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RACE EQUALITY SCHEME ANNUAL REPORT 3

AUGUST 2011

Contents

1. Introduction.....	3
2. Key Developments.....	3
3. Progress Against Race Equality Action Plan Targets	4
Appendix 1 – Performance Indicator Comparison.....	8

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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 Race Equality Scheme.

The undernoted report is the third 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 completion of our second race equality scheme in July 2008.

This report has been developed and published to update work undertaken during the period where the specific public sector equality duties in Scotland arising from the 2010 equality act remain unclear. In the interim the College has adopted guidance issued from EHRC to continue with the good practice of monitoring and reporting upon outcomes in respect of existing equalities schemes

2. Key Developments

Following on from the developments made and reported in August 2010, 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:

- Embedding of equalities awareness training and activities across the College.

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.

Development and promotion of an on-line learning chunk available to all staff on good equalities practice.

Additional development has been undertaken with the Board of Governors, all managers, and other staff in respect of the 2010 Equalities Act.

Anti bullying training has been provided for a number of staff and learner groups. This training includes development of identifying and dealing with bullying and harassment issues related to race.

- Assessment of the effectiveness and impact of College equality and diversity practice has featured within the Annual Engagement Review activities of Her Majesty's Inspectorate of Education (HMIe) in February and November 2010. These activities have highlighted strengths in respect of college activity in these areas.
- As part of learner engagement activities embedded across the college, a range of learner led and supported activities have been undertaken to support race awareness.

- 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 in respect of race. This assessment includes review of complaints around discrimination and harassment and includes impact assessment in respect of reductions in College service as a result of the public sector funding cuts.
- As a critical annual outcome, the retention, attainment and achievement figures for students split by national/ethnic origin remain consistently high and directly comparable for each gender (see appendix 1).

These PI figures are consistent with the 2008/2009 figures in each case and represent a very strongly positive performance by the college and individual students.

Angus as an area has a very limited racial mix (2001 census data highlights that only around 0.8% of Angus residents are from BME groups. Given this low figure, performance indicator data is reported on an aggregate (rather than individual) basis to avoid the identification of individual students within published data.

- Monitoring figures and activity for staff from each ethnic group have highlighted parity of opportunity and application of terms and conditions of service, career progression and, staff development/CPD. This information affirms the Colleges professional practice in these areas.

3. Progress Against Race Equality Action Plan Targets

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

P4/ST
29 August 2011

ANGUS COLLEGE

2008 RACE EQUALITY ACTION PLAN

Area 1	Staff Awareness
Issue	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.
Context	<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>
Action 1.1	The College will develop and deliver essential equality awareness training on a scheduled basis for all staff.
Responsibility	Director of Quality and Human Resources, Staff Development Manager, Student Services Manager.
Timescale/Deadline	On-Going
Progress July 10	Equality awareness training delivered on on-going basis for all staff. Specific sessions provided for curriculum management staff to focus on equalities issues for recent eastern European migrant groups who now make up c5% of the Angus population.
Progress Aug 11	Updated equalities training delivered to reflect 2010 Equality Act. Training provided to Board of Governors and staff. Additional induction information developed. On-line learning chunk developed and promoted.
Action 1.2	The College will develop additional racial awareness information and campaigns for staff and students as part of its overall student engagement activities.
Responsibility	Director of Quality and Human Resources, Student Engagement Officer, Student Services Manager.
Timescale/Deadline	On-Going
Progress July 10	Activity embedded within extensive learner engagement activities. Positive examples include student led drop-in translation support and student led cultural and charitable events.
Progress Aug 11	Work above developed further. Work received a highly commended award from Scotland's colleges.

Area 2	ESOL Students and Provision
Issue	Supporting the integration and development of students undertaking ESOL language programmes
Context	<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>
Action 2.1	The College will implement and monitor the action points arising from the ESOL Experience report completed in June 2008.
Responsibility	Director of Quality and Human Resources, Directors of Learning and Teaching, Student Services Manager.
Timescale/Deadline	July 2009
Progress July 10	Action points implemented.

Area 3	External Input/Engagement
Issue	Lack of direct representation/input from BME groups to influence College plans, developments and services to support and enhance race equality activities and arrangements.
Context	<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>
Action 3.1	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.
Responsibility	Director of Quality and Human Resources, Student Services Manager.
Timescale/Deadline	February 2010
Progress July 10	Implementation delayed pending finalisation of requirements through the Single Equalities Act. Revised timescale of December 2010 adopted.
Progress Aug 11	Implementation on hold pending confirmation of public sector specific duties from Scottish Government.

Area 4	Equality Schemes
Issue	Development of single equality scheme.
Context	<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>
Action 4.1	Develop single Equality Scheme covering the strands of Race, Gender and Disability, and encompassing other strands of equality and diversity practice as appropriate.
Responsibility	Director of Quality and Human Resources, Student Services Manager, Equality and Diversity Group.
Timescale/Deadline	August 2009
Progress July 10	Implementation delayed pending finalisation of requirements through the Single Equalities Act. Revised timescale of December 2010 adopted.
Progress Aug 11	Implementation on hold pending confirmation of public sector specific duties from Scottish Government.

Appendix 1 – Performance Indicator Comparison

PI Comparison Summary by Equality and Diversity Category

Category		SRR1%	SRR2%	SCR%	PSO%
Whole College		<u>98.03</u>	<u>95.96</u>	<u>97.38</u>	<u>94.78</u>
Gender					
	Male	97.76	96.28	96.37	94.14
	Female	98.26	95.69	98.18	95.29
Ethnicity					
	Non "White UK"	<u>97.54</u>	<u>97.72</u>	<u>98.07</u>	<u>96.38</u>
Declared Disability		97.76	95.51	97.07	94.07
Age Group					
	<20	97.43	94.87	95.25	91.64
	20-29	96.14	94.75	96.9	93.46
	30-39	97.74	95.57	98.44	95.98
	40-49	98.43	96.57	99.19	97.23
	50+	99.9	98.04	99.71	98.8