

JAMES WATT COLLEGE

RACE EQUALITY SCHEME & ACTION PLAN (August 2009 – June 2012)

Approved by:	Human Resources Development Committee
Date:	23 September 2009

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1. Foreword

Welcome to the James Watt College Race Equality Scheme. This is our formal document, which sets out our commitment, intentions and arrangements for meeting our public sector duty on race equality.

Treating people fairly and equally is important to us here at James Watt College and we believe that we do have the ongoing practice which shows how we make sure that our black and minority ethnic learners, international learners, staff and visitors receive the welcome and support which they require to fully participate in their chosen areas of study, employment and engagement with the college.

We contribute to Scottish government initiatives such as More Choices; More Chances which seeks to improve the skills and create more opportunities for our people throughout Inverclyde and we offer a flexible course provision so that we can engage with learners and potential learners at times and in ways, which suit them.

The College also confirms its commitment to the Scottish government campaign 'One Scotland' – no place for racism. The aim of which is to have a Scotland which is at ease with its diversity and is regarded as a place of innovation and creativity. These traits align themselves with the College's common purpose of 'It's all about learning'.

We want to be able to make sure that we involve as many people as possible in conversations about our commitment and intentions around race equality and to that end we will be arranging consultation events to support the development of this Race Equality Scheme and Action Plan (August 2009 – June 2012).



Sue Pinder OBE
Principal



Drew Duncan OBE
Chair of the Board of Management

2. THE COLLEGE

The first one hundred years:

James Watt College is named after one of the country's most famous inventors. James Watt was a pioneer and innovator who invented powerful new versions of the steam engine, and changed the face of engineering and industry around the world.

The College originally opened as James Watt Memorial College in 1908, which was built with funds donated by another famous Scot, Andrew Carnegie, and still stands in Greenock. Over the years, the changing demands of commerce and industry highlighted the need for a new, purpose built College. Our existing Finnart Campus opened in 1973.

The 1970s witnessed a move away from traditional heavy industries into other areas of commerce and, as a result, the college adapted to offer a different education focus. Rising to this challenge, we developed courses for new and emerging business needs and dramatically expanded the learner population base, becoming a truly international education provider welcoming learners from around the globe.

One hundred years ago in Greenock, the founders of James Watt College opened their doors to learners for the very first time, to begin the story of the College's contribution to learning and skills development in the communities that it serves in Inverclyde and North Ayrshire.

In 2008 a full Centenary programme celebrated this first 100 years and included special activities across all campuses, involving learners, communities, local Councils and business.

The college location:

With four campuses located in the west coast of Scotland, the College offers a diverse range of programmes that allows learners from all walks of life to choose the location that suits them. In terms of learner profile we attract learners from the geographic areas of Renfrew, Inverclyde and North Ayrshire. We also have a long history of international links, which has made James Watt College distinctive as a welcoming place to live and study as an international learner.

Finnart Campus

Our main Finnart Campus is located in Greenock, an area of unrivalled natural beauty and heritage, which benefits from its convenient location close to the cosmopolitan city of Glasgow.

Waterfront Campus

Also situated in Greenock, the attractive Waterfront Campus is located adjacent to our Halls of Residence.

North Ayrshire Campus

Our newest campus situated in Kilwinning provides state-of-the-art facilities for over 6000 learners.

Largs Campus

Learners studying at the Scottish School of Sport, Exercise and Outdoor Studies are based at our Largs Campus at the Sportscotland National Centre in Inverclyde.

Learner ethnicity profile for session 2008/9

The ethnicity learner profile at James Watt College shows that the largest white ethnic group in the College is 'Scottish' at 94.34%. The largest black ethnic group in the College is 'any

other black background' at 0.55%. The largest Asian ethnic group in the College is 'Chinese' at 0.37%.

The percentage of all black and minority ethnic learners across the College is 2.13%. As the last Census was carried out in 2001 any comparisons between the percentages of learners with the current geographic profile should be made with caution due to the age of the comparable data.

This information is part of an equality data capture exercise for the College covering 2008/2009. This information is available in full via the College website through the following link: http://www.jameswatt.ac.uk/college/equality_index.asp

Staff ethnicity profile for session 2008/9

The current level of information held indicates that the ethnicity staffing profile is 0.24% of the total workforce.

This information is also part of the equality data capture exercise for the College and is available via the above link.

College courses:

Our courses tend to be 'vocational' or work related, with a strong practical element where learners gain hands-on experience to take into the workplace, further enhancing job prospects and enabling learners to develop their potential and contribute to the wider economy e.g.:

- Beauty and Hairdressing
- Business & Computing
- Construction & Engineering
- Creative Industries
- Education, Health, Social Care & Social Sciences
- Hospitality, Tourism & Sport
- Inclusion
- Science
- Highers/Intermediate 2s

Our flexibility allows learners to choose to study part-time, full-time, day-release, through Open Learning, On-line Learning, and Evening Class or at one of our Community Learning Centres. This flexibility recognises that not everyone can access learning during the day and so provides for a range of customer and learner needs.

Our learners come from wide-ranging and diverse backgrounds. They include people who have been away from education for many years. People who are, or have been working, and are looking to change the direction of their careers; people with physical disabilities or learning difficulties; school leavers; adult returners; unemployed people and people for whom English is not their first language who want to develop new interests or enhance their employment opportunities.

College services:

The College is a split site provision across Inverclyde and North Ayrshire and so offers campus services in the following areas:

North Ayrshire Campus

In August 2000, the new North Ayrshire Campus opened its doors for the first time. The excellent new facility, based in Kilwinning is a modern, bright and spacious building, housing state-of-the-art facilities sufficient for over 6,000 learners. The facilities include up to the

minute industry standard design studios and computer suites, a refectory and first class nursery, as well as substantial grounds and large car parking facilities.

Waterfront Campus

The campus is a centre of Excellence for the College courses of Education, Social Science, Health and Social Care. The campus is the home of James Watt College's Business Development Unit (BDU), which provides a range of courses, training and other business development services: the BDU also forges international business links thereby developing our international reputation.

This three storey, forty room Business and Management Centre has its own dining area, learner common room and library and is adjacent to the 164 room halls of residence. Recent additions to resources include a virtual language lab and state-of-the-art call-centre facility.

Largs Campus - Scottish School of Sport, Exercise and Outdoor Studies

The Largs Campus, at the SportsScotland National Centre, Inverclyde, is where learners in the Scottish School of Sport, Exercise and Outdoor Studies are based. This facility offers access to first class sports and exercise facilities which are amongst the best in Scotland, with the centre being used by a number of the country's national squads.

Resources include artificial tennis and hockey surfaces, cardiovascular and resistance-training suites, a fitness-testing lab, a dance/fitness studio, grass pitches, a gymnasium and squash courts. The SportsScotland National Centre, Cumbrae is also used for sailing and watersports.

Guidance & Learner Services

The College guidance system provides help to learners to find the right courses and once on a course of study learners have access to on-going support if required. The types of support include financial advice, personal /pastoral support and there is a mentoring programme which learners can access or be referred to by a member of the staff team. There are two specific learner advisers covering the Greenock and North Ayrshire campuses.

International learner support

James Watt College has a philosophy and mission of inclusion, drawing learners from a broad range of backgrounds and environments, from all over the world.

The college attracts a significant number of international learners. This fusion of cultures provides a lively and culturally diverse living and learning environment. Learners come to us from around the globe to take advantage of the high quality learning and teaching, the first rate college facilities, and to experience the broadening of horizons that comes from studying overseas.

An International Learner Profile is outlined in [Appendix 5 \(Page?\)](#)

New learners are met on arrival and provided with an orientation programme which offers information on Greenock and the college itself.

Once settled in the Halls of Residence, learners are offered a programme of events and activities. Typical activities include local tours; trips to Edinburgh, Glasgow, Stirling and St. Andrews; bowling, sports evenings, parties and ceilidhs.

Staff from the business development unit also assist learners in finding and registering with the local services such as health, education, religious, local council and the voluntary sector.

International Learner Adviser

James Watt College has a Learner Adviser for international learners, who can help with any information needed, or any problems or difficulties. The service is confidential and the advisor will help with:

- Personal problems
- Social questions
- Finance and employment
- Accommodation

Race Incident Reporting Centre

The College is part of a partnership with Strathclyde Police on recording and reporting of hate incidents within the Inverclyde area. This partnership involves representatives from the local Councils, NHS and voluntary sector.

Excellent police relations exist with Strathclyde Police, which has resulted in the creation of the role of Campus Cop.

English Language Support

We understand that international learners may need additional assistance and therefore we offer dedicated English as a Foreign Language (EFL) support and EFL courses leading to certification, as well as a one year university foundation programme.

Up-to-date Equipment

The College has invested heavily in new technology, allowing learners to become proficient in the highest levels of hardware and software available. In fact, all course related equipment is completely up-to-date and concurrent with industry standards in the workplace.

Study Support

All learners can be assured that they will have access to a massive resource of information. There are libraries at each campus where there is an extensive collection of study materials such as books, periodicals, videos and CD-ROMs. Our many computers are internet linked where learners can access Web based information and use e-mail to keep in touch with home, family and friends.

There are also photocopiers, video monitors and computerised catalogues for sourcing publications and learners are welcome to use the facilities at any campus.

Prayer Room

Facilities for prayer have been made available at Finnart Campus. However, this year our intention is to work with the international learners and learners from other faiths to create a multi-faith room that will be used for quiet meditation and reflection.

Child Protection and Vulnerable Adults

All staff undergo the vetting procedures as set out through Disclosure Scotland.

Learner Association

The College has a lively learner association, which links with the National Union of Students (NUS) which campaigns for learner rights at a national level.

A new election process is to be introduced in session 2009/10 which will create two learner president posts to acknowledge the geographic spread of campuses served by James Watt College. This will allow mirror learner committee arrangements to be established which will reflect specific learner interest committees as well as international and equality committees.

3. LEGAL CONTEXT

A legislative framework to outlaw discrimination and promote equality in the UK has been taking shape for many years. The pace of change has been subject to influence from the European Union and by the degree of recognition given to the needs of different groups in society. European and International Law also provide a framework for rights and remedies against discrimination. These frameworks and the forms of legal protection offer an important basis for promoting equality of opportunity.

The College must have regard to the following pieces of equality legislation:

- Equal Pay Act 1970
- Sex Discrimination Act 1975
- Race Relations Act 1976
- Race Discrimination Act 1995
- Human Rights Act 1998
- Special Educational Needs and Race Act 2001
- Criminal Justice (Scotland) Act 2003
- Protection of Children (Scotland) Act 2003
- Employment Equality Sexual Orientation Regulations December 2003
- Employment Equality Religion or Belief Regulations December 2003
- Race Recognition Act 2004
- Civil Partnerships Act 2004
- Education (Additional Support for Learning) (Scotland) Act 2004
- Adult Support and Protection (Scotland) Act 2005
- Employment Equality Age Employment Regulations 2006
- Equality Act 2006
- Equality Act (Sexual Orientation) Regulations 2007.

Race Equality

The Race Relations (Amendment) Act 2000 places general statutory duties upon public bodies to:

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

The specific duties enshrined in the Act are that public bodies must:

Produce a Race Equality Scheme (RES) which must:

- assess which functions and policies of the college are relevant to racial equality;
- set out arrangements for assessing and consulting on the impact on racial equality of proposed policies;
- set out arrangements for publishing the results of assessments, consultations and monitoring;
- set out arrangements for ensuring black and minority ethnic communities have access to information and services provided by the college;
- set out its arrangements for training staff on the issues relevant to the race equality duty.

Future developments

In December 2008, a new single equality bill was announced as part of the Queen's Speech. The purpose of this bill is to simplify equality law to make it easier to implement and enforce. The proposals within the new bill are to:

- Extend the age legislation to cover goods, facilities and services
- Extend the scope for positive action in employment
- Extend the scope for recommendations which employment tribunals can make in discrimination cases
- Streamline the law by creating a clearer legal framework thus;

Creating a new single equality duty on public bodies covering all of the equality strands e.g. age; race; disability; gender; religion & belief, sexual orientation and gender re-assignment.

Consultation, involvement and communication

While only the disability equality duty requires involvement in the production of an equality scheme, we will make sure that involvement takes place around all of the equality strands in anticipation of the new Equality Bill, which comes into effect in 2010.

To that end, here at James Watt College, we will be hosting involvement and consultation events to ensure that we capture the views of learners, staff, external customers, stakeholders and partners. We will look to be as creative as possible and in addition to the above we will explore communication via:

- Learner/learner website
- Future Staff survey
- Learner/learner survey
- College intranet/internet
- Internal working groups.

With regard to staff engagement in 2008, the College completed a culture study amongst staff. This involved a staff opinion survey, staff briefing sessions and staff focus groups. The full report and its findings are available on the College intranet site.

In taking forward the analysis and issues raised from this culture study the College has identified work on equality and diversity to be part of the Culture Campaign strategy therefore further work will be forthcoming over the life of this race equality scheme.

4. OUR VISION AND VALUES

The aspirations for James Watt College are outlined within the College's Strategic Plan 2009-2012. *"The focus of this plan is on quality learning and teaching, directed at sustainable employability for individuals and up to date skills for business and industry".* The common purpose for the College is *"it's all about learning"*.

These aspirations are aligned to the strategic objectives of the Scottish Government, which aim to make Scottish society:

- Wealthier and fairer
- Smarter
- Healthier
- Safer and stronger
- Greener.

OUR VISION

James Watt College is a place of learning, empowerment and change.

OUR VALUES

- We believe in empowering learners and staff to achieve their personal goals
- We treat each other (learners, staff and stakeholders) with courtesy, dignity and respect
- We promote an environment of inclusiveness, openness and trust
- We demonstrate integrity and fairness in all that we do
- We enable learners to be creative, motivated and ambitious
- We develop committed, enthusiastic and professional staff who provide a fun and friendly service to our communities
- We offer challenging, supportive, inspirational lifelong learning for learners and staff
- We are proactive in meeting the needs of the economy
- We promote a positive place to learn and work.

OUR COMMITMENT TO EQUALITY AND DIVERSITY

James Watt College has put equality and diversity into the heart of its values, which include treating each other with courtesy, dignity and respect. The College will also promote an environment which is inclusive, open and built on trust, which enables us to demonstrate integrity and fairness in all that we do.

Embedding the principles of equality and diversity will help us measure our performance more effectively as part of the College's quality management framework and will contribute to the College meeting the positive equality duties of race, disability and gender. The College Equality and Diversity Steering Group will be responsible for monitoring and reviewing College progress on all aspects of Equality and Diversity and will report annually.

This policy will apply to all members of the College community be they staff, learners, prospective applicants, customers, partners, contractors or visitors. In particular the Board of Management and Leadership Team have a responsibility to ensure that this policy is owned by all members of staff who will be supported through appropriate and effective communication and training to carry out their duties in a way which promotes equality and diversity.

The College recognises that we are all complex beings with multiple identities across all of the equality strands of age, race, disability, gender, religion & belief and sexual orientation.

In this regard, the College is committed to making sure that in its employment and education practice individuals or groups will not be discriminated against.

STRATEGIC PLAN

Strategic aims

Our key objectives in working towards our vision are:

- To develop a learning experience, this exceeds learner and stakeholder expectations and a college ethos that commits to the common purpose 'It's all about learning.'
- To ensure effective governance, strategic planning, financial and organisational management of the College.
- To continuously enhance the quality of the learner experience.
- To enhance the College reputation and influence locally, nationally and internationally
- To develop and promote a harmonious learning and working environment.

The College's Operation Plan for 2009-2010 gives a commitment to "delivering high quality learning embracing equality and diversity".

Campaigns

To complement the strategic plan the College has introduced a number of Campaigns, which have encouraged the involvement, and engagement of staff in areas highlighted as needing review. Our strategy therefore links directly to the following campaign areas:

- Learning
- ICT
- Culture
- Leadership
- Performance
- Stakeholder management
- Communication
- Business process
- Employee recognition & involvement
- Management development.

ROLES AND RESPONSIBILITIES

The College's race equality scheme is aligned to the college's vision and values and as such, everyone will have a responsibility in the promotion of race equality. Having said that, particular responsibilities for equality and diversity in James Watt College lie with the following:

The Board of Management is responsible for making sure that the College complies with all race equality legislation and has in place appropriate plans to deliver the requirements of the positive equality duties.

The Principal and the Leadership Team are responsible for visible leadership on race equality and diversity both inside and outside the College as well as making sure that the equality and diversity action plan is progressed.

Senior Managers are responsible for putting the requirements of the race equality scheme into place and for ensuring that staff receive support and training to understand and meet these requirements.

The Equality and Diversity Steering Group is responsible for co-ordinating the work on race equality and diversity, reporting on progress and acting as an internal challenge on

policy and practice. The Steering Group is supported by three task and finish groups which focus on equality and employees; equality and learners; and equality impact assessment. Full details of the remits of the Equality & Diversity Steering and Task Groups are outlined in [Appendix 4 \(Page?\)](#).

Staff are responsible for promoting equality and diversity as part of their role and function within the College. All staff are responsible for attending training / information sessions on race equality and diversity to keep up to date on the legislation and what it means in practice. Staff will also uphold the College values around treating each other with dignity and respect.

Learners are responsible for playing their part in making the College an equitable and fair place to study. Learners should be able to recognise racial discrimination and be confident to challenge or report it if they see it happening on campus or within any learning environment.

Partners and contractors are responsible for maintaining and delivering on any race equality conditions in contracts or agreements. The college will work to ensure that it complies with the legal requirements around procurement which were introduced in 2007 as part of the positive equality duty on gender and which are part of the new Equality Bill currently going through Parliament.

Visitors are responsible for making sure that they behave in a way which reflects the Colleges values and policy on equality and diversity.

5. DEMOGRAPHICS

The Scottish context

The ethnic minority population has been rising in recent years, with a relatively young ethnic minority population moving to Scotland, along with increasing numbers of migrant workers from former A8 countries. An A8 country is a country from what used to be Eastern Europe, which has gained accession rights for its people to work and reside in European Union (EU) countries.

The 2001 Census contains the most up-to-date official figures on the numbers of people of various ethnicities in Scotland. An analysis of ethnicity from that Census found among other things that:

- 2% of the Scottish population were from a (non-White) minority ethnic group
- over 70% of the visible minority ethnic population were Asian (Indian, Pakistani, Bangladeshi, Chinese or Other South Asian)
- the largest minority ethnic group in Scotland is "other white British" at 7.38%
- the Pakistani community is the largest visible minority ethnic group in Scotland at 0.63% (representing just under one third of the visible minority ethnic population in Scotland)
- the "white Irish" population is 0.98%
- those who identified themselves as "any other white background" was 1.54%
- for all ethnic groups, Scotland is either the most common or the second most common country of birth. However, the percentages vary greatly between different ethnic groups: 47% of Pakistanis were born in Scotland compared to only 18% of Africans.

The age profile of the minority ethnic populations in Scotland is younger than the white population. Over 57% of people from a minority ethnic background are aged under 30 years, compared to only 36% of the white population.

The Gypsy/Traveller communities in Scotland include Gypsy Travellers (or Roma); traditional Scottish Travellers or Travelling People; Irish Travellers; and other related ethnic groups with histories going back over many centuries in Europe.

Traveller Facts

- There are 100,000 - 200,000 Gypsy/Travellers in the UK, according to the Gypsy Council.
- Save the Children in Scotland estimate there are 20,000 Gypsy/Travellers in Scotland.
- For a variety of reasons, many Gypsy/Travellers live in houses for part or all of the year rather than live on the road. They are still considered to be Gypsy/Travellers even if they live in a house because of their culture and traditions.
- There are over 30 official local authority sites for Gypsy/Travellers in Scotland.
- Family and tradition are really important to Gypsy/Travellers.

The local context

The College serves a geographic area covering Inverclyde, North Ayrshire and Renfrewshire. Therefore, it is important to look at the demographics of the areas across which the College provides learning services.

Inverclyde

Inverclyde is one of the smallest local Council areas in Scotland with a total population (in 2006) of 81,540. In terms of gender, this was 38,901 men and 42,639 women. In terms of age the Inverclyde profile (in line with the national profile) shows an ageing population with approx 12% of the population over 70 years of age.

The largest settlement of people is in Greenock where approximately 44,000 of the population live.

The largest employment area is in public administration including education and health with 35% of those economically active being employed. This is followed by finance and distribution with 21% and 20% respectively.

The picture for those people not working shows that in July 2007 the numbers of women claiming benefit was 1.8% compared with 1.3% for Scotland while the picture for men shows 6.1% claiming benefit with the Scottish figure at 3.5%. Of the total number of claimants 13.3% are claiming incapacity benefit which compares with 9.5% Scottish wide.

Key facts about Inverclyde's black and minority ethnic population

The black and minority ethnic (BME) profile of the area as at the 2001 Census showed that the largest visible ethnic group were those who identified themselves as Indian (0.20%) with those who identified themselves as Chinese coming next (0.18%). The smallest visible ethnic group was those from the Caribbean (0.02%).

North Ayrshire

For the third year in succession, the population for North Ayrshire has decreased because of there being more deaths than births and more outward than inward migration.

In 2006, 56% of recorded births were to unmarried parents. In terms of population forecast trends, North Ayrshire is expected to see the greatest change in age structure with more people that are elderly, fewer people of working age and fewer children.

In terms of unemployment the North Ayrshire percentage for November 2008 was 4.6% compared with Inverclyde, which was 3.8%, and Renfrewshire, which was 2.9%.

The population statistics for limiting long term illness indicate that 1 in 5 people (22%) has a long term illness, health problem (2001 Census) and that 23,216 households (39%) contain one person with a limiting long term illness, health problem (2001 Census).

Key facts about North Ayrshire's black and minority ethnic population

In terms of ethnicity, figures have been produced for A8 country migration in North Ayrshire (June 2007). The total for the period June 2006 to June 2007 was 95 registrations for work. The bulk of people are in the age ranges 18 – 24 and 25 – 34 and all are from Poland. The significant occupational areas are Catering and Sales. The average intention around length of time staying in the UK is around 3 months.

With regard to the local BME (Black and Minority Ethnic) population, the figures for the same period are 0.71% with the Chinese and Indian communities at 0.20% being the largest visible minority group followed by the Pakistani at 0.07% and other ethnic group communities at 0.06%.

Across the North Ayrshire Council area there are two Travelling People sites, one at Redburn in Irvine which has pitches for 16 families and one with 8 pitches on the Isle of Arran.

Renfrewshire

The population comparisons for Renfrewshire show that the population is rising from 169,600 in 2007 to 169,800 in 2008. The gender breakdown was 52% female and 48% male as at 2008 figures. The unemployment rate is 3.2%, which is similar to Scotland as a whole. In terms of population change, it is expected that the older population will grow by 7% while the pre-school numbers of schoolchildren is expected to fall by 14%.

Renfrewshire has 36,272 people with a limiting long-term illness, 21% of the total population in 2001. This compares to the figure for Scotland, which was 1,027,872 or 20.31% of the population in 2001.

Key facts about Renfrewshire's black and minority ethnic population

As at the 2001 Census the black and minority ethnic population was 1.23%.

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6. MANAGEMENT INFORMATION

The race equality duty requires public authorities to assess their performance in meeting the positive equality duty. The term positive equality duty comes from the legislation and serves to highlight the importance to public authorities of being able to actively evidence performance.

Data capture is an important part of this monitoring and measurement requirement and the Equality & Diversity Steering Group will strive to improve the level of data obtained to inform the College's equality improvement journey.

This will include information which helps to identify the range of barriers black and minority ethnic people face, including difficulties in accessing services, as well as gathering information on positive outcomes such as educational attainment and employment.

To that end, the College will comply with the legal requirement to capture and publish the following employment data disaggregated by ethnicity:

- Staff in post
- Applicants for employment
- Staff applying for training
- Staff applying for promotion
- Staff who receive training
- Staff who are involved in grievances
- Staff who are the subject of disciplinary procedures.

In terms of learner data, the College will collect information disaggregated by ethnicity as follows:

- Learners accessing the various modes of learning delivery
- Learners across learning centres
- Learner recruitment, retention and attainment.

The information will be collected and published annually. The most important aspect of gathering this information is how it is used and analysed.

This information will be considered by the College's Equality & Diversity Steering Group supported by 3 task and finish groups who will use the data to identify gaps or trends to be addressed which will further inform the annual race scheme progress report.

7. EXTERNAL AND COMMUNITY RELATIONS

Community and Business Partners and Stakeholders

The College is committed to continuing to deliver a coherent and managed approach to local education and training provision by working with partners from education, business, local authorities, government and the voluntary sector.

The College is engaging with the community through Community Planning Partnerships (CPP) with the local authorities by:

- Developing and delivering the single outcome agreements with all community partners
- Being a key member of the CPP and the various Alliance Boards which have been established to bolster community and economic regeneration across the Inverclyde area
- Developing partnership projects
- Developing our new community learning centres.

The Business Development Unit has a major role to play in local business and economic growth and development as well as in the international arena through liaison with international business agents to promote the College on the international stage as a preferred provider of learning.

The College works with employers, Chambers of Commerce and Skills Development Scotland to reduce the impact of the economic downturn and to reduce skills shortages locally, nationally and internationally.

This will be achieved through an ongoing process of employer engagement, workshops and resource delivery to meet employers' needs.

Education partners

Education is a key component to ensure that our economic and social aspirations for the area, which align to those of the Scottish Government, are met. We will over the life of this race equality scheme maintain a focus on creating:

- New articulation routes and opportunities for learners and potential learners to access education and training
- Agreement on shared delivery of curriculum and development of systems for curriculum mapping which will allow us to develop and target our provision accordingly
- Opportunities for responsive partnership bids for alternative sources of funding.

School partnerships and work on the More Choices More Chances agenda will be achieved through:

- Skills for work programmes
- Winter and summer leavers programmes
- Transitional programmes
- Shared curriculum and CPD activities
- Prince's Trust.

National consultation

There are a number of consultation papers out in the autumn of 2009 focussing on the proposals in the new equality bill. The Scottish Funding Council is also co-ordinating a consultation exercise on what will take the place of Equality Forward in terms of providing support to the FE and HE sectors on equality within education institutions. James Watt College will be responding to both consultations and any future consultations over the life of this race equality scheme.

Procurement and contracting

Procurement and contracting has long been a component part of race equality with the introduction of specific race equality questions enshrined within procurement processes. We are aware that under the terms of the new single equality duty contained within the Equality Bill that we will be required to ensure that we equality proof our procurement and contracting arrangements. To that end we will work with the appropriate business managers to develop a process which includes equality measures within the procurement pre-qualification questionnaire and invitation to tender processes.

Marketing and Publicity

This is an important communication and promotion tool for the College and the marketing team will play a substantial role in making planned improvements to the College website which will be aiming for accessibility improvements measured through external benchmarking and/or award recognition.

The team will also support the development of clear communication standards across the college to ensure that there is compliance with good practice on representatives through marketing images which reflect the populations through the areas served by the College and of course the international connections.

8. PERFORMANCE MANAGEMENT AND REVIEW

Race equality improvement monitoring

Evaluating and reviewing the race equality scheme will be an on-going process supported by annual reports to update the equality and diversity action plan. It is important however to make sure that the performance management review of the race equality scheme is dovetailed to the College performance improvement cycles. This will ensure that measurement of the overall equality improvement journey is integral to the College's quality management framework and, as such, the College is able to present a clear 'line of sight' between strategic plan and practice delivery.

This alignment will ensure that race equality successes and challenges are considered along with other College successes and challenges. Race equality issues will be considered as part of the College's portfolio review process, which is an internal process for measuring progress on operational plan actions.

The Equality & Diversity Steering Group will have responsibility for ensuring that the College produces its annual equalities 'state of the college' report which will be used to measure the College progress on its equality improvement journey.

Getting feedback from our staff and learners on their experience of equality within the College will also be important and we will be exploring ways in which to use staff satisfaction mechanisms to provide us with personal feedback. The same of course applies to the ways in which we will capture our learners' views of their experience of race equality within the college as a learning and social environment. We will work closely with the College learner association in order to maximise involvement and engagement opportunities.

Race equality impact assessment

Carrying out equality impact assessments is contained within all of the positive equality duties including the race equality duty.

An equality impact assessment is a process through which policy, practice and decisions are equality proofed.

There are legislative expectations around the requirement to equality impact assess and these are:

- Screening of existing policies to determine relevance and proportionality in terms of equality impact. This means that policies, which have a direct bearing on people, are likely to be highly relevant and higher proportionally than policies on paper shredding.
- Carrying out equality impact assessments on new and revised policies and on significant strategic decisions. In practice, this will require the production of a specific College equality impact assessment toolkit, which should align itself to current performance management practice.
- Ensuring that the Leadership Team consider the equality impact of key decisions.

The Leadership Team will be supported in this by ensuring that due consideration of equality issues and impact is included as part of the College formal reporting process.

The Equality Impact Assessment Task Group will drive forward the equality impact assessment programme across the College.

RACE EQUALITY ACTION PLAN (August 2009 – June 2012)

GOVERNANCE, LEADERSHIP and ETHOS							
OPERATIONAL TASK	TIMESCALE	RESPONSIBILITY		ACTION	MILESTONE/SUCCESS	RISK	RISK ACTION PLAN REF.
		STAFF	LEAD				
To meet the legal requirements of race equality legislation	August 2009	All	AP Org. Dev.	Consult on the Race Equality Scheme (RES)	Evidence of consultation used to inform RES.	Non compliance with equality legislation	3.1.1
	September 2009			Produce a Race Equality Scheme	Race Equality Scheme approved and published on intranet/internet	Failure to meet HMle expectation	
To meet the legal requirements of race equality legislation	September 2009	All	AP Org. Dev.	Establish an Equality & Diversity Steering Group. Establish E&D Task Groups reporting to Steering Groups	Steering Group in place and remit approved E&D Task Groups in place and remits approved	Failure to meet HMle expectation	3.1.1
To meet future equality legal requirements by drawing up a Single Equality Scheme	September 2009 December 2009	E&D Project Mngr.	AP Org. Dev.	Produce E&D Annual Report Produce a SES	E&D Annual Report published SES approved.	Failure to meet HMle expectation	3.1.1
To integrate equality, diversity and human rights within the strategic and service College management reporting system	November 2009 for December 2009 Board November 2010 for December 2010 Board May 2010 for June 2010 Board Meeting As above to 2012	E&D Project Mngr.: Quality Manager & Service Mngr. HR	AP Org. Dev.	Identify and report on race equality performance indicators	Robust and reliable audit reports available and published.	Failure to mainstream E&D	3.1.1

GOVERNANCE, LEADERSHIP and ETHOS							
OPERATIONAL TASK	TIMESCALE	RESPONSIBILITY		ACTION	MILESTONE/SUCCESS	RISK	RISK ACTION PLAN REF
		STAFF	LEAD				
To develop appropriate mechanisms to encourage participation and involvement of all learners	September 2009 June 2010	Learner Services/Student Assoc. International Services E&D Project Mngr. & International Officer	AP Org. Dev.	Election of BME/international learner representatives on E&D Steering Group and Task Groups. Joint projects with International Officer	BME/International Learner involvement in E&D College improvement journey. BME/ International learners will help inform and challenge College progress on equality.	Non compliance with equality legislation	3.1.1
To develop appropriate mechanisms to encourage participation and involvement of all staff	September 2009 June 2010 June 2011 June 2012	All	AP Org. Dev.	Consult with staff through JNC process on the draft race equality scheme Ensure that race issues are included as part of the Culture Campaign	Staff input into the College equality improvement journey through focus group/consultation events and surveys	Non compliance with equality legislation	3.1.1
To ensure that systems are in place to provide race equality management information data	September 2009 June 2010 June 2011 June 2012	E&D Project Mngr. And HR and MIS staff	AP Org. Dev.	Identify required statistical information and agree format and frequency of data presentation	Annual publication of workforce ethnicity profile. Annual publication of Recruitment & Selection ethnicity data. Annual publication of learner ethnicity profile	Non compliance with equality legislation	3.1.1
To carry out an annual review of race equality	June 2010, 2011 and 2012	E&D Project Manager	AP Org. Dev.	Consult with staff and learners. Annual Report	Engagement with staff and learners Annual Report published	Non compliance with equality legislation	3.1.1

LEARNING AND TEACHING							
OPERATIONAL TASK	TIMESCALE	RESPONSIBILITY		ACTION	MILESTONE/SUCCESS	RISK	RISK ACTION PLAN REF
		STAFF	LEAD				
To widen participation of learners from all ethnic backgrounds	June 2010 and June 2011 June 2012	E&D Project Manager and Quality Manager and MIS	AP Org. Dev. VP Learning & Skills AP Learner Services	Collaborate with and utilise MIS information on learners to target areas of under-representation	Improved internal data sharing.	Non compliance with equality legislation	3.1.1
To ensure the visibility of race equality and diversity within teaching and learning materials	November 2009 June 2010,2011 and 2012	E&D Project Manager and Quality Manager	Quality Standards Validation and Approvals Cttees Intenal Audit & Review	Identify internal best practice and map across Centres	Development of equality assured learning and teaching materials.	Non compliance with equality legislation Non compliance with HMIE actions	3.1.1
To ensure the visibility of race equality and diversity within teaching and learning materials	October 2009 June 2010,2011 and 2012	E&D Project Manager and Quality Manager and Curriculum Managers and Learning Managers	AP Org.Dev. VP L&S	Consider the application of QELTM guidelines Develop an equality-proofing model for the College curriculum.	Curriculum good practice projects in place on race equality External equality award submission(s) made where possible Promote positive attitudes to social and cultural diversity across the curriculum by evidencing numbers of completed E&D proofed teaching materials and instruments of assessment	Non compliance with equality legislation Non compliance with HMIE actions	3.1.1

LEARNING AND TEACHING							
OPERATIONAL TASK	TIMESCALE	RESPONSIBILITY		ACTION	MILESTONE/SUCCESS	RISK	RISK ACTION PLAN REF
		STAFF	LEAD				
To ensure the visibility of race equality and diversity within teaching and learning materials	November 2009 November 2010 November 2011	E&D Project Manager and Quality Manager	AP Org. Dev.	Equality impact assessment training for learning and teaching internal verifiers Equality proof instruments of learner assessment	Instruments of Assessment (IAs) routinely equality proofed	Non compliance with HMIE actions	3.1.1

A MODERN DIVERSE WORKFORCE							
OPERATIONAL TASK	TIMESCALE	RESPONSIBILITY		ACTION	MILESTONE/SUCCESS	RISK	RISK ACTION PLAN REF
		STAFF	LEAD				
To promote race equality and diversity within the College workforce	September 2009 June 2010, 2011 and 2012	E&D Project Manager Service Mngr. HR	AP Org. Dev.	Analyse recruitment and workforce profile data to identify trends and positive action.	Annual publication of employment equality data in terms of BME staff Improved recording of BME data. Improved data on numbers of BME staff employed	Non compliance with equality legislation	3.1.1
To positively promote the college as an Employer of Choice.	December 2009 June 2010 ,2011 and 2012	E&D Project Manager Service Mngr. HR	AP Org. Dev.	Develop an equality impact assessment tool for HR policies	EIA assessment process in place Equality impact assessment accepted as KPI EIA assessments completed and published	Non compliance with equality legislation	3.1.1
To positively promote the college as an Employer of Choice.	September 2010 September 2011	E&D Project Mgr and Service Mgr. HR	AP Org. Dev.	Marketing of positive HR employment policy	External equality award submissions made	Reputational risk	3.1.1
To ensure that staff are skilled and knowledgeable about the impact of race equality and diversity on their role	December 2009	E&D Project Manager and L&D Manager	AP Org. Dev.	Embed race equality within the learning and development competency framework	Race equality is a component part of the College competency framework	Non compliance with equality legislation	3.1.1

A MODERN DIVERSE WORKFORCE							
OPERATIONAL TASK	TIMESCALE	RESPONSIBILITY		ACTION	MILESTONE/SUCCESS	RISK	RISK ACTION PLAN REF
		STAFF	LEAD				
To ensure that staff are trained on race equality and diversity issues.	December 2009 June 2010, 2011 and 2012	E&D Project Manager and HR Manager and L&D Manager	AP Org. Dev.	Provide appropriate E&D learning opportunities for staff	Evidence training programmes in place	Non compliance with equality legislation	3.1.1
To ensure that staff are trained on race equality and diversity issues	June 2011 and 2012	E&D Project Manager HR and L&D Managers	AP Org. Dev.	Provide appropriate E&D learning opportunities for staff	Evidence participation and evaluation of training provided.	Non compliance with equality legislation	3.1.1

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COMMUNICATION, CONSULTATION AND ENGAGEMENT							
OPERATIONAL TASK	TIMESCALE	RESPONSIBILITY		ACTION	MILESTONE/SUCCESS	RISK	RISK ACTION PLAN REF
		STAFF	LEAD				
To ensure access to information meets race equality standards.	Jan 2010	E&D Project Manager and Marketing Manager	AP Org. Dev.	Develop accessible and user friendly website	Clear communication standards which meet BME communication requirements	Non compliance with equality legislation	3.1.1
To ensure access to information meets race equality standards.	June 2010	E&D Project Manager and Marketing Manager	AP Org. Dev.	Ensure prospectus reflects the ethnicity of the college community	Positive College images on ethnicity.	Non compliance with equality legislation & HMIE actions	3.1.1
To ensure access to information meets race equality standards.	June 2010	E&D Project Manager and Marketing Manager	AP Org. Dev.	Equality proof College branding guidelines	Race equality mainstreamed into branding guidelines	Non compliance with equality legislation	3.1.1
To promote race equality as part of the marketing and promotion strategy of the College	June 2010	E&D Project Mgr and Marketing Mgr and Estates	AP Org. Dev.	Ensure that the College has appropriate signage in place	Increase the visibility of race equality across all College campuses.	Non compliance with equality legislation	3.1.1
To capture learner views on race equality progress and improvements	September 2009, 2010 and 2011	E&D Project Manager Learner Services	AP Org. Dev.	Undertake learner election process	Learner Association Equality Committee established	Non compliance with equality legislation and HMIE actions	3.1.1
To capture learner views on race equality progress and improvements	October 2009, 2010 and 2011	Learner Services and International Officer	AP Org. Dev.	Develop ways to consult with BME/international learners	Learner BME Equality group in place	Non compliance with equality legislation & HMIE actions	3.1.1
To capture staff views on race equality progress and improvements	June 2010, 2011 and 2012	E&D Project Manager and HR	AP Org. Dev.	Explore potential for BME staff network	Race equality is embedded in culture campaign	Non compliance with equality legislation & HMIE actions	3.1.1
To ensure that the College responds to the needs of BME/international learners	December 2009 June 2010	E&D Project Manager International Officer	AP Org. Dev.	To work with the international learners and other on prayer /faith facilities.	Prayer room/interfaith room in place	Non compliance with equality legislation	3.1.1

PARTNERSHIP, PROCUREMENT AND ESTATES							
OPERATIONAL TASK	TIMESCALE	RESPONSIBILITY		ACTION	MILESTONE/SUCCESS	RISK	RISK ACTION PLAN REF
		STAFF	LEAD				
To work with appropriate partners on promoting race equality	June 2010, 2011 and 2012	E&D Project Manager Student Services	AP Org. Dev	To work with partners on promoting reporting arrangements for hate incident reporting	Procedure in place and information is available to all learners and staff	Non compliance with equality legislation	3.1.1
To ensure that race equality matters are built into the College procurement processes	June 2010 June 2011	E&D Project Manager Procurement Officer	AP Org. Dev	To build appropriate questions and clauses into contracting arrangements	Race equality contract clause included in College contracts.	Non compliance with equality legislation	3.1.1
To ensure that the College has appropriate signage in place	June 2010	E&D Project Manager and Marketing Manager and Estates	AP Org. Dev	To promote race equality as part of the marketing and promotion strategy of the College	Increase the visibility of race equality across all College campuses.	Non compliance with equality legislation	3.1.1

APPENDICES

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APPENDIX 1

Ethnicity profile of learners 2008/2009

Ethnicity	
Ethnicity	Learner Nos.
Black African	1
Scottish	14545
English	198
Welsh	11
Irish	23
Any other white background	227
Any mixed background	80
Indian	39
Pakistani	31
Bangladeshi	6
Chinese	57
Any other Asian background	47
Caribbean	4
African	20
Any other Black background	86
Any other background	37
Asian other	1
(blank)	2
Grand Total	15416

Ethnicity Profile by Learning Centre	
Learning Centre	Percentage Learners BME
Learning Centre : Business & Computing	2.47%
Learning Centre : Construction & Engineering	2.22%
Learning Centre : Creative Industries	1.31%
Learning Centre : Education, Humanities & Care	1.10%
Learning Centre : Hairdressing, Beauty & Science	1.55%
Learning Centre : Hairdressing, Beauty, Design & Media	2.96%
Learning Centre : Highers & Core Skills	10.22%
Learning Centre : Hospitality, Sport & Tourism	2.16%
Learning Centre : Inclusion	0.74%

APPENDIX 2

Ethnicity profile for staff 2008/2009

The percentage of staff who have indicated that they are from a black and minority ethnic background is 0.24%. This small number precludes the option of presenting the data in table / chart form.

APPENDIX 3

Equality & Diversity Statement

This policy is accessible via the College website:

http://www.jameswatt.ac.uk/policies/equal_opps/policy_docs/a4%20equality%20diversity%20policy.pdf

APPENDIX 4

Remits of the Equality & Diversity Steering Group and Task Groups

[..\Equality & Diversity Steering Group\Remit\Equality and Diversity Steering Group remit - CS comments - August 09\(2\).doc](..\Equality & Diversity Steering Group\Remit\Equality and Diversity Steering Group remit - CS comments - August 09(2).doc)

APPENDIX 5

Possible international student profile

Graham Shields is on the case