

Race Equality Policy Annual Report on Progress 2011 and Race Equality Objectives and Action Plan for 2011/12

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Contents

	Page
Introduction	1
Our Strategic Context	1
Our Race Equality Commitments	2
Our Operating Environment	3
Our Staff	3
Our Students	5
Our Race Equality Objectives 2008 to 2011	7
Our Progress To Date	8
Our Next Steps	8
More Information	8
Appendix 1: Perth College UHI Race Equality Action Plan and Progress Update 2010/11	9
Appendix 2: Perth College UHI Race Equality Objectives and Annual Plan 2011/12	11

Introduction

Our Race Equality Policy was first published in November 2002 and confirmed our commitment to race equality. The Policy has been incorporated into our Race Equality Scheme 2008-2011. We aim to ensure that all our policies, procedures and practices are non-discriminatory and that our activities promote race equality. Our Race Equality Policy and its associated action plan are intended to be 'living' documents, driven forward and further developed as part of our commitment to promote equality and diversity across all strands.

Our Race Equality Policy sets out an ambitious agenda for action, ensuring that we meet not only our general and specific duties for race equality as required by legislation but work to best meet the needs of our diverse workforce, student population and the community. This document presents an update on our activities, our achievements and our further plans for moving forward with a Single Equality Scheme.

We are confident that, through time, with the engagement of our staff, students, stakeholders and relevant national and local groups and representatives, we will achieve our equality and diversity goals, embedding race equality, eliminating unlawful race discrimination and harassment, promoting equality of opportunity and good relations between people of different racial groups. Your views, comments and suggestions are vital to our work. If you would like to comment on our race equality documents, or have any questions, please contact Susan Bald, Director of HR, on 01738 877229 or by e-mail at susan.bald@perth.uhi.ac.uk

Our Strategic Context

Perth College UHI values people – our staff, students, stakeholders and service users – recognising diversity in our community, promoting equality of opportunity, enabling access and inclusion in our employment, course provision and activities, and challenging stereotyping and discrimination. Our long term aim is to ensure that equality issues become part of our mainstream thinking and delivery.

Our vision states:

We will be internationally recognised and known for our ambition and achievements. We will be acknowledged for our inspirational staff and our highly successful learners, who move on to become associated with the best organisations. We will teach at all levels and across the widest range of learners. We will support our teaching by carrying out international-quality research in specialist subject areas. Our staff will be leaders in innovative learning, expertly using new technology to develop the workforce of the future. We will create pride in our environment and prepare for and anticipate and exceed the needs of our learners.

In our Strategic Plan 2010 – 2013, we recognise the importance of actively promoting, delivering and reviewing equality, diversity and inclusion in all our activities. Our approach to equality and diversity is all encompassing and focuses not just on the need to comply with equalities legislation but also on identifying best practice and applying this flexibly across all our services.

Through activities co-ordinated by EDIT (Equality, Diversity and Inclusion Team) and the Human Resources and Organisational Development Directorate, we aim to provide:

- High quality, responsive services which are flexible but take into account people's different needs and respond positively in meeting them.
- Equal access to services so that people are better able to outline their needs and are not disadvantaged in any way.
- Equality in employment opportunities to people from minority groups.
- Learning and development opportunities for all staff.
- Improving awareness, understanding and ownership of the equalities agenda by improving communication and creating a culture which values people and the differences between them.

We are continuing to consult with our students, staff, stakeholders and members of the community we serve on our priorities for our future work on equality, diversity and inclusion to help shape our Single Equality Scheme.

As part of the University of the Highlands and Islands (UHI), we link with our academic partners and research institutions, sharing best practice and moving forward equality and diversity activities through a wider network.

Our Race Equality Commitments

Perth College UHI is committed to being both a college and employer of choice. We are committed to the promotion of equality and diversity and believe there is no place for unlawful discrimination in any of our services and activities. We aim to ensure that all of our policies, procedures and practices do not unfairly discriminate and that positive measures are taken to redress any inequalities in employment practices, provision of services to students and customers or the way in which we manage our business.

We are committed to carrying through our statutory duties to:

- Eliminate unlawful racial discrimination.
- Promote equality of opportunity.
- Promote good relations between people of different racial groups.

We will demonstrate our commitment to race equality by:

- Monitoring the impact of our policies on different ethnic groups.
- Removing barriers to maximise participation, retention and achievement of our students and staff.
- Fostering respect for differences between groups and individuals.
- Promoting positive non-discriminatory behaviour.
- Ensuring appropriate support for our staff and students.
- Encouraging links with the wider community.

Our Operating Environment

Our catchment area is aligned with the boundaries of Perth and Kinross Council, an area of 5,286 square kilometres with a total population of 145,910 (Source General Register Office for Scotland Mid-Year population estimates for July 2009).

Perthshire is at the crossroads of Scotland, with 90% of Scotland's inhabitants living within 90 minutes of Perth. In addition to the City of Perth, the main towns include Aberfeldy, Auchterarder, Blairgowrie, Crieff, Kinross, and Pitlochry. The area is very diverse and includes many small rural villages.

According to the most recent census, in 2001 there were 101,677 black and minority ethnic (BME) people in Scotland, making up just over 2% of the population. This was an increase from 60,000 in 1991, which represents a 62.3% growth, compared with a 1.3% growth in the local Scottish population. 70% of ethnic minority people living in Scotland are of Asian Backgrounds, the largest group being of Pakistani origin. (Source: The State of the Nation: Race and Racism in Scotland 2008)

Population census data for 2001 for the Perth and Kinross area indicates that 0.97% of the population of Perth and Kinross is from an ethnic minority background. Chinese is the single largest group representing 24% of people from an ethnic minority background in this area. When compared with the Scottish context, Perth and Kinross has a low BME population (0.97% of population compared with an average 2% across Scotland). Greater Glasgow has the largest BME community in Scotland.

In recent years, the Perth and Kinross area has experienced a significant growth in new arrivals from other parts of Europe and as well as providing a new labour source for businesses in this area and contributing to the local economy, the College needs to take account of the needs of these individuals in the planning and delivery of its education and leisure services delivery and employment provision.

Perth College UHI is the sixth main employer in the Perth and Kinross area.

Our Staff

At the end of October 2011, we had a headcount of 542 staff, the majority of whom had self-classified their ethnic group as White Scottish. This headcount includes staff in our Air Service Training Group which is a wholly-owned subsidiary company.

Ethnic Group	2001 Scottish Census (% of Total Population)	October 2009 Staff %	Perth College UHI Staff As % of Total Staff 2010	Perth College UHI Staff Number 2011 (Based on Self-Declaration)
White Scottish	88.09%	70.52%	69.37%	376
White English	-	9.04%	10.51%	57
White Welsh	-	0.54%	0.18%	1
White Irish	0.98%	0.72%	0.73%	4
White British	7.38%	0	0	Not Used
Other White	1.54%	2.89%	3.5%	19
Indian	0.3%	0.18%	0.73%	4

Pakistani	0.63%	0.18%	0	0
Bangladeshi	0.04%	0	0	0
Chinese	0.32%	0	0	0
Other Asian	0.12%	0.18%	0.18%	1
Caribbean	0.04%	0	0	0
Black African	0.1%	0.36%	0.36%	2
Other Black Background	0.02%	0.36%	0.18%	1
Mixed Background	0.25%	0.18%	0.18%	1
Other Ethnic Group	0.19%	0.18%	0.18%	1
Unknown/Not Declared	-	14.64%	13.83%	75
Total				542

Overall, 69.37% of our staff classified themselves as White Scottish. This is lower than the 2001 Scottish Census figure of 88.09% of population but comparable with the percentage reported for the same period last year (68.18%). As with last year, no staff declared themselves as from Bangladeshi, Chinese or Caribbean ethnic backgrounds. 1.81% of our staff declared themselves as from an ethnic minority group. This is an increase on our position last year (1.72%) and is higher than the ethnic minority population in the Perth and Kinross area (0.97% of population).

In the last year, we received over 1,000 applications for employment. Of the 1,053 application requests recorded on our HR database 86 applicants (8.16%) were from an ethnic minority group. This is a reduction from last year (9.74%) and as a result we will review our recruitment practices and review where posts are advertised to ensure that we attract more applicants from the BME community. This will be taken forward when developing the outcomes for the Single Equality Scheme in December 2012.

The following table gives a breakdown of the number of applicants, including speculative applicants, by ethnic origin, the number interviewed and the number appointed.

Ethnic Group	Number of Applicants	Number Invited for Interview	Number Appointed	% of Applicants Appointed
White Scottish	596	73	18	3.02%
White English	96	14	2	2.08%
White Welsh	5	0	0	0
White Irish	12	1	0	0
White British	-			
Other White	109	22	2	1.83%
Indian	42	5	0	0%
Pakistani	16	2	0	0
Bangladeshi	4	1	0	0
Chinese	6	0	0	0
Other Asian	4	0	1	25%
Caribbean	0	0	0	0
Black African	13	0	1	7.69%
Other Black Background	1	0	0	0

Mixed Background	7	0	0	0
Other Ethnic Group	5	1	0	0
Not Disclosed	137	21	4	2.91%
Total	1,1053	139	28	

The decrease in applicants from ethnic minority groups has been noted and it is recognised that further work in ensuring our vacancies reach all areas of the community is required. Our analysis of the data has shown that some posts or subject areas attract a higher number of applicants from a BME background – in particular the post of Lecturer, Aircraft Engineering. We would wish to attract applicants from all sections of the community to posts across the College.

In our turnover in the last 12 months, one Black African member of staff left the College. This represents 1.26% of all leavers, which compares favourably with 12.8% in 2010. The remainder of those leaving self-classified as White Scottish, White English, White Welsh, White Irish or Other White. A large number of our leavers left at the end of a fixed term contract. During the last 12 months, the College offered a voluntary redundancy package to staff. Our equality impact assessment of our selection criteria included ethnic origin. 76% of all staff have received awareness training in equality and diversity, which included race awareness and information on our race equality duties. We have an action plan in place to train the remainder of our staff and to ensure we deliver refresher training on a bi-annual basis through an on-line equality and diversity awareness tool. This is an accessible training media for all staff. Our Staff Conference in November 2011 included a workshop on Diversity so that staff could complete the Equality and Diversity section of their department's annual Self Evaluation document in the afternoon.

100% of our BME (Black and Minority Ethnic) staff undertook training and development opportunities during the year, including all new starts from an ethnic minority background. Our staff training and development programme is given in induction packs and published on the staff intranet to ensure accessibility to all.

Our Annual Professional Review Process has recently been revised and all Professional Reviews will be recorded on our HR system which will enable effective monitoring for equality and diversity purposes.

During the year, there were no disciplinary or grievance issues raised related to race, nationality, or ethnic origin.

Our Students

Each year, we provide learning and teaching to approximately 9,000 students. Of our student population, the majority are White Scottish (74.44% of full-time and part-time further and higher education students). Data on ethnic origin is gathered on a self-declaration basis at the time of enrolment. Withdrawals, retention and achievement are monitored by reference to this ethnic origin data.

According to Careers Scotland Statistics: NUS Black Students Handbook 2007, in higher education (HE) in Scotland, students of Indian origin form the highest percentage of students from an ethnic minority background (1.7%) while students of Black Caribbean origin comprise the lowest percentage with only 0.08% students.

Analysis of our HE statistics indicates that for the academic year 2010/11, Asian or Asian British students accounted for 12.47% of our overall HE student population (an increase from 9.42 on 09/10). This in part is due to the College's strong international recruitment activity. 0% of our HE students are of Black Caribbean origin. 0.67% of our further education (FE) students are from an Asian or Asian British background – a decrease from 0.89% in 09/10.

A breakdown of our full-time further and higher education students for the academic year 2010/11 (our last complete academic year) is given below.

Ethnic Origin (Categories Used in Our Monitoring)	HE - % of Total Full-time Student Population	FE - % of Total Full-time Student Population	2001 Scottish Census (% of Total Population)
White Scottish	66.83	77.04	88.09%
White English	5.07	6.16	-
White Irish	0.42	0.17	0.98%
White Welsh	0.33	0.17	-
White British	-	-	7.38%
Other White	11.55	14.48	1.54%
Black African/British Black African	1.08	0.25	0.1%
Other Black Background	-	0.25	0.02%
Black Caribbean/British Black Caribbean	0	-	-
Asian or Asian British - Indian	9.89	-	0.3%
Asian or Asian British - Pakistani	1.08	0.50	0.63%
Asian or Asian British - Bangladeshi	0.17	-	0.04%
Chinese	0.42	-	0.32%
Other Asian Background	0.91	0.17	0.12%
Mixed Background	1.5	0.75	0.25%
Other Ethnic Background	0.42	0.08	0.19%
Not Known/Stated	0.33	-	-

Retention rates are proportionately overall higher across BME students than White (White Scottish, English, Irish, Welsh, British and White Other) – 94.18% of students from an ethnic minority background are retained compared with 88.84% of students from a 'white' background.

Achievement data indicates that the achievement rates of BME students are generally slightly lower than students who self-classified as White for FE 90.66% who self classify as white and 88.17% BME. For HE 83.01% who self classify as white and 65.63% BME.

Overall this general pattern is seen across all programme groups and subject (the way in which our FE and HE data is sub-divided) and, in overall terms, across all BME categorisations.

Overall, 4.34% of our student population is from an ethnic minority group and this is slightly increased from last year's figure (3.64%). We have strong international student recruitment and we look to continue to build on this to internationalise our curriculum and ensure our international students are fully involved in mainstream College life.

During the year, we had no formal complaints reported by students related to race, nationality, or ethnic origin. In the annual student survey 2010/11, 97% of respondents agreed that they are treated with respect by staff and 91% agreed that lecturers treat all students fairly and equally.

Our Race Equality Objectives 2008 to 2011

Our race equality objectives for 2008 to 2011 are based on feedback from College stakeholders and our information gathering. In addition to meeting our general and specific race equality duties, we believe they reflect our commitment to embedding equality of opportunity in all that we do.

Objective 1

We will **promote race equality** and **promote good relations between people from different racial groups** by:

- Ensuring that our staff have appropriate training and information on race equality.
- Working with staff and students from different ethnic and cultural backgrounds to remove any barriers to accessibility of opportunity.
- Work with staff, students and community groups to ensure an understanding of diverse cultural and ethnic group needs.

Objective 2

We will **tackle discrimination** on the grounds of race by:

- Taking a zero tolerance approach to the discrimination and harassment of staff, students and service users.
- Challenging negative attitudes, stereotyping and inappropriate language.
- Providing information, guidance and support to management on their responsibilities under the equalities legislation.
- Promoting positive images of people from different racial groups in our literature and information.

Objective 3

We will **support staff and students** to achieve their full potential by:

- Affording equality of opportunity to courses, employment and training activities.
- Providing appropriate support and facilities to meet individual/group needs.

Objective 4

We will **work in partnership** with staff, students and representative community groups by:

- Making equality impact assessments of our policies and practices to identify where action needs to be taken to make improvements or changes and to promote equality of opportunity.
- Involving relevant people and groups in the changes and improvements we make to our practices and procedures.

Objective 5

We will **monitor and report** on our progress annually by:

- Involving relevant people and groups in the production, recording, collation, analysis and follow-up of monitoring data for staff and students.
- Publishing the results of our progress reviews in terms which will protect sensitive personal data (Data Protection Act 1998).

Our Progress To Date

Our Race Equality Annual Reports on Progress (2009, 2010 and 2011) and the Update on our overall Race Equality Action Plan 2008-11 chart progress on eliminating unlawful racial discrimination and harassment and promoting race equality. These are published on the College website and staff Intranet. The 2011 update is at Appendix 1.

Our Next Steps

The College will continue towards its aim of eliminating unlawful racial discrimination and harassment and promoting race equality. Over the coming months our Equality outcomes will be developed and incorporated into our Single Equality Scheme. Until that time, we have published Race Equality Objectives and Action Plan for 2011/12 – Appendix 2. Our Race Equality Policy will be revised and published as a stand-alone document.

More Information

We need the support and commitment of all members of the College and local community to be involved in identifying opportunities to promote race equality within the College. Please contact Susan Bald, Director of HR, on 01738 877229 or by e-mail at susan.bald@perth.uhi.ac.uk if you would like to get involved in any way.

Appendix 1: Perth College UHI Race Equality Action Plan and Progress Update 2010/11

1. Objective 1 - We will promote race equality and promote good relations between people from different racial groups.		
	Activity	Update on Progress 2010/11
1.1	Provide equality and diversity training and awareness material to new and existing staff, with all existing staff completing mandatory equality and diversity training by end of January 2011.	76% of staff trained and on-going for new staff and action plan to address 24% of current.
1.2	Provide information on our Race Equality Scheme and action plan activities at student events and in the student induction material.	Information on Equal Opportunities Scheme included in student induction material, along with a calendar of religious/cultural events in the student diary.
1.3	Involve staff and students from different racial backgrounds in the work of EDIT to ensure an understanding of diverse needs and the barriers and opportunities faced by different groups in accessing employment and the services of the College.	Equality and Diversity Awareness Week – March 2011.
1.4	Work with staff, students and community groups to ensure and promote an understanding of diverse cultural and ethnic group needs.	Established links with MEAD and Chinese Community. Community Engagement/Consultation report. Diversity awareness at November 2011 Staff Conference. Annual celebration of Diwali.
1.5	Themed menus in restaurant and refectory.	On-going
2. Objective 2 - We will tackle discrimination on the grounds of race.		
	Activity	Update on Progress 2010/11
2.1	Provide training and information to our managers to confirm their responsibilities in dealing with inappropriate language and behaviour from staff, students and service users, including contractors.	Managers trained.
2.2	Refresh and re-launch our Dignity in the College Community Policy and Procedure.	To be reviewed and re-launched to take account of new protected characteristics.
2.3	Take a zero tolerance approach to unlawful race discrimination and harassment.	No formal race discrimination complaints received.

2.4	Utilise positive images of people from different racial groups in our literature, information, posters and other materials.	On-going.
3. Objective 3 - We will support staff and students to achieve their full potential.		
	Activity	Update on Progress 2010/11
3.1	Provide support to individuals to ensure differing needs can be considered.	Student PDP and Student Advisor Support for students and annual Professional Review process to support staff needs.
4. Objective 4 - We will work in partnership with staff, students and representative community groups.		
	Activity	Update on Progress 2010/11
4.1	Making equality impact assessments of our policies and practices to identify where action needs to be taken to make improvements or changes and to promote equality of opportunity.	On-going. Over 70 impact assessments completed.
4.2	Build on the findings of our recent community engagement survey to involving relevant people and groups, including partnership groups, in the changes and improvements we make to our practices and procedures.	To be incorporated into our SES and Equality outcomes.
5. Objective 5 - We will monitor and report on our progress annually.		
	Activity	Update on Progress 2010/11
5.1	Involve relevant people and groups in the production, recording, collation, analysis and follow-up of monitoring data for staff and students.	Data to be incorporated into our SES and Equality outcomes.
5.2	As part of our future Single Equality Scheme, review our action plan on an annual basis and publish this and the results of our progress reviews in terms which will protect sensitive personal data (Data Protection Act 1998).	On-going.

Appendix 2: Perth College UHI Race Equality Objectives and Annual Plan 2011/12

1.	Objective 1 - We will promote race equality and promote good relations between people from different racial groups.	
	Activity	Timescale for completion
1.1	All staff to have completed Equality and Diversity training.	To be completed by 29 February 2012.
1.2	Purchase on-line refresher Equality & Diversity training module and roll-out to staff.	By March 2012.
1.3	Establish pilot multi-faith Chaplaincy Service for staff and students.	By February 2012.
1.4	Involve multi-faith groups in awareness sessions for staff and students to promote good relations between different groups.	By July 2012.
2.	Objective 2 - We will tackle discrimination on the grounds of race.	
	Activity	Timescale for completion
2.1	Review and re-launch Dignity in College Community Policy.	By April 2012.
3.	Objective 3 - We will support staff and students to achieve their full potential.	
	Activity	Timescale for completion
3.1	In depth review of student equality PI trends for applications, retention and attainment to inform equality outcomes for SES.	Initial report by February 2012 and Outcomes developed for December 2012.
3.2	Review publication of adverts for staff posts to increase BME applications and appointments.	By March 2012.
4.	Objective 4 - We will work in partnership with staff, students and representative community groups.	
5.	Objective 5 - We will monitor and report on our progress annually.	
	Activity	Timescale for completion
4/5.1	Incorporate student and staff equality surveys and community report into SES outcomes.	By December 2012.