

Perth College UHI
Anti-Racism Action Plan

Approved by the Board of Management 14 October 2021

1. Declaration

‘Racism exists on our campuses and in our society. Call it what it is and reject it in all its forms. We stand united against racism.’

2. Introduction

Racism exists in British society – and is deeply embedded in many aspects of it – and it follows that it exists, and has existed historically, and systemically, in our educational institutions, whether it is unintentional, unconscious or externalised and intentional.

In October 2019 the Equality and Human Rights Commission (EHRC) published its inquiry into racial harassment in publicly funded universities in Great Britain¹. The EHRC report revealed that racial harassment was a common experience for students and staff. The EHRC made a series of recommendations for the UK and devolved governments, funders, regulators and institutions to raise awareness of the impact of racism in all its forms (including micro aggressions); signpost staff and students to appropriate mechanisms to report racism; raise awareness of the institutional policy on racism and harassment more generally; provide institutional governance structures with the training and the tools to raise the awareness of racism; create safe spaces for discussions about difference and to facilitate constructive conversations about race, racism and whiteness and support conversations about rights and responsibilities within induction processes and student support. Colleges and HEIs are being supported in this work by the Scottish Funding Council (SFC) who have commissioned activities to address the EHRC recommendations and to support Colleges and HEIs to address racism. We reference this work in our plan and intend to use nationally produced resources as appropriate as we act to reject racism in all its forms.

On the 22 June 2020, the then Principal and Vice-Chancellor of the UHI made a public statement about our collective duty to address racism.² In the statement he stated that:

¹ HMRC *Racism harassment in British Universities* (October 2019). Found online at: <https://www.equalityhumanrights.com/en/publication-download/racial-harassment-british-universities-qualitative-research-findings>

² UHI Executive Office (June 2020) *Statement from the principal and vice-chancellor: our collective duty to address racism*. Found online at: <https://www.uhi.ac.uk/en/media/news/statement-from-the-principal-and-vice-chancellor-our-collective-duty-to-address-racism.html>

It is critical that we engage and harness current momentum to push together across the region and society to counter these trends.

As a key organisation covering the largest geographical area of any campus-based university or college in the UK and the largest student population in Scotland, the University of the Highlands and Islands and all of our academic partners want to state our commitment to exert our influence, and by extension the influence of all students and staff, to achieve a fairer institution and region for everyone.

We need to challenge ourselves and others, exerting our privileges to actively influence change, proactively rebuilding major aspects of society to ensure that everyone's voice can be heard at a senior level. Our university partnership wants to enable these conversations to take place.

On the 20 July 2020, Perth College Board of Management commissioned a short life working group with the aim of better understanding structural racism and to set out a series of actions to address structural race inequality in all its forms. The remit and membership of the working group is provided in **Appendix 3**. The following approach has been used to develop the College's anti-racism plan:

- **Leadership from Board of Management, College Executive Team and Student Union**

This work has been commissioned by Perth College UHI's Board of Management as part of its commitment to call out racism and reject it in all its forms.

The Leadership approach has been one of partnership between the College Student Union (HISA Perth), the College Executive Team and the Board of Management.

- **A 'whole college' approach**

Our work has taken a 'whole college approach' spanning both academic and professional services to ensure racism is understood and our actions to call out racism and reject it are implemented as a core aspect of all of our programmes and services.

Representation on the working group has included staff and students from both academic and professional services across the College.

- **Conversations about race**

Through our work, we have created opportunities and safe spaces for staff and students to talk confidently and without fear about race, racism and share lived experiences.

- **Engage black and/or global majority students and staff**

We have devised ways to collaborate with black and/or global majority students and staff to better understand their lived experiences of studying and working at Perth College UHI. This work has informed the development of our action plan to ensure that we address areas where action is needed to address racism.

- **Use data to understand students and staff**

We have collected and analysed relevant data/information and have used it to inform our action plan.

3. The Action Plan

This action plan is for everyone studying, working and involved in the governance of Perth College UHI. It sets out what is expected by our community and aims to empower and enable constructive discussion about the experience of our student and staff communities, providing a voice to those who have, for too long, experienced systemic racism and inequality at Perth College UHI.

The plan has been developed using a framework which has enabled the working group to identify and explore key themes to be included in Perth College UHI's anti-racism plan. The themes have been identified following consideration of relevant literature, input from members of the working group and consultation with students and staff.

The Action Plan is a living document. The conversation that it prompts, and the actions it sets out must be ongoing work.

4. Progress and Reporting

Progress with actions will be monitored through the College's **EDIT Committee**. This Committee in turn will provide a quarterly update on the progress made to the Board of Management and any relevant sub-committees.

It is envisaged that this action plan will intersect with other equality and diversity actions and outcomes Perth College UHI undertake to meet legislative requirements and to ensure that other protected minorities are treated equitably and have positive experiences while studying and/or working at Perth College UHI.

ANTI-RACISM ACTION PLAN

THEME 1: STUDENTS

Initial Findings

Student Profile:

For the 2019/20 academic year 5% of the FE starters declare themselves to be of non-white ethnicity. For the same year successful outcomes was lower for all non-white ethnicities with the exception of 'other' than their 'white' counterparts. For the same time period 8% of the HE starters declare themselves to be of non-white ethnicity. Retention rates for Asian, Black and other students were higher than White students, whereas mixed ethnicity students had a lower retention rate.

Student Feedback: An initial student survey conducted in 2021 on race-related matters received feedback from six students. Although this is a small sample, the feedback provides an indication of student viewpoints on race at Perth College UHI. Key points were:

- Students felt that race was applicable to every race, e.g Whites, Blacks, Asian and others are affected by racism. Some are less likely than others but still means they've experienced it.
- 83% (5 respondents) indicated that they felt that they had been/maybe been discriminated against because of their race.
- 83% (5 respondents) indicated that they thought racism was present at Perth College UHI.
- 50% (3 respondents) indicated that they had witnessed racist moments at Perth College UHI.
- 83% (5 respondents) stated that they feel included as a student of Perth College UHI.
- 83% (5 respondents) stated that they did not feel disadvantaged at Perth College UHI due to being of an ethnic minority

When asked what HISA Perth and Perth College UHI can do to provide additional support to prevent racism, the following was suggested:

- Get involved from the start and make at least one hour mandatory for all students to learn about racism/bullying and abuse.
- Raise more awareness of the support the College can provide if someone is experiencing racism.
- Employ more staff that fits into minority ethnic groups. Anyone can walk up and down the corridor and all we see as students are white ethnicity. Like 98%, if not more. It is ridiculous. It is time to challenge the unconscious bias of who is hiring, ensure there is

no unconscious bias getting on the way on the hiring process, the induction, the welcoming to the College and so on. Do psychometric tests, run campaigns.

- Reinforcement of a zero-tolerance approach. Full investigations and support for victims where an act of racism has been made. DO MORE. MUCH MORE! As so far it seems that not enough has been done. But do and supervise. Monitor. Ensure you get results. Rather than just "we did, let's tick that box". Look around the members of staff employed: are they a true reflection of our society? I don't think so
- Develop a "put yourself in their shoes" scenario.

When asked what can be done to raise awareness about addressing and preventing racism, respondents suggested:

- Campaigns raising awareness to current things that happen relating to racism.
- Lead by example, top to bottom.
- To judge people based on their actions and not their skin colour, race, or ethnicity.
- Advertise zero-tolerance approach.

When asked what changes needed to be made to how students are taught to help raise awareness of racism, respondents suggested

- They [students] need to be taught rather than emailed. A class should be absolutely mandatory throughout the year
- Employ lecturers that represent that [representative of different ethnic minorities]. I have not seen a single black or Asian lecturer in the college, as example. Start from the top and work your way to the bottom. There is no point in trying to educate the students if the people in power fail to lead by example.

Actions	Cross-Referenced to other Equality and diversity Work (if relevant)	Anticipated Outcome	Monitoring/Reporting
<p>Racism awareness raising and providing black and/or ethnic majority students with a voice</p> <p>Anti- Racism and racial harassment is a theme in the 'Inclusivity' strand of the HISA Perth Student Association for 2021-2.</p> <p>In this academic year, HISA Perth will:</p> <p>Conduct a visual campaign at the Perth College UHI campus promoting Black Lives Matter and standing up to racism.</p> <p>Hold Anti-Racism Workshops which would talk about what racism is and how we can come together to combat it</p> <p>Lead: HISA Perth President</p>	<p>HISA Perth Action Plan for 2021-2</p>	<p>Increase all students' awareness of racism and take active steps to ensure that black and/or majority ethnic students feel welcomed, safe and respected in the Perth College UHI Community.</p> <p>Identification of ongoing enhancements needed to address racism.</p>	<p>HISA Perth to report to EDIT Committee / and to Board of Management (as part of their update on the HISA plan for 2021-2.</p>

<p>Student Ethnicity</p> <p>Take positive action to increase course applications from black and/or global majority people to Perth College UHI, taking into account legislative requirements relating to positive discrimination.</p> <p><i>Lead: Student Services with support from Marketing and Recruitment</i></p>	<p>N/A</p>	<p>Enhance College 'brand' as a place that welcomes students from all ethnic backgrounds opportunities employer in the region.</p> <p>Increase applicant confidence to disclose their ethnicity when applying for courses.</p> <p>Increase number of students with a minority ethnic background that reflects the demographic profile of Perth and Kinross as a minimum.</p>	<p>Monitor applicant ethnicity at each stage of application process to check for adverse impact.</p> <p>Annual Statistical Reporting to EDIT Committee and relevant sub-committee of the Board of Management on ethnicity profile of students.</p>
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<p>Student Complaints, Grievance and Disciplinary Procedures and Practice</p> <p>Work with UHI to amend relevant student policies relating to complaints, grievance and disciplinary and identify positive actions to ensure that there is a 'zero tolerance' towards race discrimination.</p> <p>Review and amend Perth College UHI Student code of conduct to ensure a 'zero-tolerance' towards race discrimination is communicated.</p> <p>Undertake an assessment of all student complaints received from 2020-2022 to determine the extent to which they are race related.</p> <p>Lead: Quality</p>	<p>N/A</p>	<p>Student Policies and practices are fit for purpose for calling out racism and communicating Perth College UHI's 'zero-tolerance' towards racism.</p> <p>Understand the extent to which there has been race-related complaints/disciplinary in the past to establish a baseline for future action.</p>	<p>UHI Student policy reviews</p> <p>Annual Statistical Reporting to EDIT Committee and relevant sub-committee of the Board of Management</p>
<p>Management /Board Engagement with Ethnic Minority Students</p> <p>The Principal and/or Depute Principal and other members of SMT and the Board will meet with groups of black and/or global ethnic students to discuss their experiences. Meetings will be scheduled once per academic year.</p>	<p>N/A</p>	<p>Understand the barriers and lived experiences of students and identify actions remove these.</p>	<p>This meeting to take place as part of a scheduled meeting Academic Affairs Committee (or its replacement)</p>

<p><i>Lead: Chair of Academic Affairs Committee (or its replacement) and Board Secretary</i></p>			
<p>Student Retention and Achievement</p> <p>Take positive action to assess student retention and achievement across the College to identify discrepancies (if any) between retention and achievement of black and/or global majority students compared to other students</p> <p><i>Lead: Student Experience</i></p>	N/A	Understand the barriers if any, experienced by black and/or global majority students and identify actions to remove these.	Annual Statistical Reporting to EDIT Committee and relevant Board sub-committee
<p>Student Destinations</p> <p>Take positive action to utilise positive destination statistics to identify any challenges faced by minority ethnic students when entering the world of work.</p> <p><i>Lead: Student Experience</i></p>	N/A	Understand the barriers if any, experienced by black and/or global majority minority students and identify actions remove these.	Annual Statistical Reporting to EDIT Committee and Engagement Committee

THEME 2: STAFF (including Board of Management)

Definitions:

- Professional Service staff are staff employed under support staff terms and conditions which are subject to National Bargaining.
- Academic staff are staff employed under lecturer terms and conditions which are subject to National Bargaining.
- Management and Senior Management staff are employed under local terms and conditions which are not subject to National Bargaining.

Initial Findings

Perth and Kinross

The 2011 Census figures showed that Perth and Kinross had a population of 146,652. Of this, 96.97% of the population of Perth and Kinross categorised themselves as 'White' (slightly above the national average of 96.02%) and 3.3% (4,840) were non-white ethnic representation. However, the white representation included some 2,482 people categorised as 'White Polish' (1.69% of the total population above the national average of 1.16% and the 4th highest local authority population in Scotland), 3,124 (2.13%) categorised as 'Other White' which would include other Eastern European countries of origin.

The Asian and Middle Eastern population in Perth and Kinross totalled 1,852 (1.26% of the total population below the national average of 2.66%) – this figure includes 585 Indian, 461 Chinese and 331 Pakistani.

0.73% (approx. 1000) of the population categorised themselves as African. 0.54% (792) as American/Caribbean and 0.35% (513) Antarctica and Oceania

In total the number of people identifying as white other and non-white ethnic was 7.1% (10,446)

Perth College UHI

Representation: Staff with a non-White, ethnic representation at Perth College UHI has been progressively declining in the last two years from 4% in 2018 to 1% in 2020. Around 9% of staff identify as minority ethnic which includes categories of 'white other'. As at May 2021 this is currently 7% of staff identity.

Equal Pay. In 2019, Perth College UHI had a 4.3% mean ethnicity pay gap among full-time staff. However, minority ethnic staff are not concentrated in the College's lower pay grades. Just under half were in pay-grade H and above.

Representation at Management level. It was found that minority ethnic staff are not represented at Management/Senior Management level in the College.

Race Disclosure: It was found that between 2017 and 2020, the number of non-disclosures on ethnicity characteristics has increased and that currently as at May 2021 only 78% disclose their ethnicity, preferring to leave this blank/ not disclose/prefer not to answer.

Staff Complaints, Grievance and Disciplinary Procedures and Practice: Further work is required to review the effectiveness of Perth College UHI complaints, grievance and disciplinary procedures to ensure that they provide for a 'zero-tolerance' towards race discrimination (along with other types of discrimination set out in equality and diversity legislation). Further, work is needed to assess complaints received against staff to determine the extent to which they are race related.

Board of Management

The Board of Management has made significant in-roads in achieving a gender balanced membership with a 50:50 male female split (May 2021). Currently, there are no minority ethnic members.

Actions	Cross-Referenced to other Equality and diversity Work (if relevant)	Anticipated Outcome	Monitoring/Reporting
<p>Staff Ethnicity</p> <p>Take positive action to increase applications from black and/or global majority people for job vacancies at Perth College UHI, taking into account legislative requirements relating to positive discrimination.</p> <p>Lead: HR</p>	<p>N/A</p>	<p>Enhance Employer 'brand' as an equal opportunities employer in the region, using the <i>Minority Ethnic Recruitment Toolkit</i> (produced by the SFC) as relevant.</p> <p>Increase Applicant confidence to disclose their ethnicity when applying for vacancies.</p> <p>Increase number of staff with a black and/or global majority background that reflects the demographic profile of Perth and Kinross as a minimum.</p>	<p>Monitor candidate ethnicity at each stage of selection process to check for adverse impact.</p> <p>Annual Statistical Reporting to EDIT Committee and relevant sub-committee of the Board on ethnicity profile of staff.</p>
<p>Anti-Racism Champions</p> <p>Establish anti-racism champions to promote the anti-racism action plan in different areas of the college and effect change to practice and attitudes to ensure black and/or majority</p>	<p>Cross-referenced to the work of</p>	<p>Increase all staff and students' awareness of racism and take active steps to ensure that black and/or majority ethnic students feel</p>	<p>EDIT Committee reporting to relevant Board sub-committee.</p>

<p>ethnic students and staff are welcome, safe and valued.</p> <p>Lead: EDIT Committee</p>	<p>the EDIT Committee.</p>	<p>welcomed, safe and respected in the Perth College UHI Community.</p> <p>Identification of ongoing enhancements needed to address racism.</p>	
<p>Management</p> <p>Take positive action to recruit more people from black and global majority backgrounds to management levels across the College, including senior management/executive when vacancies arise. This must take account of legislative requirements relating to positive discrimination.</p> <p>Lead: HR</p>	<p>N/A</p>	<p>Enhance Employer 'brand' as an equal opportunities employer in the region using the <i>Minority Ethnic Recruitment Toolkit</i> (produced by the SFC) as relevant.</p> <p>Increase applicant confidence to disclose their ethnicity when applying for vacancies.</p> <p>Increase number of managers at all levels of management with a black and/or global majority background that reflects the demographic profile of Perth and Kinross as a minimum.</p>	<p>Monitor candidate ethnicity at each stage of selection process to check for adverse impact.</p> <p>Annual Statistical Reporting to EDIT Committee and relevant sub-committee on ethnicity profile of staff.</p>

<p>Staff Pay</p> <p>Conduct annual review of race pay gap as part of a wider pay review with other protected characteristics.</p> <p>Lead: HR</p>	<p>Equal Pay Review</p>	<p>Review race pay gap in comparison with previous years, recognising that this is significantly impacted by National Bargaining.</p>	<p>Annual Statistical Reporting to EDIT Committee and relevant sub-committee of the Board.</p>
<p>Staff Complaints, Grievance and Disciplinary Procedures and Practice</p> <p>Conduct a review of relevant HR policies and procedures relating to complaints, grievance and disciplinary and identify positive actions to ensure that there is a 'zero-tolerance' towards race discrimination</p> <p>Undertake an assessment of all complaints received against staff from 2019-2021 to determine the extent to which they are race related.</p> <p>Lead: HR</p>	<p>N/A</p>	<p>Ensure relevant HR Policies and practices are fit for purpose for calling out racism and communicating Perth College UHI's 'zero-tolerance' towards racism.</p> <p>Understand the extent to which there has been race-related complaints/ disciplinaries in the past to establish a baseline for future action.</p>	<p>Updated policies and practices as required approved by relevant committee.</p> <p>Annual Statistical Reporting to EDIT Committee and Engagement Committee</p>

<p>Board of Management</p> <p>Take positive action to recruit more people from black and/or global majority backgrounds to the Board, using where relevant, specialist recruitment organisations that can assist the Board to seek a broader range of candidates for Board Vacancies. This must take account of legislative requirements relating to positive discrimination.</p> <p><i>Lead: Chair of the Board/ Board Secretary</i></p>	<p>N/A</p>	<p>Increase number of Board Members with a black and/or global majority background that reflects the demographic profile of Perth and Kinross as a minimum.</p>	<p>Chair's Committee</p> <p>Board of Management</p>
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Theme 3: Learning and Teaching

Initial Findings

Some curriculum areas within the college are making some progress towards 'culture inclusion' in the curriculum, with areas of good practice that is truly representative of the facts and that is inter-culturally responsive.

It is recognised that Perth College UHI is very much on the start of a journey and that much more needs to be done to ensure that black and/or majority ethnic students feel welcomed and comfortable in an environment that is pre-dominantly white. The progress to date is assisting the College to take positive steps towards an inclusive learning experience that all students can relate.

Some examples of the progress being made in each area are provided in **Appendix 2**.

Actions	Cross-Referenced to other Equality and diversity Work (if relevant)	Anticipated Outcome	Monitoring/Reporting
<p>Course Content and Learning and Teaching Methods</p> <p>Each Sector will undertake a review of course content, resource/library lists, assessment tasks, teaching methods and input from external contributors to ensure that courses are acceptable to all ethnic groups. It is anticipated that this would be done in consultation with students.</p> <p><i>Lead: Associate Principal with support from Sector Managers/ Head of Learning and Teaching Enhancement and the Library</i></p>	N/A	<p>To produce a ‘culturally inclusive’ curriculum that is acceptable to all ethnic groups being taught.</p> <p>Black and/or Global Majority students feeling welcomed, safe and respected in the Perth College UHI Community.</p>	<p>Sector plans will be monitored by the Associate Principal and progress reported to EDIT Committee and the relevant sub-group of the Board of Management.</p>
<p>Course/Programme Annual Reports</p> <p>The College Annual Programme/Course Monitoring process (the reports for 2021-2 onwards) will require courses/programmes to report progress made to update their curriculum to make it ‘culturally inclusive’.</p>		<p>To produce a ‘culturally inclusive’ curriculum that is acceptable to all ethnic groups being taught.</p> <p>Black and/or Global Majority students feeling welcomed, safe and respected in the Perth College UHI Community.</p>	<p>Programme Committees with Associate Principal reporting annually to EDIT Committee and relevant sub-committee of the Board.</p>

<p><i>Lead: Course/Programme Leaders</i></p>			
<p>Curriculum Pilots and Examples of Effective Practice</p> <p>Commission curriculum pilots designed to prompt further actions to create 'culturally inclusive' courses and programmes and to share effective practice across the College.</p> <p><i>Lead: Head of Learning and Teaching Enhancement</i></p>	<p>N/A</p>	<p>To provide evidence of actions taken that has led to changes to programmes and courses that are 'culturally inclusive'.</p> <p>To provide evidence that actions taken have improved the learner experience for black and/or globally majority students.</p>	<p>Progress Updates to EDIT and to relevant sub-committee of the Board.</p>

Theme 4: Professional Learning and Development

Initial Findings

The College has made significant improvements in getting staff trained on diversity matters, however there is no dedicated training on this subject. This is being researched with a view to additional trainings being available to staff to raise awareness for staff at all levels from the Board down.

Actions	Cross-Referenced to other Equality and diversity Work (if relevant)	Anticipated Outcome	Monitoring/Reporting
<p>Senior Management Team and Board Members</p> <p>Members of the College Senior Management Team and Board of Management will undertake relevant racism training as part of their ongoing professional learning and development</p> <p><i>Lead: Chair of the Board/ Board secretary</i></p>	<p>N/A</p>	<p>To raise awareness of racism at senior management and governor level and to ensure that racism is a factor when considering the student experience</p>	<p>Relevant sub-committee to consider how best to build this into Board/Senior Management Professional reviews</p>

<p>All Staff Professional Learning and Development</p> <p>The Senior Management should make 'racism' the theme for least one staff conference in 2021-2 to raise awareness and to provide a forum to have facilitated conversations about racism.</p> <p><i>Lead: Principal / Head of Teaching and Learning Enhancement / Head of HR & Organisational Development</i></p>	<p>N/A</p>	<p>To raise awareness of racism across the College and to engage staff in conversations about racism, the actions they are taking to create culturally inclusive programmes and courses and to consider what further actions are needed.</p> <p>To propose training specifically related to preventing racism for staff during the 21/22 academic year.</p>	<p>Principal to provide update to Board of Management</p> <p>Annual Statistical Reporting to EDIT Committee and relevant Board sub-committee.</p>
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Appendix 1

Terminology

The following explains some of the terms used and associated issues that emerge when racism is being discussed:

BAME.

The acronym for Black, Asian and Minority Ethnic has been used to refer to people in the UK who do not consider themselves to be white. The term places recognition on some communities whilst ignoring others entirely and does not allow for “ethnic and cultural complexities. The [Commission on Race and Ethnic Disparities](#)³ (CRED) recently discredited the term. In relation to education, it stated that the BAME acronym was unhelpfully masking a complex picture, obscuring the different educational outcomes amongst different ethnic minority groups. Statistics which present collective BAME achievement in contrast to White achievement are largely redundant in helping to explain success or failure.

Global Majority

The term BAME has started to be replaced by the term Global Majority is a collective term that first and foremost speaks to and encourages those so-called, to think of themselves as belonging to the majority on planet earth. It refers to people who are **Black, African, Asian, Brown, dual-heritage, indigenous to the global south,** and/ or, have been racialised as 'ethnic minorities'.

Structural Racism

The legacy of a society that thrived on the historic enslavement and colonisation of peoples of colour manifests systems today that disadvantage peoples of colour. An example would be the criminal justice system, where people of colour are disproportionately presented in stop-and-search, and arrest, conviction and sentencing data relative to white people.⁴ Very recently, research into Covid19 and its impact on black and global majority communities has suggested that historical and present day racism contributes to members of this community being less likely to seek medical assistance, and therefore contributes, along with other socio-economic factors, to disproportionate effects of the virus in Black and/or global majority populations.⁵ The structural barriers that are faced by members of these communities has ramifications for experience in institutions and personal encounters.

³ Report can be found online at [Commission on Race and Ethnic Disparities – Commission on Race and Ethnic Disparities: The Report – March 2021 \(publishing.service.gov.uk\)](#)

⁴ See, for example Alpa Parmar, Policing Migration and Racial Technologies, *The British Journal of Criminology*, Volume 59, Issue 4, July 2019, Pages 938–957, <https://doi.org/10.1093/bjc/azz006>

⁵ See *Beyond the Data: Understanding the Impact of COVID-19 on BAME Groups*, Public Health England, 2020

Institutional Racism

Practices, policies and ‘traditions’ within institutions such as Colleges and HEIs put certain racial groups at a disadvantage. For example, the use of materials that were adjudged acceptable objects of study in the past (a time of different overt values) such as films, literature, plays and music, which (mis)represent, distort and/or glorify racism, slavery or activities such as ‘blackface’, can still be found in curricula. Often the argument that the value of the work as an exemplar of fine writing, cinematography or compositional craft is used to justify the persistence of such materials in contemporary curriculum. Our values are less overtly prejudiced than in previous generations, but the effect of these incidences is just as impactful on people who are immediately at a disadvantage relative to the majority in a room. Slang words, ‘jokes’ and excuses that ‘this has been done for years/we never had complaints before’ do occur. It is worth noting that such insidious behaviour and attitudes affect *all* minority groups, and we abhor all such casual discrimination, but this action plan is focussed in particular on issues affecting students and staff of colour, and their experience of our institution and its practices.

Individual Racism

Individuals often believe themselves to be champions of equality, anti-racist and denounce racism in all its forms. However, behaviours that are learned, unconscious or sometimes conscious continue to confront students and staff of colour, including face-to-face comments, micro-aggressions that ‘gaslight’ people and covert or unconscious biases that determine opportunities, a student’s (lack of) self-confidence and levels of trust in the institution and employees.

Even walking into a majority white institution, for those whose skin colour is not white, can be a major challenge, compounded by the above-mentioned micro-aggressions and often, lack of awareness in those surrounding them. It is not for the student of colour to have to fight to be seen, to express themselves, or to be treated on an equal footing with anyone else, regardless of race. It is those of us with responsibility for learning and teaching, recruitment, employment and partnerships, marketing, alumni and research, facilities and governance that must do the work to eradicate racism.

White Privilege

White privilege is having white skin: certain opportunities, and privileges, are assumed for those with white skin in British – in Scottish – society (see Bernadine Evaristo’s *A Point of View*, hyperlink at the top of this document). It does NOT mean that white people are all privileged in terms of their backgrounds, socio-economic status and lived experiences, but that whatever adverse experiences *have* affected their lives, the colour of their skin has not been a contributory factor. In other words, you can be poor, working class and underprivileged/disadvantaged in many ways, but if you are white, you enjoy white privilege: the fact of being white.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892376/COVID_stakeholder_engagement_synthesis_beyond_the_data.pdf

White privilege is also seeing yourself reflected throughout Western society: in jobs you aspire to hold; in magazines you buy; etc. If you are Black, especially, you do not typically share this experience of seeing yourself in the society of which you are a part, in roles and positions that represent what you personally know you are capable of achieving. Imagine that you grow up in a society where, from a very young age, you struggle to see yourself represented – it therefore shapes, from the earliest time in your life, the ambition you may have, the expectations you have and the plans you make. When this is reinforced at various junctures of your life (going to school, going to college, etc.) then the message is clear: you will not reach the same fulfilment of potential as your white peers. This is another example of systemic oppression, and why we must recognise our white privilege and use it to promote and give a platform to our Black colleagues, students and professionals. This experience of not seeing yourself represented translates into curriculum.

Being white is a privilege because difference is not *seen*. This does not mean that there is no racism (because everyone is 'seen' as equal). It means that we, for example, select course materials or repertoire from a white vantage point, ignoring (not *seeing*) the different heritages of some of our community, and therefore forcing students to study issues and works relevant to them 'in their own time'/in the margins. There are opportunities here for us to diversify works studied in order that our students of colour are represented in the spectrum of learning.

Recognising white privilege is also not about centring yourself in the debate – trying to compare your own experiences of oppression with those of our Black and minority ethnicity students. Neither should you presume to speak for communities of colour. White privilege can be used as a platform to educate white colleagues and students, so that the students of colour don't have to do that work.

Recognising difference

It is crucially important to understand that racism has many guises, and that racism that affects one community may have different emphases, different origins, and histories, to that which affects another community. There are different oppressions, for example, affecting our Black student/staff community compared with our Asian students, our Muslim students, our Latin American students, our Jewish students, and still other ethnic groups. Some communities have a history of oppression through colonisation; others, enslavement, brutalisation (and colonisation); others through historic genocides and ethnic cleansing. Our Black American students will have a different history compared with Black African students, or Black European students, and so on. This is why sometimes, we will focus on a particular community. This is not because we do not recognise that all communities of colour are oppressed, but because to subsume all minority communities into one is to preserve 'otherness' (ie. there is the majority white community, and there are 'people of colour').

Appendix 2 Examples of Curriculum Change Initiatives taking place in different

The following provided a summary work being done in some, but not all curriculum areas at the time the working group was gathering evidence in support of their work.

This was provided by David Gourley, Head of learning and teaching engagement.

Skills for Life Learning and Work

This area had worked hard to create a safe and respectful environment where students can learn about each other's culture. This area has a number of unaccompanied refugees on their courses and links have been developed with other supporting agencies to form partnerships to support these students in the best way possible. Students in this area study topics like self in the community, which explores what is in the community for them and how they can be a part of it. They also study about their culture's beliefs and values and they also have the opportunity to study the beliefs and values of other cultures. There is an acknowledgement of any limitations in the demographic representation of course material and steps are in place to address this.

Sport and Fitness

In this area, staff are being encouraged to consider what cultural differences might be influencing a student's study habits and learning, and how learning and teaching approaches can be adjusted accordingly. For example, providing students with an opportunity to share stories of their home life, such as family/cultural practices, provides fellow students with a window into their peer's cultural traditions in sport and fitness.

Within the sports and fitness curriculum there is exploration of legal and ethical issues that promotes good teaching practice to ensure coaches' actions have positive influence on the participants. Creating a positive and welcoming environment for all levels of ability, background, race, and gender which is created via a session plan and delivered with peers/external groups. All this work is aligned with the governing bodies of sport ethical practice.

In the sports therapy clinic environment, they collaboratively explore and practice the therapist's role when dealing with culturally different patients. This can be along the lines of varying stages of undress for treatment/patient assessment purposes. This can also be regarding the gender and that certain female patients from certain cultures will not allow opposite gender therapists to treat them.

Further to this, some cultures require the covering up of the body when in the presence of the opposite sex. They teach 'through clothing' treatment and we also facilitate female/female treatments as required.

Lecturers extensively use examples of athletes/role models from different backgrounds and images/photos/stories of people from different cultures.

When creating case studies they use names and character profiles that represent a wide range of nationalities. They use case studies that allow students to challenge stereotyping of all forms and discuss impact of stereotyping (both in terms of professional, ethical and legal practice).

They also discuss barriers to participation which includes people from different backgrounds and cultures and look at how they can help people, or how people can overcome barriers to participation.

Social Science and Humanities

This area is adapting its curriculum content to deliver a curriculum that reflects worldviews and avoids western centric value judgements. It uses a diverse range of resources and contextualises the course materials so all its participants can relate to it. It avoids stereotypes in its course content and celebrates diversity.

Lecturers create an inclusive classroom climate by encouraging students to participate on an equal level, by learning about students' backgrounds and tailoring approaches accordingly. They establish ground rules for discussing controversial issues and develop deeper racial and socioeconomic awareness.

Lecturers encourage diverse perspectives by expanding reading lists beyond white male authors, offering various ethnic and racial perspectives in case studies, ensuring learning material offer a variety of examples from different cultures.

Hair and Beauty

In this area, staff and students are developing a conscious awareness of the cultural and racial sensitivities and differences that they need to be aware of in the design and delivery of their curriculum. In order to provide an inclusive environment for all students they consider all these factors in their day-to-day practise. They ensure the uniforms for their students conform to cultural and religious beliefs with regard to style and cut. With make-up, skin and hair products they are sensitive to differences in beliefs and offer vegan and alcohol-free products. They teach about hair styling and care for different hair types from different races and cultures. Likewise for skin treatments they teach about the different skin types and the difference in the treatments involved. In the make-up units they cover different make-up products and techniques for different skin tones. They support students during times of festivals and fasts and encourage their class-mates to do so. Like sport therapy this team realises the sensitivities of some cultures with regard to therapist working on clients of a different gender.

Food Studies and Hospitality

In this area, steps are being taken to change the curriculum to promote and celebrate diversity in culture in many aspects, but particularly around food and hospitality. It embraces menus from around the world and students are taught to cook in many ethnic styles. It is aware of and teaches about dietary requirements of ethnic groups and religions and ensures this does not lead to any barriers to full engagement. Students of different backgrounds are encouraged to promote food and menus from their own cultures with their peers through special themed nights in the restaurant.

Appendix 3

Working Group Remit and Membership

Remit

- Investigating whether there are issues of systemic racism, harassment or victimisation at Perth College UHI and identifying potential actions that can be taken that will improve the representation, progress and success of minority ethnic staff and students, either working or studying at PCUHI and eradicate all form of racism.
- Share findings and proposed actions with a wider constituency across the college.
- Producing an anti-racism and racial harassment action plan and present this for comment to key committees including: HISA Perth and minority ethnic student representatives, minority ethnic staff representatives, The Equality and Diversity Committee, Academic Affairs Committee and Student Engagement Committee.
- Present the action plan to the Board of Management for approval and implementation.

Membership

Dr Margaret Cook, Principal (Convenor)
Alex Wilson, Student President, HISA Perth 2020-1
Aimee Cuthbert, HISA Perth Coordinator
Andrew Comrie, Independent Board Member
Katy Lees, Head of HR & Organisational Development
David Gourley, Head of Learning and Teaching Enhancement
Lin Shen, Director of Partnerships
Rahul Kumar, Lecturer
Anita Mackenzie Mills, Lecturer
Anna Marie Kaczmarek, Equality, Diversity and Inclusivity Advisor
Shaddai Tembo, Lecturer