which to work and study. All members of the College, both staff and students, are responsible for upholding the aims of this Race Equality Policy, for fulfilling their part in its implementation and for availing themselves of training and information in this regard.
3  Falmouth’s Race Equality Policy
How this will work

In the ongoing development of this Policy, the various elements of our specific Duties require the College to:
• Gather information and consult with stakeholders
• Impact assess services and policies (EqIA)
• Set objectives of scheme
• Take action
• Report annually on progress made
• Review every three years
• Impact assessment of new and existing policies (ongoing)

Consultation with staff and students will include the following:
• Staff and student focus groups, including conversations with union, student union & student reps
• Questionnaires: online and hard copies

Broader community consultation will include external stakeholders such as local schools, BME groups, the Cornwall Race Equality Council, Cornwall Faith Forum and local faith and humanist groups.

Consultees’ views on the role that the College should play in promoting tolerance & diversity in this area will be actively sought and incorporated where appropriate.

3.2 Equality impact assessment (EqIA)
The process of EqIA is a requirement of the Race Equality Duty and offers the opportunity for all areas of the College to engage with equality issues in a systematic manner. It will also produce actions that will form part of our Race Equality Action Plan.

The Equality Challenge Unit (ECU) provides a clear explanation of the purpose of EqIA:

“An equality impact assessment (EIA) is a mechanism that allows an organisation to review its policies (including less formalised practices) to ensure that discrimination does not occur on the grounds of race, disability, gender, sexual orientation, and religion or belief. In essence, an EIA can be seen as a means of quality control, or an ‘equality MOT’. It enables organisations to promote equality and ensure that inappropriate discrimination is not taking place, which helps them to run effectively and efficiently”.

The College will periodically engage in training to ensure that we employ best practice in carrying out EqIA. Initially the Equality and Diversity Officer will be responsible for coordinating pilot assessments and for commissioning and/or delivering training to departments/teams across the College. In the absence of dedicated resources to carry

7 Briefing: Using equality impact assessments, ECU, October 2007
out EqIA, it is expected that each department/team will conduct their own and that results will be compiled and reported on by the Equality and Diversity Office.

- Marketing and student admissions
- Learning and Teaching
- Assignments, assessments and exams
- Competence standards
- Student work placements, field trips, visits and social activities
- Staff hiring induction, training, development
- Frontline services
- Estates, Health and safety
- Procurement
- The development of the proposed Arts University Cornwall

3.3 Our key race equality objectives
We have divided our objectives into three broad areas of focus: students, staff and whole-college. These objectives are to be met within a three year period, at the end of which this Policy and Action Plan will be reviewed and revised.

3.3.1 Students
- Admissions, progression and experience, student-carers
- Mainstreaming race equality across curriculum
- Support networks
- Support for BME students, international students and students from diverse faith and belief backgrounds

3.3.2 Staff
- Equal Pay Audit:
  - pay gaps identified and causes addressed where appropriate;
  - results distributed to senior managers;
  - ongoing, annual examination
- Evaluation of recruitment, career progression and experience by race/ethnicity, nationality

3.3.3 College-wide
- Publication of Harassment and Bullying Policy; develop robust reporting procedure to include incidents of race/religion/belief-based harassment
- General awareness raising opportunities
- Equality impact assessment: timetable for implementation over three years, initial screening and detailed assessments.
- Opportunities for individuals, teams and departments to comment on or add actions to the Action Plan:
  - review of Annual Equality and Diversity Report at committee/team level
  - participation in the EDAN Project activities
  - through members of the Equality and Diversity Steering Group

3.4 Publishing, reporting and reviewing
The Equality and Diversity Officer is responsible for compiling our Race Equality Policy Annual Report and the Equality and Diversity Steering Group (EDSG, see Appendix C,
below), is responsible for reviewing and approving it. The purpose of the Annual Report is to:

1. mark progress against key milestones on our Action Plan.
2. continue to compile and monitor baseline data on ethnicity/race/nationality of staff and students at the College.
3. analyse and draw conclusions from the information gathering that has taken place, showing whether further information is necessary for conclusions to be drawn, and if so, what that might be.
4. plan future development of the scheme, including what equality impact assessments each area of the College is planning to carry out in the coming year.

This report will be presented to the Board of Governors and the ESDG so that the actions we have taken and progress we have made is transparent to internal and external stakeholders. This may or may not be at the end of April each year; it is expected that the schedule for reporting on our equality schemes & policies will be reviewed soon, with a possible future reporting date coinciding with –or forming part of– the publication of a comprehensive Equality and Diversity Annual Report each December.

Following review by the EDSG, the Scheme and Action Plan will be sent to all Departments, Teams and Committees and made available on the College Intranet and Internet sites.

We will review our objectives each year to ensure we are making progress and responding to new issues as they arise. One of the keys to the success of our Action Plan will be that it is re-visited often, tweaked and updated to make it a living, relevant document at the heart of our developing equalities strategy. The Policy will be reviewed every three years by the EDSG, coordinated by the Equality and Diversity Officer.
4 Work so far
The following represents information gathered from across the College. The analysis of this information has been used to guide the choice of our Policy’s objectives. The success of progress towards these key objectives and areas where action is needed will be measured against national and sector wide benchmarks, where available and appropriate to use.

4.1 Leadership and responsibility
The Equality and Diversity Steering Group (EDSG) has responsibility for advising the Strategy Group on the development, implementation and effectiveness of the College's Equal Opportunities policies, as approved by the Board of Governors, with particular regard to the College's statutory requirements. The EDSG reports to Strategy Group and normally meets once per term.

The Equality and Diversity Officer (EDO) has responsibility to lead on the development of policies and procedures across the full range of equality and diversity issues. The Officer acts as Secretary to the EDSG. There is recognition that although a central role of the EDO is to act as a catalyst for equality and diversity activities at Falmouth, the responsibility for advancing and developing the Equality ethos at the College lies with each member of the staff and students and not in one individual or committee.

Our Race Equality Policy is a crucial element of our suite of Equality and Diversity policies that aim to reflect the ethos, character and aims of the College with regards to race, religion and belief, disability, age, gender and sexual orientation. Read together, our Equal Opportunities policies are a strong statement of our commitment to inclusion, tolerance and freedom of expression at University College Falmouth. The intent is that these documents exist as living and relevant points of reference for our Community, and that they not languish as inert and obscure statements of policy.

4.2 Learning and teaching
University College Falmouth prides itself on offering a diverse offering of learning opportunities. Issues surrounding equality and human rights in general and race and ethnic identity in particular are explored across the curriculum. Some examples have included:

- 3D Design: Identity & Difference
- Textile Design, Photography: Historical and Cultural Studies
- Contemporary Crafts: Identity and Audience, Modernist Issues and Identity
- Graphic Design: Difference and Identity, Propaganda and Persuasion
- Journalism: Media Ethics and Human Rights

4.3 Personnel and staff
4.3.1 Policies
The College’s existing policies and other documents that relate to issues of race equality are:
- Equal Opportunities Policy
- Race Equality Policy
- Joint Statement on Harassment & Dignity at Work
• Harassment and Bullying Policy

4.3.2 Equal Pay
An equal Pay Audit was carried out in September 2008, based on a snapshot of staff data taken on April 30th, 2008. The purpose of this audit is to ensure that the College does not discriminate in pay based on membership of one or more target equality groups, including race/ethnicity/nationality. Initial audit results form Appendix D, below. Union representatives will be asked for their input into the evaluation stage of this audit, before the results are published.

4.3.3 Staff training and development
Institutional responsibility for race equality training rests with the Equality and Diversity Officer. Such training must include awareness-raising around race, religion and belief and the relevant requirements of the Duty. This training occurs as part of new staff inductions and ongoing equality training workshops, e-learning and other opportunities.

4.3.4 Staff recruitment, selection, promotion and retention
The College regularly monitors and benchmarks our staff profile in terms of gender, ethnicity, disability and age across all levels as part of our Equality and Diversity Annual Report (see 3.4, above). As necessary we will consider how to achieve a more balanced staff profile and to provide effective role models for a diverse student population. We intend that our recruitment, selection and promotion procedures will be applied fairly and consistently and will reflect good equal opportunities practice.

We recognise the relative lack of ethnic diversity of our employees compared to areas of the country with a more ethnically diverse population. Our geographical location alone is not justification for the low numbers of BME staff at the College. An essential part of our efforts to diversify our student population must be the employment of more qualified BME teaching and non-academic staff.

Members of staff responsible for recruitment of employees and for considering promotion or other rewards will be required to receive training in non-discriminatory practice.

4.3.5 Committee Membership
HEFCE requires all Universities to monitor the membership of their committees in terms of disability, gender and race. Because of our low numbers of BME staff it is hard to draw many meaningful conclusions from the lack of visible BME committee membership or leadership.

4.4 Staff and student networks:
There are currently no formal or informal race/ethnicity-based support groups at the College. The College is committed to encourage and facilitate such groups, however, and will provide opportunities for staff to discuss the need for them. The Support area of the HelpMe online forum is an place that some staff and students have used to share information and to network in general around issues of race, religion and belief.
4.5 Consultation: perceptions of staff and students

Issues relating to race/religion and belief were not explicitly addressed in the most recent staff satisfaction survey carried out in 2005. However, the results did include the following comments, which do bear a relationship to race/ethnicity in the workplace:

Against a national benchmark group of HEIs the college […] is slightly below the norm for work life balance, diversity, equality, communications and staff involvement.

**Diversity and equality:** just over 79% of staff indicated that they felt the college is committed to the promotion of equality and opportunity and 83% felt the college aims to promote a challenging and vibrant learning environment in which diversity, respect and dignity influence relationships.

**Work-life balance:** just over 63% feel the college helps them balance their work and personal commitments and 57% feel everyone is treated with equal regard to help them balance work and personal commitments.

**Discrimination:** around 15% of staff indicated that they had been discriminated against in the last 12 months. The most common reason cited for this was job status (41% of those indicating they had been discriminated against), the next most common reason was age (25%) and part time status (25%). Just under 3% said they had felt discriminated against because of their race/ethnic origin, disability or fixed term status.8

4.6 College race/ethnicity profile

4.6.1 Existing information on students9

Table 1a: WP Indicator, Ethnicity

![Pie chart showing the distribution of students by ethnicity]

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8 Summary of the Staff Survey Results 2005, University College Falmouth, prepared by NHS Partners’ Research & Information

9 Widening Participation (WP) Index Data, WP Analyst, March 2009
4.6.2 International students

Since our international student cohort offers the College much in the way of ethnic, racial, religious and cultural diversity, it is worth noting the following data for 2007-08:

<table>
<thead>
<tr>
<th>Country of Origin</th>
<th>Number of students</th>
<th>% of Overall Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>4</td>
<td>4.3%</td>
</tr>
<tr>
<td>Canada</td>
<td>3</td>
<td>3.2%</td>
</tr>
<tr>
<td>Channel Islands (HE only)</td>
<td>9</td>
<td>9.7%</td>
</tr>
<tr>
<td>China (Hong Kong)</td>
<td>8</td>
<td>8.6%</td>
</tr>
<tr>
<td>China (Taiwan)</td>
<td>1</td>
<td>1.1%</td>
</tr>
<tr>
<td>China</td>
<td>1</td>
<td>1.1%</td>
</tr>
<tr>
<td>Iceland</td>
<td>1</td>
<td>1.1%</td>
</tr>
<tr>
<td>India</td>
<td>6</td>
<td>6.5%</td>
</tr>
<tr>
<td>Isle of Man (HE Only)</td>
<td>6</td>
<td>6.5%</td>
</tr>
<tr>
<td>Japan</td>
<td>8</td>
<td>8.6%</td>
</tr>
<tr>
<td>Kuwait</td>
<td>1</td>
<td>1.1%</td>
</tr>
<tr>
<td>Lebanon</td>
<td>1</td>
<td>1.1%</td>
</tr>
<tr>
<td>Malaysia</td>
<td>1</td>
<td>1.1%</td>
</tr>
<tr>
<td>Maldives</td>
<td>1</td>
<td>1.1%</td>
</tr>
<tr>
<td>Norway</td>
<td>21</td>
<td>22.6%</td>
</tr>
<tr>
<td>Portugal</td>
<td>1</td>
<td>1.1%</td>
</tr>
<tr>
<td>Russia</td>
<td>2</td>
<td>2.2%</td>
</tr>
<tr>
<td>Singapore</td>
<td>1</td>
<td>1.1%</td>
</tr>
<tr>
<td>Switzerland</td>
<td>1</td>
<td>1.1%</td>
</tr>
<tr>
<td>Thailand</td>
<td>1</td>
<td>1.1%</td>
</tr>
<tr>
<td>Turkey</td>
<td>1</td>
<td>1.1%</td>
</tr>
<tr>
<td>Uganda</td>
<td>1</td>
<td>1.1%</td>
</tr>
<tr>
<td>USA</td>
<td>12</td>
<td>12.9%</td>
</tr>
<tr>
<td>Vietnam</td>
<td>1</td>
<td>1.1%</td>
</tr>
</tbody>
</table>
4.6.3 Staff profile

Current information (as at 31/12/08\(^\text{10}\)) on staff from a race/ethnicity perspective is summarised below. Although the overwhelming majority of staff are White British, it can be seen that post-merger with Dartington College of Arts UCF has marginally more BME employees. A significant number of staff currently decline to state their ethnicity.

<table>
<thead>
<tr>
<th></th>
<th>Academic</th>
<th>ATM</th>
<th>Whole College Jan 09</th>
<th>Whole College Jul 08</th>
<th>Whole College July 07 (DCA not included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>271</td>
<td>387</td>
<td>658</td>
<td>629.0</td>
<td>371.0</td>
</tr>
<tr>
<td>% White British</td>
<td>71</td>
<td>78</td>
<td>78</td>
<td>78.5</td>
<td>85.4</td>
</tr>
<tr>
<td>% Other White</td>
<td>4</td>
<td>3.6</td>
<td>3.7</td>
<td>4.8</td>
<td>4.9</td>
</tr>
<tr>
<td>% BME</td>
<td>3.6</td>
<td>12.9</td>
<td>2.12</td>
<td>1.8</td>
<td>1.9</td>
</tr>
<tr>
<td>% Ethnicity Not Held</td>
<td>20.6</td>
<td>4.6</td>
<td>15.5</td>
<td>14.9</td>
<td>7.8</td>
</tr>
</tbody>
</table>

\(^{10}\) Information from Trent – HR data management system
5 Action plan 2009–2011

This Action Plan outlines the means by which University College Falmouth will work towards our obligations under the Race Equality Duty. It defines the responsibilities, actions, timescales, outcomes and arrangements for monitoring progress. It sets out how we will report on and publish the results of our monitoring and our actions. Section A sets out responsibilities/actions for the whole College, with detailed actions for implementation relating to students in Section B and staff in Section C.

<table>
<thead>
<tr>
<th>A: College-wide activity</th>
<th>Key Issue/Development Proposal</th>
<th>Action</th>
<th>By whom</th>
<th>By when</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Scheme and action plan development</td>
<td>Review Scheme every three years and implementation of action plan on annual basis. Ensure full involvement of diverse range of people in Scheme implementation and review. Publish</td>
<td>EDSG</td>
<td>January 2009 and annually thereafter</td>
</tr>
<tr>
<td>A2</td>
<td>Equality impact assessment (EqIA)</td>
<td>To ensure review of college activities and functions from a race perspective as part of EqIA process</td>
<td>All College departments/team s, Equality &amp; Diversity Officer</td>
<td>January 2010</td>
</tr>
<tr>
<td>A3</td>
<td>Publication of Harassment and Bullying Policy</td>
<td>Develop robust reporting procedure to include incidents of race/religion/belief-based harassment</td>
<td>Equality &amp; Diversity Officer</td>
<td>April 2009</td>
</tr>
<tr>
<td>A4</td>
<td>Awareness raising</td>
<td>Ensure race/religion/belief issues are highlighted within curriculum, personnel and social/support context</td>
<td>L&amp;T Committee, Director of Personnel, Head of Accommodation &amp; Welfare, FXU</td>
<td>December 2009</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B: Students</th>
<th>Key Issue/Development Proposal</th>
<th>Action</th>
<th>By whom</th>
<th>By when</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>Student admission, progression and experience</td>
<td>Review from race/religion/belief perspective as part of EqIA process</td>
<td>Assistant Registrar (Admissions), International</td>
<td>December 2009</td>
</tr>
<tr>
<td>B2</td>
<td>Mainstreaming race/religion/belief equality across curriculum</td>
<td>Embed EqIA and race/religion/belief considerations within course development and review processes</td>
<td>Director of Learning and Teaching, LT&amp;A Committee, Equality &amp; Diversity Officer</td>
<td>December 2009</td>
</tr>
<tr>
<td>B3</td>
<td>Support networks</td>
<td>Provide support for development of race/religion/belief -based student network</td>
<td>Equality &amp; Diversity Officer, FXU Manager</td>
<td>Ongoing 2009</td>
</tr>
</tbody>
</table>

### C: Staff

<table>
<thead>
<tr>
<th>Key Issue/Development Proposal</th>
<th>Action</th>
<th>By whom</th>
<th>By when</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 Equal Pay Audit</td>
<td>Pay gaps identified and causes addressed where appropriate; results distributed to senior managers; ongoing, annual examination</td>
<td>Equality &amp; Diversity Officer, Union colleagues</td>
<td>October 2009</td>
</tr>
<tr>
<td>C2 Evaluation of recruitment, career progression and experience by race/ethnicity</td>
<td>Identify and analyse any imbalance(s) in roles, grades and committee representation related to race/ethnicity. Produce action plan to diversify staff in this regard.</td>
<td>Director of Personnel, Equality &amp; Diversity Officer</td>
<td>December 2009</td>
</tr>
<tr>
<td>C3 Equality Impact Assessment (EqIA)</td>
<td>Begin review of relevant policies/procedures and coordination of EqIA with team leads</td>
<td>Team EqIA Leads, Equality &amp; Diversity Officer</td>
<td>December 2009</td>
</tr>
</tbody>
</table>
6 Looking to the future: progressing our action plan

6.1 Collaborative partners
The Board of Governors has overall responsibility for this Policy. The future development of our Race Equality Policy and Action Plan will be advanced primarily by the Equality and Diversity Officer, in consultation and partnership with the following:

- Staff and students at the College
- The Equality and Diversity Steering Group
- Students Union and other student representatives
- Trade Unions
- Widening Participation office
- Local and regional BME groups and support/advocacy organisations
- any other interested staff, students and members of the wider community.

We recognise the critical importance of incorporating the views & needs of staff and students across all three campuses in College Strategic Reviews, Corporate Strategy and in the ongoing development of this Policy and Action Plan.

It is recognised that the students union (FXU) is a key partner and opportunities will be sought to work closely with them in this context. In addition, the College will be encouraging FXU to develop its own strategy and statements on race equality (as well as on other equality strands). In addition, the College will continue to seek out opportunities to engage and work with individuals and groups in the local community on issues relating to race equality, and to consider race equality when such interactions do occur.

6.2 Strategic planning
Equality, diversity, access and inclusion is a key, cross-cutting theme identified in the vision for Arts University Cornwall. As such, race –along with gender and disability-equality must be at the heart of future discussions and considerations in order to build a truly inclusive place in which to work and study. As these plans develop, close collaboration between teams across the College must continue, along with ongoing meaningful consultation of staff and students to ensure that this occurs.

Rob Curran
Equality and Diversity Officer
May 2009