

Race Equality Scheme

2008 - 2011

Contents

Part 1 Overview of Race Equality Scheme 2005 to 2008	3
Data Monitoring.....	3
Students	3
Staff	4
Complaints.....	4
Staff Development.....	5
Impact Assessment.....	5
Impact Assessment Review schedule - Policies and Procedures for Students	5
Impact Assessment Review schedule - Policies and Procedures for Staff	6
Part 2 Race Equality Scheme 2008 to 2011	7
Introduction	7
Consultation Race Equality Scheme 2008 to 2011	8
Appendix A Race Equality Action Plan 2007-8	9
Appendix B Race Profile of Students as at November 2008.....	16
Appendix C Race Profile of Staff as at November 2008	18
Staff Recruitment Data	19
Summary of Current Staffing.....	20
Summary of Recruitment / Interview data.....	20
Appendix D Staff development covering the period of the last scheme	23
Appendix E Race Equality Action Plan 2008 to 2011	24

Part 1 Overview of Race Equality Scheme 2005 to 2008

The Adam Smith College was created in August 2005 as a result of the merger of the former Fife and Glenrothes Colleges. Both Colleges had a Committee specifically to consider and monitor equal opportunities issues and to promote and manage inclusion and diversity for both students and staff.

In the last three years the Diversity Committee of the merged college has worked to support the College community so there is a positive approach to race equality and to ensure that the college undertakes its responsibilities under the general and specific duties:

- to eliminate unlawful racial discrimination
- to promote equality of opportunity
- to promote good relations between people of different racial groups

This work is embedded within the College's strategic planning process. In addition there is a Race Equality Policy and Procedure which outlines the specific duties, namely to

- assess the impact of its policies on students and staff of different racial groups.
- monitor, by reference to these groups, the admission and progress of students and the recruitment and career progression of staff.
- set out its arrangements for publishing its written policy, impact assessments and monitoring of the above.

The annual Race Equality Action Plan ensures that key college staff takes responsibility for specific objectives. These action plans are monitored and reviewed each year (See appendix A for progress on the most recent plan) and are taken to the Diversity Committee and subsequently the Academic Board.

Data Monitoring

Students

The college places an emphasis on this activity so that possible issues relating to recruitment, retention and achievement of students can be considered and action taken. This data is monitored through the annual curriculum review process where each Teaching Department meets with the Vice Principal to consider the information and consider actions to take e.g. if students from BME groups underachieved in their course. In addition, Course Committees, which include students, meet twice a year so issues can be addressed.

The data is available to all staff and is located on the college Information Dashboard. A summary of this information is attached at Appendix B.

There has been an annual increase in the numbers of students from BME communities enrolling on college courses since merger. The total enrolments for each year are as follows:

Year 1 2005/6	454 enrolments	1.581%
Year 2 2006/7	629 enrolments	1.792%
Year 3 2007/8	1022 enrolments	2.247%

This data indicates that the total percentage for enrolments of ethnic minorities appears to be quite healthy in relation to the statistics presented in the Scottish Government's Review of Census Ethnicity Classifications Consultation 2005 Document, where Fife's figure for the percentage of people that are minority ethnic is 1.3 %. However the college recognises that the ethnic minority population is increasing within Fife, and also that no account has been taken in the current data of the increasing numbers of Eastern Europeans who choose to study at Adam Smith. This will therefore be considered in the future 3 year scheme.

Staff

There are fewer minority ethnic people employed by the college than in the local population. (See Appendix C for pie chart and fuller details). The college currently employs 919 people of whom 0.88% is of a minority ethnic group. (1.41% of staff did not disclose this information.) Whilst the college recognises that this 0.88% does not reflect the demographic mix in the local population, the current recruitment practices appear to be productive in starting to redress this imbalance, particularly as there has been a staff development focus on recruitment practices to ensure that all staff engaging in this activity are aware of cultural differences. The recruitment summary for staff indicates that 2.19% of BME applicants were appointed

Applications

Total – 2019	White – 96.29%	BME – 3.47%
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Interviews

Total – 673	White – 95.84%	BME – 3.71%
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Appointed

Total – 274	White – 94.89%	BME – 2.19%	No one Appointed – 2.92%
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This recruitment data is available in full in Appendix C.

As vacancies are distributed to the local BME groups/ agencies this practice has helped increase the number of applications so that a higher percentage of BME applicants are being appointed to posts because they are the most appropriate people for the vacancy. This increase in applications from people who belong to a minority ethnic group should continue to improve with a resulting improvement in the ratio of BME staff employed by the college.

Statistical data in relation to staff recruitment is brought to the Diversity Committee by HR to consider issues and identify trends. The committee is made aware of any issues relating to ethnicity e.g. complaints, disciplinary hearings. This ensures that there is an overview so strategic actions can be implemented.

Complaints

Complaints in relation to diversity are monitored and brought to the attention of the relevant managers and also the Diversity Committee to ensure that positive action is taken to address issues. In the period of the previous scheme there were no complaints in relation to Ethnicity although there were in relation to other equalities groups. Whilst monitoring will continue, a poster campaign will seek to increase awareness of the importance of raising issues in relation to racial incidents so that improvements can be made in relation to issues.

Staff Development

Since merger numerous staff development events have been offered to raise awareness. These include mandatory training for all managers and directors in relation to Recruitment practices. This training was undertaken by Brodie's solicitors. In addition work on developing teams has covered cultural issues and diversity as have the sessions led by our Director of international Development. Representatives of BME communities have also provided staff training sessions with regard to Islam and Moslems. Full details of this are available in Appendix D.

Impact Assessment

The Policies and Procedures in the college all have a cycle of review so that within a 4 year period each will be reviewed by the owner who has lead responsibility to undertake this. It has been agreed that the policy owner has to ensure that impact assessment is undertaken for each of the Equality strands, namely: race, gender, disability, age, sexual orientation, religion or belief. The quality manager, who has the responsibility to ensure reviews are undertaken and that updates are then published, reminds people of review dates and ensures that impact assessment is part of the process.

In addition, when any function or process is being implemented or reviewed, impact assessment must be done.

Impact Assessment Review schedule - Policies and Procedures for Students

Policy Title	Review Date	
Access	December 2008	Currently being reviewed
Admissions	March 2010	Impact assessed in 2007
Anti-Harassment and Bullying	March 2011	Impact assessed in 2007
Assessment	October 2010	Impact assessed in 2007
Attendance	February 2010	Impact assessed in 2007
Customer Care	March 2008	Impact assessed in 2007
Disciplinary	July 2010	Impact assessed in 2007
Equal opportunities	February 2010	Impact assessed in 2007
Freedom of Information	February 2009	
Graduation	May 2009	
Guidance	April 2011	Impact assessed in 2007
Misuse of Drugs and Alcohol	November 2011	Impact assessed in 2007
Quality	March 2010	Impact assessed in 2007
Procedure Titles	Review Date	
Academic Appeals	July 2008	
Academic Deceit	June 2010	Impact assessed in 2007
Admissions	March 2011	Impact assessed in 2007
Alcohol and Drugs Misuse	November 2007	Impact assessed in 2007
Anti-Harassment and Bullying	March 2011	Impact assessed in 2007
Attendance	December 2010	Impact assessed in 2007
Code of Conduct	September 2010	Impact assessed in 2007
Complaints	June 2010	Impact assessed in 2007
Credit Transfer APL and APEL	April 2010	Impact assessed in 2007
Disciplinary	March 2010	Impact assessed in 2007
Equal Opportunities	February 2011	Impact assessed in 2007
Fee Waiver	November 2007	Impact assessed in 2007
Guidance and Progression	April 2011	Impact assessed in 2007
Health and Safety	August 2009	

Internal Approval	May 2010	Impact assessed in 2007
Internal Moderation	June 2007	Currently being revised
Misuse of Drugs and Alcohol	November 2011	Impact assessed in 2007

Impact Assessment Review schedule - Policies and Procedures for Staff

Staff processes are undertaken in consultation with the Trade Unions so in addition to the policy owner's responsibility these are all dealt with through the College Consultation and Negotiating Committee. The impact assessment is an integral element within this consultation. This suite of policies is currently under review and is scheduled to be undertaken in this academic year 2008-9.

Policy Titles	Review Date
Equal Opportunities Policy	Currently being reviewed
Anti-Harassment and Bullying Policy	Currently being reviewed
Disability Policy	Currently being reviewed
Sickness Absence Policy	Currently being reviewed
Alcohol and Drugs Misuse Policy	June 2009
Procedure Titles	Review Date
Equal Opportunities Procedure	Currently being reviewed
Anti-Harassment and Bullying Procedure	Currently being reviewed
Recruitment Procedure	Currently being reviewed
Sickness Absence Procedure	Currently being reviewed
Alcohol and Drugs Misuse Procedure	June 2009
Return to Work Strategy – Manager Guidance	Currently being reviewed
Staff Code of Conduct	Currently being reviewed
The Family Friendly Suite	
1) Maternity, Adoption and Paternity Procedure	December 2009
2) Parental Leave Procedure	Currently being reviewed
3) Flexible Working Procedure	December 2009
4) Care of Dependants Procedure	December 2009

Part 2 Race Equality Scheme 2008 to 2011

Introduction

The college will build on the work undertaken in the last scheme as this is integral to our new corporate and strategic objectives for the period 2008-2011.

Our vision is of a College that is accessible, flexible and welcoming. The College will be driven by its customers and committed to enterprise, innovation and creativity in all that it does. Partnership is central to our work.

Our **mission** – inspiring learning. We will:

- inspire learners to continue learning throughout their lives,
- support the development of the economy of Fife and Scotland by way of high quality, relevant vocational education and training, research and consultancy and a range of enterprise activities,
- serve the needs and interests of local communities by providing accessible, vibrant College activity meeting vocational and broader learning needs,
- internationalise the College by increasing student recruitment and other international business and by extending international partnerships,
- achieve improved efficiency and sustainability based on integrated, streamlined and highly effective development and support services,
- Be a place in which staff enjoy working and are committed to customer service and continuous improvement through feedback and self-evaluation.

The **values** to which we will work together are those of:

- providing all learners with the highest quality learning experience
- valuing clients and colleagues and treating others with respect and integrity
- recognising that enjoyable learning is the most effective learning
- nurturing and valuing enterprise, innovation and creativity
- embracing diversity as a cornerstone of our learning community
- accepting accountability and responsibility for our actions

The legislative driver is still valid but the intention is to move towards having the gender, disability and race schemes under a single Equality policy so that all of the equalities legislations are considered fully. However separate reports and action plans will be integral to this approach which is planned for implementation during 2009. It will incorporate the duties outlined below to ensure continuity with ongoing developments:

- to eliminate unlawful racial discrimination
- to promote equality of opportunity
- to promote good relations between people of different racial groups

Consultation Race Equality Scheme 2008 to 2011

In preparation for the creation of a new scheme, a group of college staff and representatives from the Student Association met to consider how to embed the 2008-2011 scheme in the new Strategic Plan of the college which has three main objectives:

21st Century Learning

Learning that is high quality, relevant, adaptive, flexible and is international in outlook. Learning that is supported by a dynamic mix of technology, materials and methodology.

21st Century Workforce

Staff who are committed, motivated and valued as the key resource of Adam Smith College and who have the skills, knowledge and behaviours required to deliver and support 21st Century learning.

21st Century College

A college that is recognised for excellence and effectiveness and works from flexible, technology-rich, high quality environments in accessible locations. A place in which people want to work and learn. Financially and environmentally sustainable. Ethical, socially responsible.

In addition, a student survey targeted at those who indicated they belong to a BME group has been undertaken to help shape the actions in the 2008-2011 scheme. A college staff survey has also been undertaken and as part of the analysis, the views of those from ethnic groups will be compared with the rest of the staff to determine any issues. A targeted survey may be used if this appears necessary


Joint working between the three colleges in Fife (Elmwood, Carnegie and Adam Smith) with FRAE Fife has been initiated to provide an external advisory board focus where good practice can be shared. In addition demographic profiles from FRAE Fife will enable the college to undertake focused activity to target local community groups.

Responsibilities are outlined in the Race Equality Policy and Procedures, and specific areas are also outlined in the new Race Equality Action Plan for the next 3 year period (See appendix E) These will be monitored by the Diversity Committee who will ensure that the annual report is published on the Website each year.

Appendix A Race Equality Action Plan 2007-8

Action Plan What has to be done	By Whom	When	Progress
<p>1. Organisational Ethos and Culture</p> <p>Continue to provide further race equality training for staff, especially in the light of increasing international work.</p>	<p>Mgr Policy and Organisational Development</p>	<p>Ongoing each January when the staff development calendar is compiled</p>	<p>The college has offered various courses relating to culture and respect for people as individuals and these are included at Appendix D</p> <p>Action for next year: Planning of staff development calendar from January 2009 – December 2009 is under way. Specific strands in relation to personal behaviour and competencies will include racial equality training and anti-racist issues.</p>
<p>Ensure new staff are aware of the college's commitment to race equality through their induction process</p>	<p>HR staff</p>	<p>Within first month of employment</p>	<p>Staff are made aware of the College's commitment to racial equality as part of the induction provided by HR staff.</p> <p>Action for next year: A revised induction process is under approval, which will require staff to attend specific awareness raising sessions. An online resource is also being investigated.</p>
<p>2. Strategic Planning</p> <p>Review Strategic Plan to ensure College commitment is clear. Identify strategic objectives related to inclusion to promote diversity throughout the College.</p>	<p>Assistant Principal / S Scott</p>	<p>Annually in June</p>	<p>The strategic plan cites the Race Equality Action Plan as a key set of objectives and each teaching institute has a responsibility in this area.</p>
<p>Ensure Operational Plans contain operational targets related to inclusion and diversity.</p>	<p>S Scott/ All Directors</p>	<p>In line with operational planning cycle</p>	<p>This is in place</p>
<p>Embed ethnicity related questions in student questionnaires to determine issues for BME students. Report any</p>	<p>Quality Directorate</p>	<p>At key survey stages and in Focus groups</p>	<p>Relevant questions will be included where required. Demographic information already requests ethnicity information.</p>

Action Plan What has to be done	By Whom	When	Progress
issues to key staff for action.			
3. Monitoring Processes College now has a system so monitoring data is produced annually to provide data on the retention and achievement of BME students so their results can be compared to other students.	Quality Director and ICT to provide reports	Annually by November each year	This data is now automatically generated once the results for students are entered on the college's management information system. The reports are then readily available via Information Dashboard.
Data on the Information Dashboard to be provided so that the Curriculum Head and Department Manager can examine trends and identify ethnicity issues to enable appropriate action to be taken if necessary. This must be considered formally during the Curriculum Review process which is led by the Assistant Principal Curriculum and Quality.	Curriculum Heads/ Department Managers / AP	Annually in line with Curriculum review cycle	Department Managers direct Curriculum Heads to the information on the Dashboard, in consideration of PIs prior to the annual Curriculum Review Trends are considered at Semester 2 Programme Committee meetings.
HR reports will be prepared for the Diversity Committee reviewing the staff statistics to ensure processes meet the requirements of the Race Equality Legislation in relation to recruitment, promotion and training.	Director of HR	In November each year	Reports in place and format of reporting under review in preparation for November 2008 meeting
Disseminate college vacancies through Fife council so they are passed to ethnic groups.	Director of HR and team	As vacancies occur	Vacancies have been passed systematically to Fife Council who have a targeted mailshot. However, the distribution by the Council is no longer paper based and the information is

Action Plan What has to be done	By Whom	When	Progress
			available on the Fife Direct website. ACTION The College will augment this by issuing vacancy information to representative organisations direct.
<p>Information/Marketing</p> <p>Continue to ensure that College information can be made available in a range of languages at all campuses on request.</p>	Marketing Manager/ Manager AIMS	Ongoing in line with marketing timeline	All information provided by the marketing team is available in electronic formats for the AIMS team. Every brochure produced has this stated on the back. The AIMS team are front facing and will ask what format the information is to be provided on Braille/large print / specific language and this will be created.
Continue to promote diversity by displaying appropriate posters, e.g. from the Commission for Race Equality.	Marketing Manager	Annually at start of session	<p>A range of posters are in place throughout Adam Smith Campuses from national campaigns such as Scottish Government Campaigns One Scotland Many Cultures. These are a good way to embed recognition for this important topic as the visuals are shown widely in the press and outdoor advertising.</p>  <p>Posters have also been sourced and are displayed from FRAE</p>

Action Plan What has to be done	By Whom	When	Progress
			Fife including a faith calendar.
Continue to ensure key dates of religious and cultural festivals are in the student diary as well as in Oyster.	Marketing Manager	In June each year	These are also available for promotion on posters and on the plasma screens through the campuses.
Continue to send prospectus and ESOL course information to key external agencies involved with ethnic groups.	Marketing Manager	In January	Currently we have 44 contracts on our BME grouping on our database we send out information throughout the year on courses and also the prospectus when it is published in January.
<p>4. Pre-Entry/Recruitment/Induction</p> <p>Student application form needs to be amended so that data comparing Enrolment statistics can be compared to Applications to monitor attrition rates and take action if needed.</p>	Director Learner Services	January 2007 for recruitment to session 2008-9/2007	<p>Data Monitoring has been included on the Application Form for people applying to courses in session 2008-9. However the majority of applicants used the version from the previous year as these were still in use in schools.</p> <p>The monitoring process to determine if there are any issues in student recruitment will be analysed by the Director of Information Management, who is now responsible for this area, starting next session.</p>
Business Systems staff to produce reports to compare the two sets of data so analysis can be undertaken by the Diversity Committee and actions agreed if issues arise.	Business Systems team/ Manager AIMS/ Director Learner Services	October 2008	<p>There are four reports in the Diversity folder of the Information Dashboard which show statistical analysis of the student population compared with those members of the student population who belong to a black or minority ethnic group.</p> <p>These are:</p> <ul style="list-style-type: none"> Early Retention BME SPAR BME Student Outcome BME Student Retention BME
Students' Association to review its procedures to ensure a proactive	Student President and Executive/	Summer 2008	Students' Association has created a new position on its Executive Committee - International, Equality & Diversity (IED) Officer.

Action Plan What has to be done	By Whom	When	Progress
approach against racism amongst students.	Guidance Team leader/ Director Learner Services		<p>Part of the IED Officer's remit will be to encourage the formation of the Student Assembly Against Racism (SAAR), which will include student officers and student members.</p> <p>The SAAR will be student led, and with the help and support of the Students' Association, organise an annual racial equality awareness event. Throughout the academic year, the Student Assembly will help promote and raise awareness of relevant external agencies to the student body; it will promote and encourage students to participate in the NUS Black Students' Campaign.</p>
<p>5. Teaching Materials and Assessment Processes</p> <p>Checklist for Learning and Teaching materials to be issued to Executive Directors for dissemination to teaching staff.</p>	Director Learner Services	Ongoing	The checklist is used by teaching staff in their master folders and is used by registry staff when word processing teaching materials
Internal Moderation process to monitor resources and highlight areas of concern for action	Department Managers/ Lecturers	During IM scheduled times	Internal Moderation process now considers resources for delivery and issues of diversity. However, this needs to be formalised and would recommend that the QELTM guidelines receive more attention via staff training.
Registry staff to utilise guidelines for material production	Director Registry	On going	Adhere to SENDA and QELTM guidelines. Staff are reminded to do quality assurance checks when they produce documentation.

Action Plan What has to be done	By Whom	When	Progress
<p>6. Training of Staff and Members of the Board of Governors</p> <p>Continue to provide staff briefing sessions relating to BME groups for all staff as part of the Staff Development annual calendar.</p>	<p>Manager POD</p>	<p>January schedule</p>	<p>Board workshop planned did not take place due to availability concerns. Alternative workshop/ briefing to be organised.</p> <p>In addition, Board members attend SFEU national training event.</p> <p>Staff events were available with a specific focus e.g. Race Training - Islam & Muslim IN addition there were generic events which linked to diversity and respect for people e.g. ACAS - Harassment & Bullying, Recruitment practices.</p>
<p>Monitor attendance at these sessions and raise issues with senior staff if a cross representative group of staff have not attended</p>	<p>Manager POD/ Directors / Managers</p>	<p>After each relevant session</p>	<p>Attendance at training sessions is closely monitored by OD staff and follow-up sessions are arranged to allow full coverage where required.</p>
<p>Provide appropriate induction training for all new staff on the Race Equality Policy and Race Equality Procedure including:</p> <ul style="list-style-type: none"> • An introduction to the legal obligations behind the Policy and Procedure • General objectives of the Policy and Procedure 	<p>HR Director/ HR Manager / Manager POD</p>	<p>As part of the induction cycle</p>	<p>To be included as part of revised staff induction procedures.</p>
<p>7. Curriculum Portfolio</p> <p>Review the curriculum portfolio, where appropriate, to enable more</p>	<p>Executive Directors/Assistant Principal</p>	<p>In line with the CDQC committee</p>	<p>Tailored course provided for students from ethnic minorities (i.e. HNC Working with Communities). For 2008/9, plans underway to provide input to ESOL courses to advise students of Care courses in particular.</p>

Action Plan What has to be done	By Whom	When	Progress
students from ethnic minority backgrounds to be able to progress from ESOL course to other options		schedule	
<p>8. Estates</p> <p>Based on student feedback review College provision of Estates services for students from ethnic minorities,</p>	<p>Director of Quality / Quality Manager/ Estates Managers/ Diversity Committee</p>	<p>After each survey</p>	<p>The Resources Committee have agreed to the establishment of a dedicated space in the St Brycedale campus.</p> <p>The Stenton campus has a new build starting in 2009 so this will allow for better provision at all campuses. Multi purpose rooms are currently made available through a booking system.</p>

Appendix B Race Profile of Students as at November 2008

The report below applies to all Adam Smith College Students. The data for student recruitment indicates that there has been an annual increase in the numbers of students from BME communities enrolling on college courses.

The totals for each year are as follows:

Year 1 2005/6	454 enrolments, 1.581%
Year 2 2006/7	629 enrolments, 1.792%
Year 3 2007/8	1022 enrolments, 2.247%

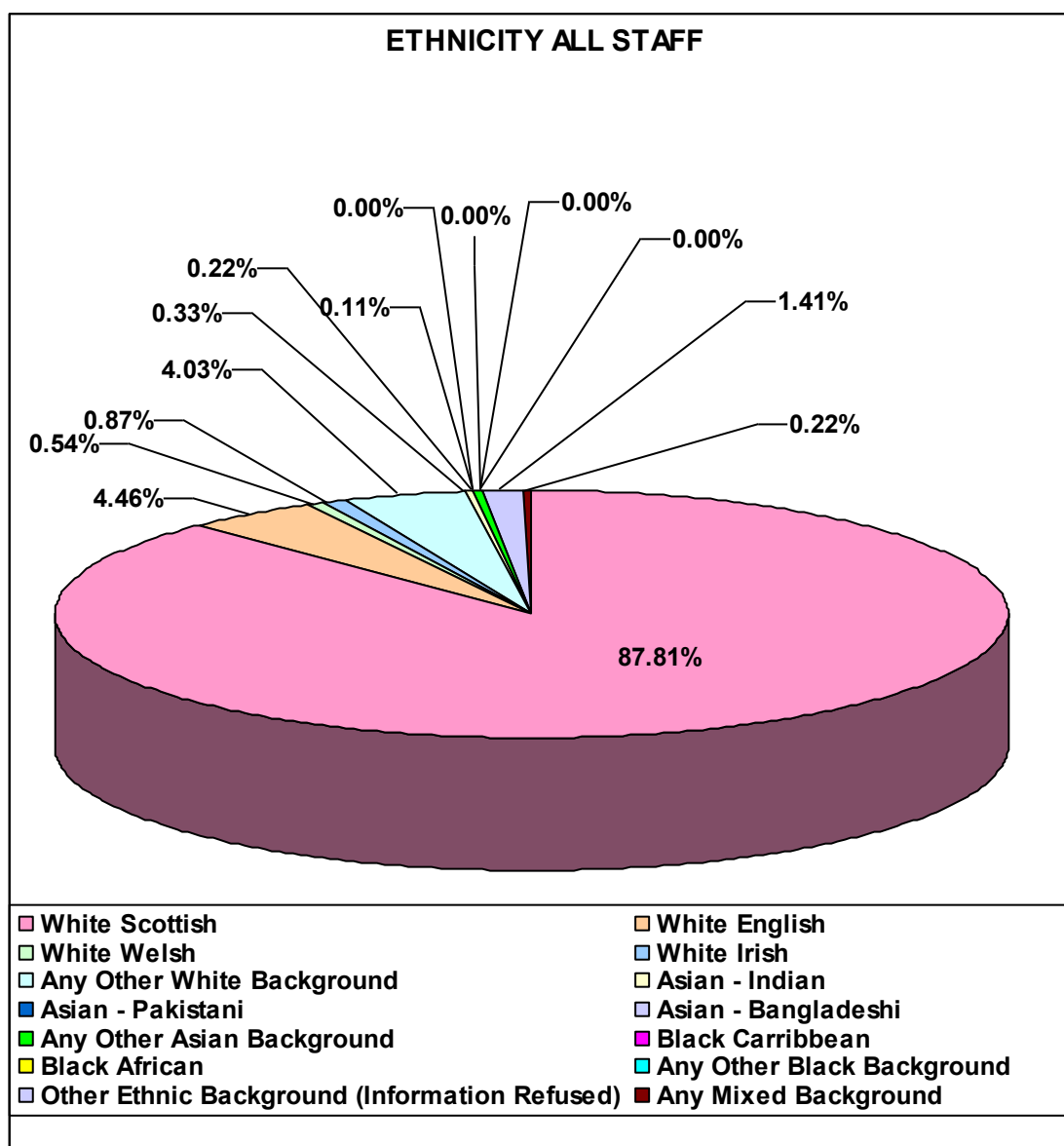
The breakdown into different groups is detailed below

Ethnicity	Enrolments		Current Enrolments		Withdrawn Enrolments	
<i>2005/6</i>						
	1	0.003%	1	0.004%	0	0.00%
African	66	0.23%	64	0.238%	2	0.111%
Any Mixed background	77	0.268%	70	0.26%	7	0.387%
Any Other Black	7	0.024%	5	0.019%	2	0.111%
Any Other White	309	1.076%	301	1.118%	8	0.442%
Bangladeshi	19	0.066%	17	0.063%	2	0.111%
Caribbean	12	0.042%	11	0.041%	1	0.055%
Chinese	70	0.244%	69	0.256%	1	0.055%
English White	1290	4.491%	1218	4.526%	72	3.98%
Indian	45	0.157%	36	0.134%	9	0.498%
Information Refused	1603	5.581%	1560	5.797%	43	2.377%
Information Unknown	669	2.329%	657	2.441%	12	0.663%
Irish White	110	0.383%	103	0.383%	7	0.387%
Other	108	0.376%	100	0.372%	8	0.442%
Other Asian	34	0.118%	30	0.111%	4	0.221%
Pakistani	124	0.432%	116	0.431%	8	0.442%
Scottish White	24107	83.935%	22486	83.554%	1621	89.608%
Welsh White	70	0.244%	68	0.253%	2	0.111%
TOTALS	28721		26912	93.701%	1809	6.299%
Total BME	454	1.581%	418	1.553%	36	1.991%
Ethnicity	Enrolments		Current Enrolments		Withdrawn Enrolments	
<i>2006/7</i>						
African	136	0.388%	129	0.39%	7	0.354%
Any Mixed background	91	0.259%	84	0.254%	7	0.354%
Any Other Black	11	0.031%	11	0.033%	0	0.00%
Any Other White	711	2.027%	669	2.022%	42	2.126%
Bangladeshi	12	0.034%	10	0.03%	2	0.101%
Caribbean	24	0.068%	24	0.073%	0	0.00%
Chinese	67	0.191%	61	0.184%	6	0.304%

English White	1532	4.369%	1453	4.391%	79	3.998%
Indian	72	0.205%	66	0.199%	6	0.304%
Information Refused	2520	7.186%	2482	7.50%	38	1.923%
Information Unknown	1081	3.083%	1064	3.215%	17	0.86%
Irish White	144	0.411%	132	0.399%	12	0.607%
Other	137	0.391%	128	0.387%	9	0.455%
Other Asian	73	0.208%	68	0.205%	5	0.253%
Pakistani	143	0.408%	139	0.42%	4	0.202%
Scottish White	28245	80.544%	26505	80.095%	1740	88.057%
Welsh White	69	0.197%	67	0.202%	2	0.101%
TOTALS	35068		33092	94.365%	1976	5.635%
Total BME	629	1.792%	592	1.788%	37	1.872%
Ethnicity	Enrolments		Current Enrolments		Withdrawn Enrolments	
<i>2007/8</i>						
	1	0.002%	1	0.002%	0	0.00%
African	282	0.62%	278	0.647%	4	0.159%
Any Mixed background	131	0.288%	125	0.291%	6	0.239%
Any Other Black	27	0.059%	25	0.058%	2	0.08%
Any Other White	1082	2.378%	944	2.196%	138	5.502%
Bangladeshi	13	0.029%	10	0.023%	3	0.12%
Caribbean	21	0.046%	20	0.047%	1	0.04%
Chinese	80	0.176%	67	0.156%	13	0.518%
English White	1732	3.807%	1639	3.813%	93	3.708%
Indian	142	0.312%	133	0.309%	9	0.359%
Information Refused	5251	11.543%	5203	12.105%	48	1.914%
Information Unknown	1945	4.276%	1925	4.479%	20	0.797%
Irish White	141	0.31%	135	0.314%	6	0.239%
Other	197	0.433%	189	0.44%	8	0.319%
Other Asian	86	0.189%	75	0.174%	11	0.439%
Pakistani	240	0.528%	231	0.537%	9	0.359%
Scottish White	34052	74.854%	31921	74.264%	2131	84.968%
Welsh White	68	0.149%	62	0.144%	6	0.239%
TOTALS	45491		42983	94.487%	2508	5.513%
Total BME	1022	2.247%	964	2.242%	58	2.313%

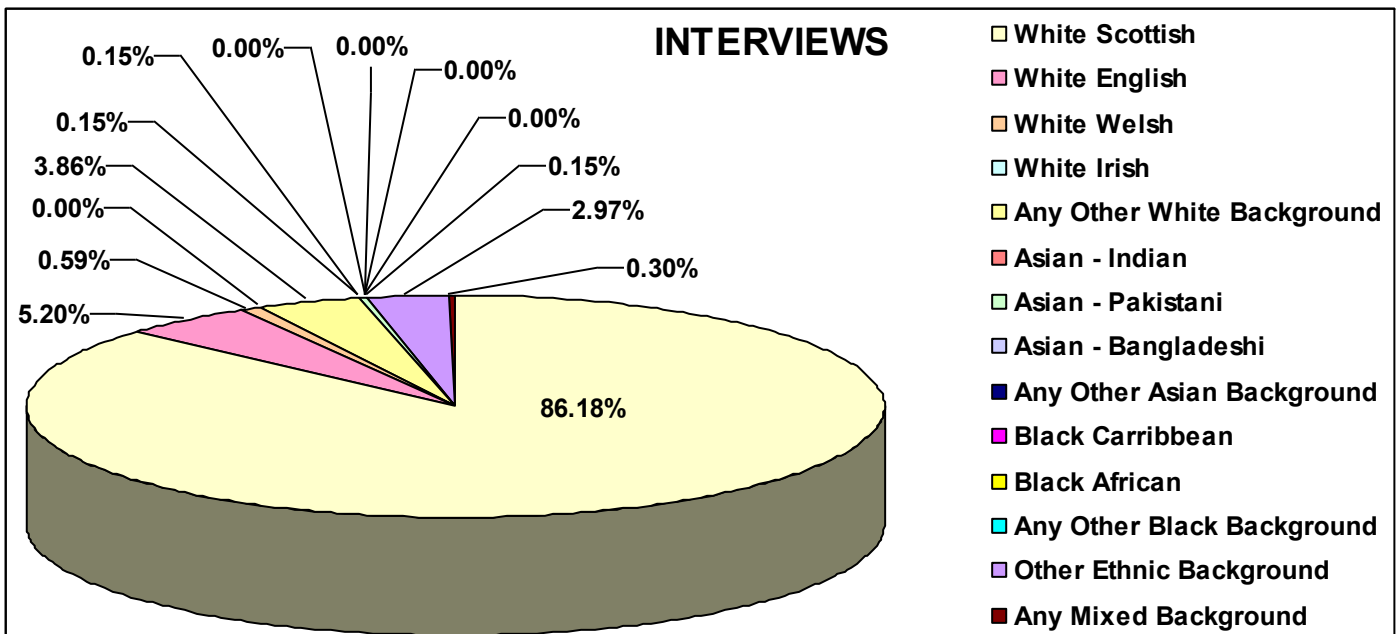
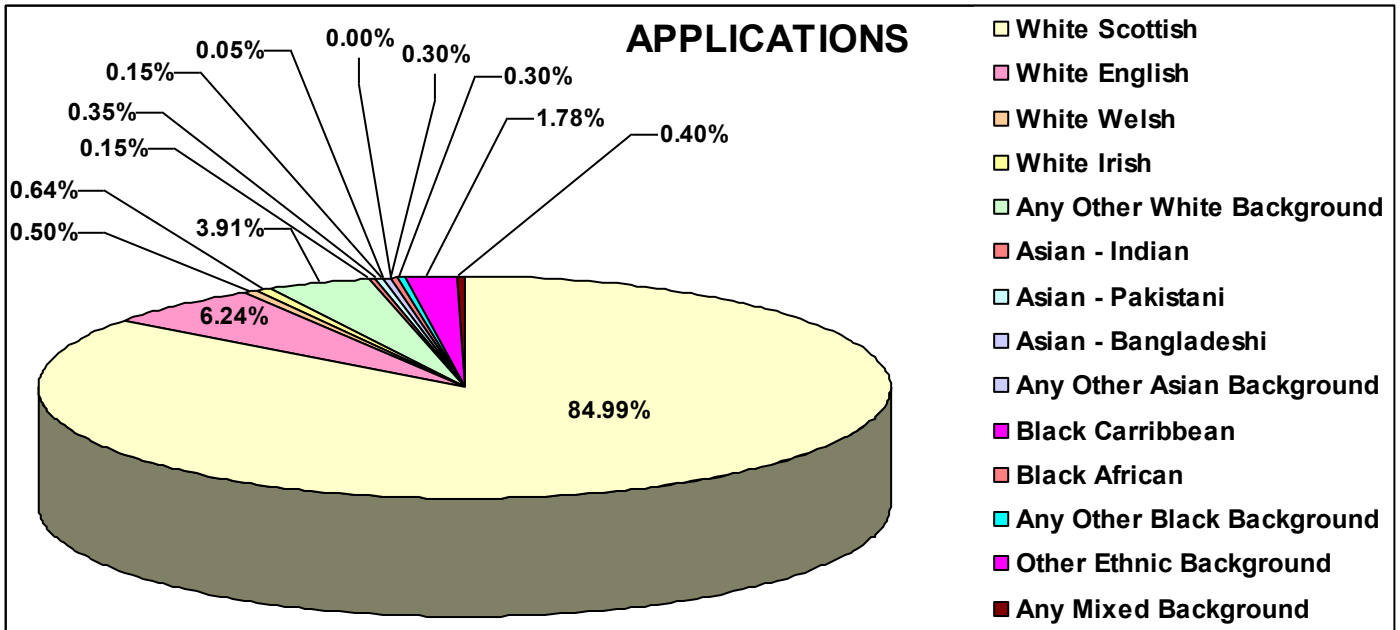
Appendix C Race Profile of Staff as at November 2008

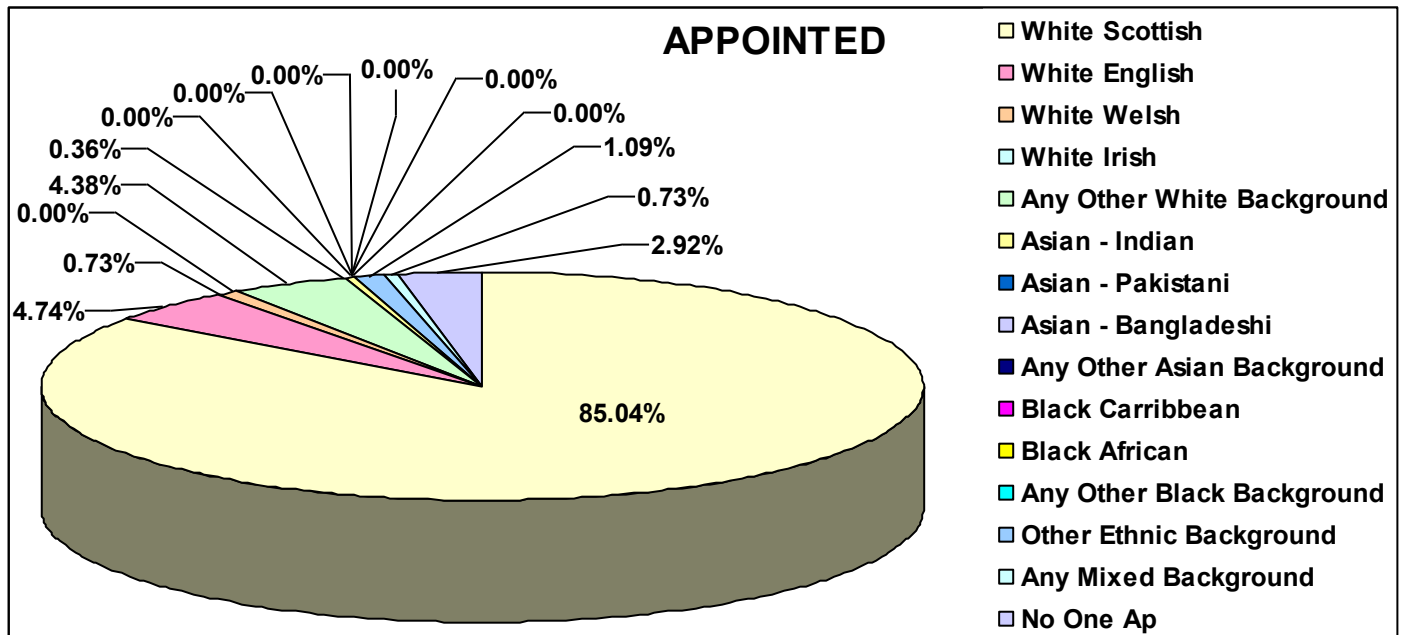
White Scottish	87.81%
White English	4.46%
White Welsh	0.54%
White Irish	0.87%
Any Other White Background	4.03%
Asian - Indian	0.33%
Asian - Pakistani	0.11%
Asian – Bangladeshi	0.00%
Any Other Asian Background	0.22%
Black Caribbean	0.00%
Black African	0.00%
Any Other Black Background	0.00%
Any Mixed Background	0.22%
Other Ethnic Background (information refused)	1.41%



Staff Recruitment Data

In each ethnic group the percentages from applications to appointment are consistent. There are no considerable drops in ethnic groups from applications to appointments. Slight increases can be found between the application and appointment in Any Other White Background, Asian - Indian and Any Mixed Background ethnic groups. Slight decreases from application to appointment are found in White Irish, Asian Pakistani Black African and Any Other Ethnic Black Background ethnic groups but this does not appear to be significant.





Summary of Current Staffing

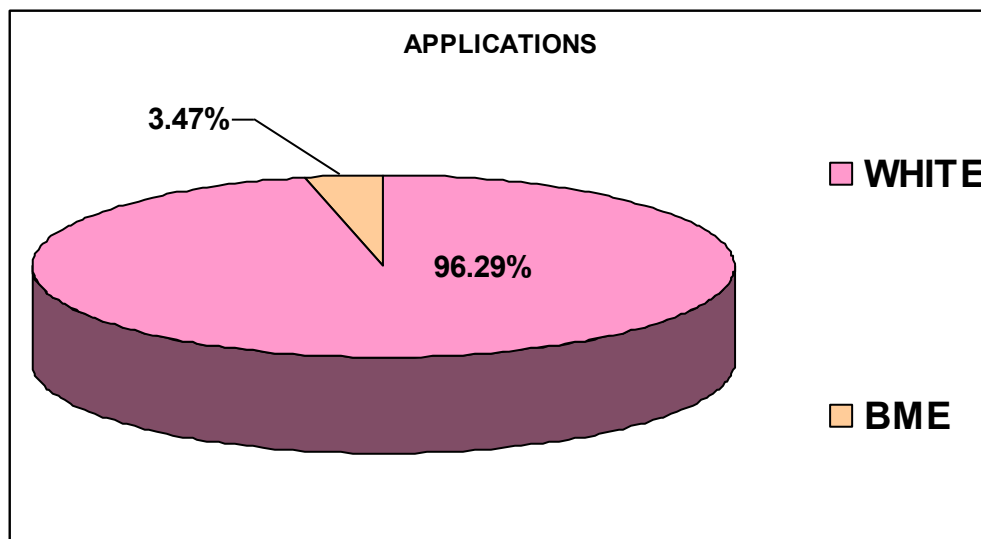
Total Applications	2019
White Scottish	84.99%
White English	6.24%
White Welsh	0.50%
White Irish	0.64%
Any Other White	3.91%
Asian – Indian	0.15%
Asian – Pakistani	0.35%
Asian – Bangladeshi	0.05%
Any Other Asian	0.15%
Black Caribbean	0.00%
Black African	0.30%
Any Other Black	0.30%
Other Ethnic	1.78%
Any Mixed	0.40%

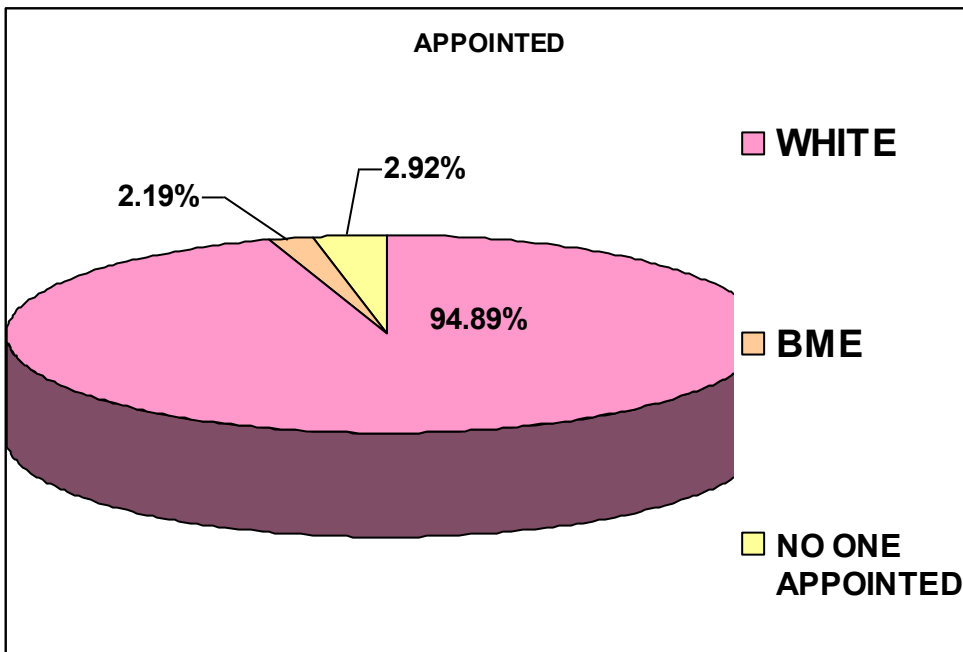
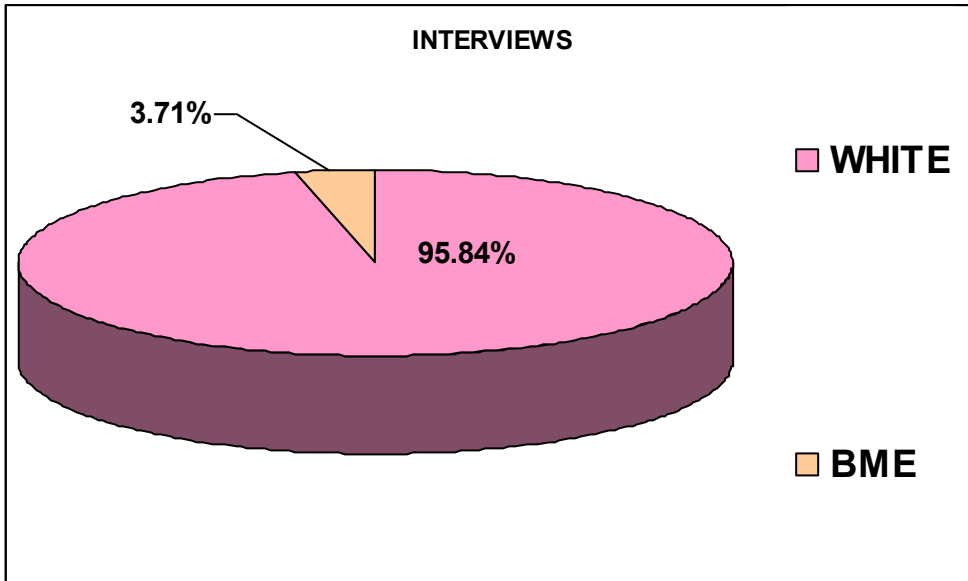
Summary of Recruitment / Interview data

Total Applications	673
White Scottish	86.18%
White English	5.20%
White Welsh	0.59%
White Irish	0.00%
Any Other White Background	3.86%
Asian – Indian	0.15%
Asian – Pakistani	0.15%
Asian – Bangladeshi	0.00%
Any Other Asian Background	0.00%
Black Caribbean	0.00%

Black African	0.15%
Any Other Black Background	0.00%
Other Ethnic Background	2.97%
Any Mixed Background	0.30%

Total Appointments	274
White Scottish	85.04%
White English	4.74%
White Welsh	0.73%
White Irish	0.00%
Any Other White Background	4.38%
Asian – Indian	0.36%
Asian – Pakistani	0.00%
Asian – Bangladeshi	0.00%
Any Other Asian Background	0.00%
Black Caribbean	0.00%
Any Other Black Background	0.00%
Other Ethnic Background	1.09%
Any Mixed Background	0.73%
No One Appointed	2.92%





Summary

Applications

Total – 2019
 White – 96.29%
 BME – 3.47%

Interviews

Total – 673
 White – 95.84%
 BME – 3.71%

Appointed

Total – 274
 White – 94.89%
 BME – 2.19%
 No one Appointed – 2.92%

Appendix D Staff development covering the period of the last scheme

New Lecturer Induction
Assertiveness Training
Race Training - Islam & Muslim
From Colleague to Manager
Cambridge ESOL Teaching Qualification
Conflict Management
Challenge of Leading & Developing People
Leadership Development Programme
Conducting an Investigation
Employment Law Update
Retention And Achievement
Annual Review Training (Reviewees)
Annual Review Training
Introduction to PDA
Advanced PDA
Leadership Behaviours
Supporting International Students
Managing Sickness Absence
Effective Interactions
Team Working And Your Role
Understanding Customers
Adam Smith Overseas
Effective Staff Recruitment -Part 1
Effective Staff Recruitment - Part Two
Altering Attitudes
Management Forum
Managing Work Related Stress
Essential Legislation Relating to Employment
Promoting & Managing Diversity
PDA Advanced
Absence Management
Policies To Prevent Bullying
Getting Best Out Of Your Staff
Employment Law 2008
Ultimate Personal Development
International Community Of Practice
Employment Law Seminar 2008
ACAS - Harassment & Bullying

Action Plan 2008 to 2011 What has to be done	By Whom	When	Progress
<p>Organisational Ethos and Culture</p> <p>The staff development calendar will include Mandatory diversity training for all existing staff which will be incorporated into staff induction for new staff. Specific strands in relation to personal behaviour and competences will include race equality training and anti racist issues as well as QELTM training to improve learning materials.</p>	Quality Director and Mgr Staff Development to arrange with staff participation	Ongoing each January when the staff development calendar is published at key dates	
The creation of an annual Diversity Awareness Day for staff during one of the non-teaching periods which would count towards staff CPD.	Quality Directorate and Diversity Committee	Once per year	
Mandatory diversity training will be undertaken by all management staff using the on-line pack so that these staff work through each level within the 3 years of the scheme.	Quality Directorate and all Managers	By November 2011	
Employer responsibility training for members of the Board of Governors to be offered.	Board Secretary	Once per year	
The Student Association will seek to encourage the formation of the Student Assembly Against Racism (SAAR), which will include student officers and student members. It will be student led, and with the help and support of the Students' Association, organise an annual racial equality awareness event. Throughout the academic year, the Student Assembly will help promote and raise awareness of relevant external agencies to the student body; it will promote and encourage students to participate in the NUS Black Students' Campaign.	Student Association led by the International, Equality & Diversity (IED) Officer	Once per year	

Action Plan 2008 to 2011 What has to be done	By Whom	When	Progress
Organisational Ethos and Culture (cont) The online diversity resource should be used by all staff to ensure everyone has a common understanding.	All staff teaching and non teaching	January 2010	
Induction for new staff to cover key information relating to Race Equality. New starts should also cover the Essential skills component in the on line Equality and Diversity resource.	HR staff to ensure all new starts do this course	Within 2 months of start date	
Include an excellence award for 'Outstanding Contribution to Diversity' in the College Staff Awards Ceremony.	Assistant Principal HR and OD	November each year	
Create a college diversity calendar to promote cultural diversity in the curriculum through thematic activities at key points in the academic year.	Diversity Committee	July 2009	
Support the Diversity calendar themes in curriculum areas to develop citizenship.	Teaching Dept. Managers and staff	September 2009 at key dates	

Action Plan 2008 to 2011 What has to be done	By Whom	When	Progress
Strategic Planning Review Strategic Plan each year to ensure College commitment is clear. Identify strategic objectives related to inclusion to promote diversity throughout the College.	Principal's group	Annually in June	
Ensure Operational Plans contain objectives to support the equality and diversity agenda in relation to ethnicity.	Principal's group / All Directors	In line with operational planning cycle	
Develop the course enquiry system so that requests by ethnic groups can be collated and passed to Executive Directors for consideration so we become more responsive to labour market demands and customer expectations.	Director Information management	System to be in place by December 2009	
Embed flexibility within the teaching delivery areas by allocating some resource to enable the college to respond to requests which increase engagement by community groups.	Principal's Group/ Executive Directors	September 2009	
International Impact assess the international strategy.	Director International development	July 2009	

Action Plan 2008 to 2011 What has to be done	By Whom	When	Progress
<p>Monitoring Processes</p> <p>Utilise and monitor robust data at course committees and curriculum review meetings to inform, and subsequently develop strategies to improve student recruitment, retention and achievement for BME students.</p>	<p>Vice Principal Curriculum and Quality / Exec Directors/ Teaching Department Managers/ Curriculum Heads</p>	<p>Annually in line with Curriculum review and course committee cycles</p>	
<p>Analyse course participation by the various ethnic groups to see if targeted marketing is needed to redress any inconsistencies compared to the local population.</p>	<p>Marketing Manager</p>	<p>In November when full year data is available</p>	
<p>Produce reports in relation to staffing which include analysis and recommendations to increase the cultural diversity of the staff body.</p>	<p>Assistant Principal HR / HR Manager</p>	<p>In May and November each year</p>	
<p>Job vacancies are currently passed to Fife Council. In addition the college will disseminate these to groups who represent Ethnic Minorities in addition to those who receive dissemination via Fife Council.</p>	<p>HR Manager and team</p>	<p>As vacancies occur</p>	
<p>Respond to issues raised in college surveys and focus groups to improve the college ethos and practices.</p>	<p>Research team and Diversity Committee</p>	<p>After surveys are analysed</p>	
<p>Complaints in relation to ethnicity must continue to be monitored. Posters to ensure students are aware that they should complain will emphasise the importance of informing the college of racist incidents.</p>	<p>Diversity Committee/ Director Of Quality/ Quality Manager</p>	<p>Annual report and as incidents occur</p>	

Action Plan 2008 to 2011 What has to be done	By Whom	When	Progress
Information/Marketing Continue to ensure that College information can be made available in a range of languages at all campuses on request.	Marketing Manager/	Ongoing in line with marketing timeline	
Continue to promote diversity by displaying appropriate posters (, e.g. from the Commission for Race Equality.) and disseminating key dates of religious and cultural festivals are in student handbook and Oyster newsletter.	Marketing Manager	Annually at start of session	
Continue to send prospectus and ESOL course information to key external agencies involved with ethnic groups.	Marketing Manager	In January each year	
Create two on line resources in a range of languages to provide a jargon buster and an overview of FAQ (Frequently Asked Questions). These should be available in leaflet format, as well as in other mediums on request.	Curriculum Head ESOL/ Guidance staff / Marketing Manager/ VLE Manager	July 2009	
Participate in key networks with local minority ethnic groups to improve their engagement and so develop the college cultural ethos.	Director Learner Services/ Diversity Committee	Throughout the year	
Develop external links with 3 additional organisations each year representing ethnic communities.	Diversity Committee	November 2011	

Action Plan 2008 to 2011 What has to be done	By Whom	When	Progress
<p>Pre-Entry/Recruitment</p> <p>Analyse and compare the ethnicity data in the enrolment statistics to those in the applications data to monitor attrition rates and take action if needed to change recruitment processes.</p>	Director of Information Management	November each year	
<p>Induction</p> <p>Ensure that student induction activities emphasise cultural diversity</p>	Director Learner Service/ Curriculum Heads	August and January each year	
<p>Student Support and Guidance</p> <p>Ensure that policies and procedures take full account of the needs of minority groups including those relating to behaviour and discipline</p>	Director Learner Services	At review periods	
<p>Teaching Materials and Assessment Processes</p> <p>Utilise the internal Moderation process so that where resources for delivery and issues of diversity are not considered, staff are made aware of QELTM resources</p>	College Internal Moderators	At Internal Moderation sessions	
<p>Ensure citizenship agenda includes development of cultural awareness</p>	Dept Managers and teaching staff	Curriculum approval	

Action Plan 2008 to 2011 What has to be done	By Whom	When	Progress
Finance Ensure that procurement processes, and any contractors employed, are fully compliant with the college's values and that they support our vision, mission and values in relation to Diversity	VP Finance and the team of Directors and Managers in this area	At contract negotiations	
Acknowledge the importance of moderate loss leader activity if it helps the BME communities engage with the college thereby removing barriers to engagement (Cost benefit/ Loss leader)	VP Finance	If activity is under review	
Estates Based on student feedback review College provision of Estates services for students from ethnic minorities	Director Corporate Services/ Estates Manager	At Resource Committee meetings	
Provide quiet mediation/prayer room in new build zone	Director with responsibility for Estates	January 2010	
Continue to develop the learning space with art work and posters which reflect diversity	Director CCI / Marketing Manager	August each year	
Review signage to ensure that all college campuses "Welcome " signs are in appropriate languages and format	Marketing Manager/ Estates Manager	June 2009	