



**Race Equality Scheme  
2008-2009**

**Challenging Discrimination:  
Promoting Equality and Diversity**

Contact: Norah Fitzcharles, Newbattle Abbey College  
0131-663-1921 or [office@newbattleabbeycollege.ac.uk](mailto:office@newbattleabbeycollege.ac.uk)

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## 1 Executive Summary

Newbattle Abbey College has a Race Equality Policy that is part of an Equalities and Inclusiveness framework. It also has a policy and procedures for dealing with discrimination, bullying and harassment. This RES should be seen as an integral part of how Newbattle Abbey College views its commitment to Race Equality. It should be read in conjunction with the Race Equality policy.

### The Race Equality Duty

Scotland's colleges are subject to a number of areas of legislation in relation to equality, inclusion and challenging discrimination.

The Race Relations Act, 1976 (RRA) and as amended in 2000 prohibits discrimination on racial grounds with regard to employment, education and training, the provision of goods and services and housing. This includes direct discrimination, indirect discrimination, harassment and victimisation. The law includes the possibility of taking positive action.

There are general and specific duties placed on colleges by the Race Relations (Amendment) Act.

The general duty requires colleges to:

- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good relations between persons of different racial groups.

The specific duties require colleges to:

- have a race equality policy to promote race equality and associated arrangements for its implementation (an action plan)
- assess the impact of its policies, including the race equality policy on students and staff of different racial groups
- monitor, by reference to those racial groups, the admission and progress of students and the recruitment and career progress of staff
- publish annually the results of this monitoring process

## Values and Principles

The values and principles on which this Race Equality Scheme is based are:

- Social justice
- The worth and dignity of each individual
- Accessibility
- Quality services
- The right to respect, privacy and confidentiality
- The right to protection from abuse and exploitation
- The right to information
- Balancing responsibilities of the organisation and individuals
- Addressing institutional and overt prejudice
- Promoting equality and inclusiveness within policies, procedures, practices and spending plans
- Learning to respond to individuals based on his/her needs
- Recognition that people from ethnic minority groups may also be affected by other equalities matters such as disability and gender

## Statement of Purpose

The purpose of our Race Equality Scheme is to:

- Find out what barriers are faced by minority ethnic groups and take steps to remove them
- Make sure we meet our legal duties
- Explain our responsibilities and tell people how we will make things fairer for people from ethnic minority backgrounds in planning our services and what we do
- Show how the scheme links with our Equalities and Inclusiveness Policy and Procedures
- Provide information about arrangements for involving people, conducting impact assessments and training
- Work with ethnic minority organisations to prevent ignorance and prejudice in the College and wider community
- Set out a three year Race Equality Action Plan and how we will put the RES into practice

## **Key Objectives**

We want people from ethnic minority backgrounds studying, working and visiting Newbattle Abbey College to be enabled to release their full potential.

We will do this by:

- Removing barriers and changing attitudes that prevent people from ethnic minority groups getting access to employment and education
- Promoting race equality
- Working together with people from minority ethnic backgrounds, organisations to achieve equality of opportunity
- Creating a culture where staff and students feel able to declare their needs so that accurate information is available to help us look at reasonable adjustments and priority areas for action
- Creating a culture where harassment, bullying, victimisation and discrimination is unacceptable and will be stopped

## **Action Plan**

There are four key areas of the plan:

- Implementing the scheme (making sure it is put into practice)
- Scrutiny, monitoring, evaluation and review
- Making sure recruitment and human resources practices enable people from ethnic minority groups to get into employment, stay in employment and get on whilst in employment
- Race Equality in educational attainment and contribution to College life.

## **Leadership and Strategy**

The Board of Directors, Principal, Equalities Committee and individual staff members have roles have specific roles and responsibilities for leading, managing and implementing the Race Equality Scheme and Action Plan. These are outlined in section 5.

## **Scrutiny, Monitoring and Evaluation**

There are a number of elements outlined in Section 6 that will ensure that the outcomes of the RES are monitored and evaluated. Evidence will be collected and analysed to inform future planning.

Equality Impact Assessments will identify any adverse impact that may affect people differently. Audits will also identify improvements that need to be made, whilst the HMIe Quality framework will allow the College to conduct self evaluation to judge how well it performs against the quality elements for access and inclusiveness.

More effective monitoring of employee and student recruitment, selection, retention, achievement, and destination will be reported and published on an annual basis.

## 2 Introduction

Welcome to Newbattle Abbey College's Race Equality Scheme for 2008 -2009

Section 71 of the Race Relations Act places a general statutory duty on listed public authorities to promote race equality. The specific duties introduced by the Race Relations Act came into full effect in Scotland on 30 November 2002 when Colleges were required to put in place Race Equality Policies to meet the requirements of these duties. This Race Equality Scheme amends and replaces the 2002-2005 scheme.

The community of ethnic minority people in Scotland is a broad and diverse one and at Newbattle Abbey College we are committed to the College becoming an accessible and inclusive one.

Over the past two years we have reviewed our Equalities and Inclusiveness Policy and Procedures to move forward our commitment to challenging discrimination and promoting diversity. The previous Race Equality policy and Action Plan was reviewed in 2005 as part of this complete review of Equalities policies and procedures. An audit was undertaken and this RES and Action Plan follows on from the review and audit. However, we are not complacent and this scheme aims to demonstrate that we are very serious about making race equality issues a priority making sure that they are linked to other equality initiatives.

We have involved students and staff in formulating our Scheme and Action Plan. We are committed to consulting people from ethnic minority backgrounds and to developing all aspects of this scheme. We welcome people telling us what we need to do better or differently.

This Race Equality Scheme sets out the plans of Newbattle Abbey College for improving equalities and inclusiveness for people from ethnic minority groups who are potential or actual students, staff and members of the public who use our facilities. The Action Plan also includes a number of things we have considered under the specific duty e.g. measurements of progress for ethnic minority people in the areas of employment, access to services and education.

If you have any comments or want to tell us what you think of our Scheme and Action Plan we will be very pleased to hear from you.

Ann Southwood  
Principal

### 3 Context

#### **Newbattle Abbey College**

Located one mile south of Dalkeith in Midlothian, Newbattle Abbey College operates from a 16<sup>th</sup> century house which occupies the site of a 12<sup>th</sup> century abbey. Newbattle Abbey is listed Category A by Historic Scotland as a building of national historic and architectural interest. The College, therefore, operates within the limitations of a Class a listed building and a countryside designated park area.

The College operates under a Governing Deed of Trust set up by Philip Kerr 11<sup>th</sup> Marquis of Lothian in 1937, when he gifted the building to the Scottish nation, to be used as a national adult education college. The Trustees are the Principals of the four Ancient Scottish Universities of Edinburgh, Glasgow, Aberdeen and St Andrews.

The College is well regarded as a place where people who have missed out on education first time around have the opportunity to immerse themselves in a residential study experience. Since the introduction of the new funding base in 1998 the College has been establishing a nationally accredited, quality curriculum in Arts and Social Sciences that prepares those who have low or no qualifications for further or higher education or employment.

An emerging strategy for international work will build on our current provision of international Summer Schools and our reputation as a conference and training venue. The Masterplan will also develop this. Our short course activity in 2006 has raised awareness of the College nationally and internationally and this will be extended.

The College operates within the limitations of restricted funding due to its size and the nature of the block recruitment grant.

The Strategic and Operational Plans for the College outline our strategic direction for the next three years and how we will implement the plans.

#### **The College vision is:**

- Empowering adult learners through a quality curriculum delivered nationally and internationally.

## **The Statement of Purpose of our Strategic Plan is:**

To deliver a quality curriculum to national and international learners by:

- Ensuring an inclusive approach
- Providing a learning environment which encourages personal fulfilment and enterprise
- Delivering a flexible curriculum which develops ownership of learning
- Preparing individuals for progression to employment and other learning opportunities
- Assuring and improving the quality of provision
- Widening the portfolio of College activities to include family learning and other initiatives

## **Equalities Committee**

The College has an Equalities Committee to advise on equalities and inclusiveness matters. Staff and students are represented and there are two external advisers. The Committee does not yet have an external advisor or formal links with organisations representing the interests of ethnic minority people and this is currently being considered.

## **Strategy, Planning and Policy**

The College has an Equalities and Inclusiveness framework of policies that includes the six equality strands. Race Equality is one of the strands (Appendix 5) and Appendix 8 describes the College policy and procedures on Discrimination and Harassment. These two policies contain definitions of what we view as discrimination, harassment and bullying. They also link to disciplinary, grievance and complaints policies and procedures.

The Equalities Committee has an annual Action Plan that it works to. This and the Race Equality Action Plan inform the Strategic and Operational Planning for the College.

The self-evaluation process that the College conducts includes use of the HMIe quality framework. Staff use *Evaluating Inclusiveness*, and the revised SFEFC/HMIe Quality Framework as a tool for identifying and illustrating good practice to judge how well the College is performing. This includes screening

access, inclusion and equalities across a wide range of functions such as curriculum, assessment, recruitment, student support, guidance and welfare.

## **Staff Development**

Staff Development has included a cross College programme of awareness raising of relevant legislation, induction for new staff, and awareness raising of the needs of minority ethnic groups.

Newbattle Abbey College is a member of the South East Scotland Staff Development group that provides training on a range of inclusiveness issues. Equality Impact Assessment (EIA) is carried out on all learning and teaching materials using toolkits from the Quality Equality in Learning and Teaching Materials (QELTM) project.

The Depute Principal (DP) represents the College on the Equality Forward Forum and both the Depute Principal and Administration Manager have attended various Equality, Diversity and Inclusion conferences and staff development events at SFEU .

The College is currently engaged in a project to modernise the ICT infrastructure and diversify the curriculum. Inclusion and access are embedded in all project activities.

## **Values and principles**

Newbattle Abbey College has always been committed to the ideals of democracy and social justice. Our Equalities and Inclusiveness Policy and Procedures framework is entitled Challenging Discrimination and Promoting Diversity. The framework is intended to give a common sense approach to the rights and responsibilities of all staff and students. It also recognises the compelling business and moral case for equality and inclusion.

The Race Equality Policy statement within this Equalities and Inclusiveness framework states:

Newbattle Abbey College is committed to promoting equality of opportunity, good race relations and eliminating racial discrimination.

The College tries to focus on the barriers of assumption, prejudice and stereotype, which prevent people from participating fully in College life. Our efforts will be focussed on reviewing these barriers.

The values on which the policy and this Race Equality Scheme are based on are as follows: -

- Social justice
- The worth and dignity of each individual
- Developing a learning culture that is inclusive
- Accessibility
- The right to the same choices as everyone else
- Quality services
- The right to respect, privacy and confidentiality
- The right to protection from abuse and exploitation
- The right to information
- Recognising responsibilities of the organisation and individuals
- Addressing institutional and overt prejudice
- Equality and inclusiveness is recognised and promoted internally and externally
- Learning to respond to individuals based on his/her needs
- Recognition that people from ethnic minority groups may also be affected by other equalities matters such as disability and gender

### **National and Local context**

Out of every 1,000 people in Scotland, on average:

- 880 are White Scottish
- 74 are White (non-Scottish) British
- 25 are from other white groups, including Irish
- 11 are Asian
- 3 people are of mixed race
- 3 people are Chinese
- 2 people are Black

In 2001, 3.3% of people living in Scotland were born abroad, up from 2.5% in 1991.

- The size of the minority ethnic population was just over 100,000 in 2001 - 2% of the total population of Scotland.

- The 2001 census figures indicated that Scotland's ethnic minority population was 2%, but the most recent school pupils' census indicates that 4% of Scotland's school pupils are from an ethnic minority background. 5% of pupils in Aberdeen, 9% of pupils in Edinburgh and 11% of pupils in Glasgow are from an ethnic minority background.
- Pakistanis were the largest minority ethnic group, followed by Chinese, Indians and those of mixed ethnic backgrounds.
- Over 70% of the total ethnic minority population were Asian: Indian, Pakistani, Bangladeshi, Chinese or other South Asian.
- Over 12% of the minority ethnic population described their ethnic group as Mixed.
- The size of the minority ethnic population has increased since the 1991 Census. Whilst the total population increase between 1991 and 2001 was 1.3%, the minority ethnic population increased by 62.3%.<sup>1</sup>

### Student Profile

In Newbattle Abbey College equalities monitoring during 2005-2008 indicated the following:

Ethnicity	2005-2006 Enrolled Learners	2006-2007 Enrolled Learners	2007-2008 Enrolled Learners	2008-2009 Enrolled Learners
White	94%	92%	80%	87%
Black Caribbean	6%	0%	0%	1%
Chinese	0%	2%	0%	0%
Other	0%	6%	20%	12%
Total enrolled learners	33	51	61	78

We have established a new data monitoring form that will allow us to compare year on year statistics for enquiries, applications, enrolments, retention and achievement. This will enable us to measure our progress and analyse our student profile in a more rigorous way. The annual report will therefore be able to publish more detailed information on the student profile.

<sup>1</sup> Source: General Register Office for Scotland, BB

1. Analysis of Ethnicity in the 2001 Census - Summary Report Scottish Executive

## **4 Aims and Objectives of the Race Equality Scheme**

**The purpose of our Race Equality Scheme is to:**

- Identify the key factors that restrict choice and participation in College life in partnership with people from minority backgrounds.
- Explain our responsibilities and tell people how we will make things fairer for people in planning our services and what we do
- Show how the scheme links with our Equalities and Inclusiveness Policy and Procedures
- Provide information about our arrangements for involving people from minority ethnic backgrounds, conducting impact assessment and training
- Show what has changed as a result of this involvement and set out a three year Race Equality Action Plan on how we will put the RES into practice
- Maintain and evaluate what we are doing and report each year
- Make sure we meet our legal duties
- Celebrate in success

### **Key Objectives**

We want people from minority ethnic groups studying, working and visiting Newbattle Abbey College to be enabled to release their full potential.

We will do this by:

- Removing barriers and changing attitudes that prevent people from minority ethnic backgrounds getting access to employment and education
- Promoting race equality to ensure that people have full access
- Working together with minority people, organisations and groups to achieve equality of opportunity
- Creating a culture where accessibility inclusiveness, equality, diversity and choice are encouraged and celebrated
- Creating a culture where harassment, bullying, victimisation and discrimination is unacceptable and will be stopped
- Creating an atmosphere where people from minority ethnic backgrounds can confidently discuss their needs to enable them to fully participate in College life.

## **5 Leadership and Strategy**

The Board of Directors has overall responsibility for the Race Equality Scheme. The Principal is responsible for the management of the College's Equalities and

Inclusiveness Policy and the Race and Disability Equality Schemes. The Senior Management Team is responsible for ensuring the operation and effectiveness of policies, procedures and schemes.

The Equalities Committee chaired by the Principal is responsible for advising the Senior Management Team on the development and implementation of the Equality Scheme, including monitoring and reporting on the scheme.

The Administration Manager is responsible for implementing the Race Equality Scheme and Action Plan as it relates to all aspects of Human Resources management.

The Depute Principal is responsible for implementing the Scheme and Action Plan as it relates to:

- Programme design
- Curriculum management
- Academic guidance
- Learning support

The Facilities and Estates Supervisor is responsible for implementing the Race Equality Scheme as it relates to:

- Contracting/ building works
- Procurement
- Health and Safety

The Equalities Committee has an annual Action Plan and conducts a Race Discrimination Policy and Procedures audit using an audit toolkit, based on one used by the Equality Challenge Unit. These inform the Strategic and Operational Plans of the College. The Race Equality Scheme will become an integral part of all planning and audits within the College.

## **6 Scrutiny, Monitoring and Evaluation**

### **Equality Impact Assessments**

At the College we need to understand whether we are meeting everyone's needs and that people who wish to use our services have access to them. Equality Impact Assessments helps us to do this.

An Equality Impact Assessment is a way of deciding whether an existing or newly proposed policy, procedure, practice or service affects (or may affect) people differently and, if so, whether it affects them in an adverse way.

The College will be carrying out Equality Impact Assessments on all new policies and services as they are developed. Over time impact assessments on all other existing policies and procedures will be carried out. A timetable for screening policies and functions will be established and where a high level of impact is identified a full Impact Assessment will be carried out. Race relations issues will be considered alongside other equality issues such as disability and gender.

A summary of the results of the Equality Impact Assessments, Actions Plans and consultation exercises will be reported as part of the annual review of the Race Equality Scheme and in the College Equalities and Inclusiveness Annual report.

We recognise that there will be areas common to Equality Impact Assessments and Access Audits and will ensure that a joint approach is adapted and duplication of work avoided.

### **HMIe Framework and Quality Standards in Further Education**

Newbattle Abbey College conducts self-evaluation exercises throughout the year using self-evaluation exercises from the HMIe toolkit Evaluating. The College follows a cycle of annual review and improvement planning covering all aspects of learning and teaching leadership and quality management.

### **Publishing Results of Assessment, Involvement and Monitoring**

The way we publish the results of assessment, involvement and monitoring will vary. Some will be published within reports to relevant Committees and to the Board of Directors.

The yearly report for this Race Equality Scheme will be included in an updated Action Plan and published in our Annual Report on Equalities and Inclusiveness on the College website.

We will inform staff, students and the public about this information through:

- The College newsletter and intranet
- Relevant voluntary organisations, community group and national stakeholders
- Project partners and local authority partners

- The College website

### **Comments and Complaints**

We have *Grievance, Disciplinary and Complaints Policies and Procedures* in place for staff and students and procedures for dealing with complaints of bullying, harassment and victimisation relating to staff and students.

Members of the public who feel they have experienced discrimination in the way the College has treated them may make a complaint through the College complaints procedure.

We will take all complaints seriously and will not tolerate any form of discriminatory behaviour. Monitoring complaints is also another way of gathering information to see whether we are meeting our equalities duties. These will be reported as part of our annual review of the RES.

### **Monitoring**

We will monitor:

- The number of people we interview for employment
- The number who people we interview who declare a minority ethnic background
- The number of applications of students who declare a minority ethnic background
- The number of student enrolments who declare a minority ethnic background
- The retention and achievement rates of students who declare a minority ethnic background

We will monitor on a yearly basis to ensure that our workforce and student population continues to be representative of the wider community and take positive action to promote representation at all levels within the College.

Monitoring will respect confidentiality and protect identity. Where an individual or individuals may be identified, information will only be available in a generalised report.

### **Scrutiny**

We will publish the results of our monitoring in our *Annual Report on Equalities and Inclusiveness*, on our website and in promotional material.

## 7. Partnership and Involvement

Newbattle Abbey College is committed to involving people from minority ethnic backgrounds and giving them an opportunity to comment on how our provision and employment practices are provided and developed. .

We will consult people on our services, provision and employment matters including:

- Finding out what barriers ethnic minority people face and taking steps to remove them
- Asking if ethnic minority people are happy with the services we provide e.g. through surveys and focus groups
- Setting priorities and helping us plan things
- Looking at the impact of existing and proposed policies
- Monitoring how well things are done
- Reviewing and revising the scheme and providing feedback on how ethnic minority people's views have influenced our decisions

## 8. Action Plan

The Newbattle Abbey College draft Action Plan will be approved by the Senior Management Team and Board of Directors. It indicates:

- How we will implement the Scheme
- What people have prioritised as key actions
- Relevant objectives, targets and priorities of the Strategic and Operational Plan of the College
- The requirements of the Code of Practice Duty to promote Race Equality published by the Commission for Racial Equality

There are four key areas of the plan:

- Implementing the scheme (making sure it is put into practice)
- Scrutiny, monitoring, evaluation and review
- Making sure recruitment and human resources practices enable people from ethnic minority backgrounds to get in, stay in and get on
- Race Equality in educational attainment and contribution to College life

## Priority 1

## Implementing the Scheme

Action	Outcome	Responsibility	Timescale	Progress @ Dec 08
1. Prepare Race Equality Scheme and promote involvement to meet the requirements of the Race Relations Act Amended 2002.	Effective involvement and feedback from minority ethnic groups and people on reviewed Race Equality Scheme.	Equalities Committee Depute Principal	August 07- July 08	Achieved
2. Publish and promote full Race Equality Scheme.	Scheme reflects priorities of staff, students and external groups and is widely publicised.	Equalities Committee Depute Principal	By April 08	Achieved
3. Prioritise improvements in services and functions for minority ethnic people identified in self evaluation exercises and Annual Course Review	Staff, students and members of external minority ethnic groups are involved in the prioritisation of services and functions.	Equalities Committee Senior Management Team	April 08 and annual review	Staff and students involved in activity-require to involve external groups

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Action	Outcome	Responsibility	Timescale	Progress @ Dec 08
4. Ensure procurement activity addresses race and other equalities areas.	External providers of services meet statutory equalities requirements and College policies and practices.	Administration Manager Estates & Facilities Supervisor	Ongoing Aug 08- July 09	Equality Impact Assessment requires to be carried out on all procurement procedures
5. Maintain and improve processes to involve minority ethnic staff and students in assessing, monitoring and reviewing the RES and Action Plan.	Relevant data is collected, monitored and analysed to give relevant information for future planning.	Equalities Committee Senior Management Team Student representatives	Dec 08	Data for 2008-2009 collected and monitored by Marketing team - Analysis of data 2007-2008 included in annual report available on website December 2008
6. Maintain and improve partnership arrangements with external organisations to improve access and inclusion of minority ethnic students, staff and members of the public.	Partnership arrangements result in improved access and inclusion of disabled people to College services and functions.	Equalities Committee Depute Principal	Aug 08- July 09	College continues to be a member of Skill net. Depute Principal represents College on Equalities Forum. JISC partners embed inclusiveness in all training for use of assistive technology in learning + teaching

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Action	Outcome	Responsibility	Timescale	Progress @ Dec 08
7. Encourage a culture of inclusiveness and equalities through implementing a staff development and training programme	Training programme results in raised awareness of legal obligations and a building of culture of equalities and inclusiveness.	Equalities Committee Administration Manager Depute Principal Curriculum Manager	Aug 08- July 2009	Staff development programme for 2008-2009 includes inclusiveness training for all staff. Workshops on individual responsibilities for inclusiveness took place in July 08. More are planned for February 09. Learning support tutor completed BRITE training and new skills are being cascaded to all teaching staff. Access and Inclusion are core to development activities stemming from the ICT + Curriculum Diversification Project
8. Ensure that Equalities and Inclusiveness statement is included in all College advertising and promotional materials	Marketing and promotional material contains equal opportunities statement that results in increased awareness	Marketing Team	Aug - 08- July 09	Equalities statement on the college website. All Equalities policies + procedures accessible by public from the website. One of Four College

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Action	Outcome	Responsibility	Timescale	Progress @ Dec 08
				<p>Strategic Objectives deals solely with Equalities. College Vision and Mission statements overtly promulgate an inclusive agenda. Marketing team carry out an EIA on all promotional material prior to publication.</p>

## Priority 2

## Scrutiny, monitoring, evaluation and review

Action	Outcome	Responsibility	Timescale	Progress @ Dec 08
1. Ensure that access and inclusion elements of HMIe quality framework are met.	Access and inclusion relating to ethnic minority requirements are monitored and met through self-evaluation activities.	Depute Principal	Aug 08-July 09	HMIe review identified areas for improvement relating to access and inclusion. Staff development workshops addressed these issues and created an action plan with SMART objectives for improvement to be achieved during 2008-2009. HMIe annual review due early 2009
2. Produce a timetabled programme of Equality Impact Assessments.	Equality Impact Assessments take place systematically and are used to inform future plans.	Administration Manager Depute Principal	Aug 08-July 09	Timetable in place - EIA in progress
3. Develop plans to more effectively collect and	Monitoring system is established and data	Equalities Committee	Aug 08-July 09	Systems for data collection working

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Action	Outcome	Responsibility	Timescale	Progress @ Dec 08
monitor equalities data.	collected. Data is analysed to inform future planning.	Depute Principal Administration Team Marketing Group		well. Collation of data disrupted by changes to admin. team which - impact of this is a delay in data analysis by marketing group
4. Conduct an annual review of the RES and publish findings as part of an Equalities and Inclusiveness Annual Report.	Annual review and report informs of progress and identifies areas for improvement in next RES.	Equalities Committee Depute Principal	Dec 4th 2008	Review of RES carried out December 2008. Delay in production of annual report due to staff illness -still on target.
5. Improve monitoring of student data to include retention and achievement to judge impact on people from minority ethnic backgrounds	Monitoring system established and results included in Annual Course review, with areas for improvement.	Depute Principal	Aug 08-July 09	Data collection procedures working well - analysis disrupted by staff changes which are being addressed.
6. Monitor the difference in conversion of applications to enrolments for people	Monitoring system established and results reported through Marketing	Marketing Committee Depute Principal	Aug 08-Dec 08	Results to be included in annual report Dec. 08

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<b>Action</b>	<b>Outcome</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Progress @ Dec 08</b>
from ethnic minority groups	Committee to improve future Marketing Plan.			

**Priority 3 Making sure that recruitment and Human Resources practices enable people from minority ethnic groups to get into employment and stay in employment**

1. Review recruitment and selection procedures to improved monitoring of applicants and interview practices.	Revised forms and guidance available for use. Monitoring system in place to provide data for Annual Report.	Administration Manager	Dec 07 - Dec 08	Systems in place - report due for publication 4 December 2008
2. Ensure training on Race Relations and other equalities legislation and issues is delivered to all staff.	Staff are aware of legal and employee obligations and transfer their learning into practice.	Depute Principal, Administration Manager	July 08	Staff training carried out. Data from staff surveys to be collated and analysed for Access and Inclusion Annual Report.
3. Monitor and publish analysis of information on the effect of policies and practices on people from minority ethnic groups e.g. recruitment and retention, employees in post and number of people who leave.	Results of monitoring included in Annual Report.	Administration Manager, Depute Principal	4 Dec 2008	Collection of data and monitoring completed. Analysis to be included in Annual Report + published on website.
4. Ensure that all advertising	Consistent approach to	Marketing	Aug 08 -	Refer to Priority

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and recruitment materials include equalities statements.	Equalities statements in promotional and recruitment material.	Committee	July 09	1 and Action 8
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**Priority 4 Race equality in student recruitment, selection, retention and in educational attainment and contribution to College life**

Action	Outcome	Responsibility	Timescale	Progress @ Dec 08
1. Review recruitment and selection procedures. Improve monitoring of applicants and interview practices.	Revised forms and guidance available for use. Monitoring systems in place to provide data for annual report	Depute Principal Curriculum Manager Academic Team Learning Support Tutor	Jan 08-Sept 08	Revised recruitment and selection procedures followed and improvement in preparations for support identified
2. Ensure that equalities statements are included in all promotional material.	Consistent approach to all College promotional material with regard to equalities statements.	Marketing Committee	Sept 08-Aug 09	Refer to priority 1 action 8
3. Raise awareness of equalities and inclusiveness issues in student induction week.	New students are aware of their rights and responsibilities under legislation and College policy.	Depute Principal Curriculum Manager Guidance tutors	Sept 08- Dec 08	Induction week activities and guidance promote Equality and inclusiveness. Student Code of Conduct supports and promotes the development of an inclusive community. Classroom etiquette guidelines promote an

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Action	Outcome	Responsibility	Timescale	Progress @ Dec 08
4. Conduct training programme on Quality and Equality in Learning and Teaching materials	Staff are aware of Material Matters audit and guidelines (QELTM project) and update their materials to ensure equalities and inclusiveness.	Depute Principal and Curriculum Manager	July 08	inclusive approach to learning + teaching.  Academic team carried out audit and updated materials. JISC training in progress re on access and inclusion using ICT
5. Review curriculum materials to ensure equality and quality	Learning and teaching materials are inclusive, challenge discrimination and promote diversity.	Depute Principal Curriculum Manager Academic team	Aug 08-July 09	All new L+T materials will be subject to EIA using QUELTMS
6. Ensure that programme design promotes equalities and inclusiveness	Newbattle Award in Arts and Social Sciences and short courses are inclusive, promote flexible approaches to learning, and encourage minority ethnic people to participate and become involved.	Depute Principal Curriculum Manager Academic Team ICT coordinator JISC Partners Student Reps on Equalities Committee	Aug 08-July 09	Project in place to support curriculum diversification in order to increase flexibility of delivery and improve access diversity through the use of assistive technology.

## Glossary of Terms

### Appendix 1

#### Race Equality Duty

The Race Relations Act, 1976 (RRA) and as amended in 2000 prohibits discrimination on racial grounds with regard to employment, education and training, the provision of goods and services and housing. This includes direct discrimination, indirect discrimination, harassment and victimisation. The law includes the possibility of taking positive action.

There are general and the specific duties placed on colleges by the Race Relations (Amendment) Act.

The general duty requires colleges to:

- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good relations between persons of different racial groups.

The specific duties require colleges to:

- have a race equality policy to promote race equality and associated arrangements for its implementation (an action plan)
- assess the impact of its policies, including the race equality policy on students and staff of different racial groups
- monitor, by reference to those racial groups, the admission and progress of students and the recruitment and career progress of staff
- publish annually the results of this monitoring process

#### Definitions

Definitions of racial discrimination, racial harassment, victimisation and bullying can be found in the Race Equality Policy and Appendix 8 of the Equalities and Inclusiveness Framework, Unlawful Discrimination and Harassment.