



anguscollege

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# **RACE EQUALITY SCHEME ANNUAL REPORT**

**AUGUST 2009**

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## 1. Introduction

As part of our commitment to the provision of a positively focused and inclusive learning and teaching service, the undernoted report has been developed to outline steps taken by the College to deliver upon the commitments outlined within our second Race Equality Scheme, published in August 2008.

The undernoted report is the second annual report reflecting developments in respect of our Race Equality Scheme and outlines achievements against the various points outlined within our race equality action plan, and details other developments which have taken place since the introduction of the race equality duty through the Race Relations Amendment Act of 2000.

## 2. Key Developments

Following on from the College's second Race Equality Scheme, the College has continued to deliver, develop and promote the services it provides to learners, potential learners, staff, and others irrespective of race, nationality or ethnic origin. Key developments in respect of these activities include the following:

- Completion of the first stage of equalities awareness and inclusion training for all staff.

Evaluation of this training has been very positive and will underpin on-going awareness raising and refresher training for all staff.

In addition to all staff training and development, the range of short induction development sessions provided to all new staff has been extended to include a session with a specific focus on equality and diversity issues, including information and awareness raising in respect of race equality.

- The success of the approach taken through the work of the College Disability Focus group has encouraged the College to adopt this as a template for the development of other equalities focus groups with the objective of creating a single equalities focus group designed to seek feedback and ideas, but also to support the cross-fertilisation of ideas and services across all strands of the Colleges equalities agenda.
- The College has invested significantly in enhancing its arrangements for student engagement over the past year through the creation of a post of Student Engagement Officer. This role has been very successful in supporting and encouraging engagement across the College's equalities agenda, including the organisation and development of awareness activities and campaigns for students and staff around issues such as: bullying and harassment; cultural awareness; and positive inclusion. All of these activities have made a significant contribution to the development of a positive equalities ethos within the College and have promoted understanding of race issues for students and staff.
- Incorporated within our student engagement activities, our multicultural student representative has developed and provided a free drop-in translation service for eastern European students, offering support in translating and understanding a wide range of non-college based information and correspondence.

- Equalities impact assessment activities and monitoring data has highlighted that no College policies have had a disproportionate negative effect on the services the College provides for current or potential users on the grounds of race, nationality or ethnic origin.
- As a critical annual outcome, the retention, attainment and achievement figures for students from different racial, national and ethnic origins are consistent, comparable, and significantly above average for the sector (see appendix 1).

### **3. Progress Against Gender Equality Action Plan Targets**

Progress in respect of the various targets outlined within the 2008 Race Equality Scheme is detailed below.

**ANGUS COLLEGE  
2008 RACE EQUALITY ACTION PLAN**

<b>Area 1</b>	<b>Staff Awareness</b>
<b>Issue</b>	<b>Feedback from staff and student interviews and focus groups has highlighted that a very small number of staff within the College are not fully aware of racial issues and/or the positive promotion of good race relations.</b>
<b>Context</b>	<p>Feedback from the vast majority of student interviews and surveys has provided strong evidence that staff demonstrate positive and professional values and approaches in supporting and promoting race equality. A very small number of respondents noted, however, that this was not always the case. This was evident within a situation in 2007 where a racist incident was not recognised as such by some staff.</p> <p>Staff are encouraged and supported to attend regular equalities awareness training sessions, and the Teaching Qualification in Further Education contains mandatory elements on professional equalities practice.</p> <p>Progress on raising awareness of race equality issues has been made with College staff attending a range of equality and diversity training sessions. It is recognised, however, that development and supporting professional practice in respect of all aspects of equality and diversity should be on-going.</p>
<b>Action 1.1</b>	The College will develop and deliver essential equality awareness training on a scheduled basis for all staff.
<b>Responsibility</b>	Director of Quality and Human Resources, Staff Development Manager, Student Services Manager.
<b>Timescale/Deadline</b>	On-Going
<b>Progress Aug 09</b>	Training provided on regular update basis as part of staff development day and new staff induction arrangements.
<b>Action 1.2</b>	The College will develop additional racial awareness information and campaigns for staff and students as part of its overall student engagement activities.
<b>Responsibility</b>	Director of Quality and Human Resources, Student Engagement Officer, Student Services Manager.
<b>Timescale/Deadline</b>	On-Going
<b>Progress Aug 09</b>	Extensive activities undertaken by Student Representative Council and Student Engagement Officer, including: multicultural events and social activities; informal translation and support activities; transnational visits; photo exhibitions.

<b>Area 2</b>	<b>ESOL Students and Provision</b>
<b>Issue</b>	<b>Supporting the integration and development of students undertaking ESOL language programmes</b>
<b>Context</b>	<p>A focused review on provision for ESOL students has highlighted very positive feedback on services and support provided, accompanied by above average levels of student retention and attainment. This review has highlighted a small number of areas for further action, particularly in respect of the transition opportunities for students into other curricular areas following completion of their English language courses.</p> <p>Research undertaken has shown that this is a particular issue in respect of the development of language skills around technical or specialist terminology in areas such as finance and accountancy.</p>
<b>Action 2.1</b>	The College will implement and monitor the action points arising from the ESOL Experience report completed in June 2008.
<b>Responsibility</b>	Director of Quality and Human Resources, Directors of Learning and Teaching, Student Services Manager.
<b>Timescale/Deadline</b>	July 2009
<b>Progress Aug 09</b>	Action points adopted. Additional emphasis placed on support for students transferring from ESOL courses into other subject areas. This has included the involvement of previous ESOL students in the recruitment process for courses with a high proportion of former ESOL student applicants.

<b>Area 3</b>	<b>External Input/Engagement</b>
<b>Issue</b>	<b>Lack of direct representation/input from BME groups to influence College plans, developments and services to support and enhance race equality activities and arrangements.</b>
<b>Context</b>	<p>As detailed above, Angus as a geographic area has a very small proportion of residents from BME racial groups. This in turn results in a lack of formal racial interest/support groups with whom the College can engage. Where interested parties do exist, these tend to be individuals rather than group representatives and engagement can be sporadic.</p> <p>Good links do exist with more formal groups such as Angus Council.</p>
<b>Action 3.1</b>	Develop a generic equalities focus group comprised of staff, student and stakeholder representatives and individuals with experience of and an interests across the range of equality and diversity strands. Outcomes from this group will inform the annual reports developed from this equality scheme through the work of the College Equality and Diversity group.
<b>Responsibility</b>	Director of Quality and Human Resources, Student Services Manager.
<b>Timescale/Deadline</b>	February 2009
<b>Progress Aug 09</b>	Development held back to match timescale and activities to support the development of a single equalities scheme for the College. Revised timescale of December 2009 adopted.

<b>Area 4</b>	<b>Equality Schemes</b>
<b>Issue</b>	<b>Development of single equality scheme.</b>
<b>Context</b>	<p>The Single Equality Act 2006 established a new body called the Equality and Human Rights Commission in October 2007 bringing together commissions which were previously separate; the Commission for Racial Equality, the Disability Rights Commission and the Equal Opportunities Commission. The EHRC will promote equality and tackle discrimination in relation to gender, gender reassignment, disability, sexual orientation, religion or belief, age, race and promote human rights. These developments support the integration of the current equality schemes (Race, Disability and Gender) produced by the College into one single equalities scheme and one combined annual reporting exercise.</p> <p>The development of a single equality scheme will act to simplify and clarify responsibilities, arrangements and activities aimed at ensuring equality and promoting good relations across each strand of positive equality and diversity practice.</p>
<b>Action 4.1</b>	Develop single Equality Scheme covering the strands of Race, Gender and Disability, and encompassing other strands of equality and diversity practice as appropriate.
<b>Responsibility</b>	Director of Quality and Human Resources, Student Services Manager, Equality and Diversity Group.
<b>Timescale/Deadline</b>	August 2009
<b>Progress Aug 09</b>	Development held back to match timescale and activities to support the development of a single equalities scheme for the College. Revised timescale of December 2009 adopted.

#### Appendix 1 – Performance Indicator Comparison

<b>Performance Indicator</b>	<b>Non “White UK” Race/ Nationality/ Ethnicity %</b>	<b>Whole College %</b>
Early Retention SRR1	98.68	97.61
Retention (SRR2)	96.95	95.01
Positive Student Outcome (PSO)	95.68	95.3
Successful Completion (SCR)	97.99	98.17
SARU	93.22	90.96