



RACE RELATIONS (AMENDMENT) ACT 2000 RACE EQUALITY POLICY AND ACTION PLAN

Updated December 2008

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INTRODUCTION

Under section 71(1) of the Race Relations Act (1976) as amended by the Race Relations (Amendment) Act 2000, public authorities have been given a statutory general duty to promote racial equality and to produce a race equality policy by November 2002.

Building upon current college policies and procedures, a working group produced a race equality scheme which has been reviewed, amended and updated by the College Equality and Diversity Group, November 2008. The scheme demonstrates Dundee College's commitment to eliminate unlawful racial discrimination and to promote equal opportunities and good race relations within the college and with those agencies with whom we work.

In 2007 the college created an Equality and Diversity Strategy Group. This group has produced an overarching strategy to promote equality in all aspects of its operations for students and staff. The group is charged with ensuring the college meets its statutory requirements to promote equality and eliminate discrimination, and to monitor and evaluate the implementation of the college's schemes and action plans. The college strategy is attached as Appendix 1.

One of the major actions of the group is to work towards a single equality scheme which embraces all areas of equality. This has led to the production of a generic action plan which applies to Race Equality as to the other duties and other requirements to promote and eliminate discrimination on the grounds of age, sexual orientation and religion/belief.

This action plan is attached as Appendix 2.

The Equality and Diversity Strategy Group has agreed and produced a statistical data report which identifies trends in recruitment of ethnic minority students and thereafter compares trends in early retention, retention and success of these students. This report is attached as Appendix 3.

The reviewed Race Equality Scheme and appended actions has been devised in consultation with Union Representatives, Students' Association, People Strategy Group, Management Forum, and the Human Resource and Quality Enhancement Committees of the Board of Management. Thereafter the amended scheme and action plan is presented to the Board of Management for approval. Key College stakeholders also receive a copy.

Equality and Diversity Group members:

Leslie Dick, Assistant Principal (Chair)

Anne Wake, Director of Faculty

Ken Neades, Head of Student Services

Charlotte Nourse, Business Partner

Student Representatives

Ruth Garvie, Curriculum & Quality Development Manager

Fela Helmore, Management Information Systems Manager

Anne Hamilton, School & Community Liaison Manager

Fiona Jurk, International Manager

Keir Ovenstone, Corporate Governance & Policy Director

Nick Steff, Union Representative

Ken Melville, Union Representative

RACE EQUALITY POLICY

EQUALITY AND DIVERSITY GROUP

Responsibility for Dundee College Race Equality Scheme is shared by all staff at the College but management responsibility for implementing the policy rests with the Equality and Diversity Group. The group comprises an Assistant Principal, a Director of Faculty, Policy Manager, International Manager, Human Resources Manager, Head of Student Services and the Student Representatives, Union Representatives, the Curriculum & Quality Development Manager, Management Information Systems Manager.

The Group serves as a link to the full college organisation and management structure and acts as a focal point for consultation, implementation, review, evaluation and maintenance of the College Race Equality Scheme.

1 BACKGROUND

Dundee College is the sole further education college serving the city of Dundee. It is the sixth largest college in Scotland and each year enrolls approximately 25,000 students of whom more than 4,000 are following full-time courses. The college employs 750 staff and is one of the major employers in the city.

The purpose of the College is to provide high quality further education and training to its local community. We are committed to lifelong learning, open access and social inclusion. Our aims include: to encourage participation and wider access to a learning experience of the highest quality and to maximise full staff potential.

The city of Dundee, which we serve, has a population of 145,000 of whom approximately 3.66% are from the minority ethnic community. The main ethnic groups in the city are Pakistani, Indian and Chinese.

In addition to the indigenous population, Dundee College, the two local universities and various local research institutions attract a combined total of over 2,000 ethnic minority students, staff and researchers with their families, raising the percentage of ethnic minorities to 4.5% of the city's population.

Attached as an appendix is a report which shows the ethnic profile of college students. Thereafter it shows movements in ethnic minority recruitment over the period 2004 to 2007/8. It then details key performance indicators for these students: early retention, retention and success and compares these to the college overall.

This report has been discussed at the Equality and Diversity Strategy Group and is now in the process of being considered by the Board of Management Quality Enhancement Committee and Human Resource and Development Committees.

In 2006-07 there were 242 racial incidents reported in Dundee. This represents an increase on our previously reported figure of 194 in 2003-04. Dundee City Council, the criminal justice system and the local Racial Equality Council work closely in partnership to address incidents of racial harassment and are addressing this apparent increase as a matter of concern. Dundee College has received no formal reports of racial incidents in the college environment

Within the context of our local environment Dundee College actively promotes social inclusion and equal opportunities. We are fully committed to building on our achievements to date and to promote race equality through a process of critical self-evaluation.

2 AIMS AND VALUES

The aim of Dundee College's Race Equality Scheme is to eliminate unlawful racial discrimination and to promote equal opportunities and good race relations within the College and with those agencies whom we serve.

Dundee College through the Equality and Diversity Group is committed to:

- actively tackling racial discrimination and promoting equal opportunities and good race relations;
- encouraging, supporting and helping all students and staff to reach their potential;
- working with other institutions, local communities and others to tackle racial discrimination and to encourage and promote good practice in achieving race equality; and
- making sure that the Race Equality Policy and its procedures are followed.

3 CURRENT POSITION: Functions and Policies

3.1 Students

3.1.1 Equality Policy

Dundee College operates an Equality Policy which states:
“students will be treated equally and without prejudice when applying for a programme of study and will receive equal treatment throughout their studies at the college. In relation to their selection to pursue a particular programme of study, students will be treated equally on the basis of their relative merits and ability subject to the published conditions laid out in the college programme documentation and publicity material”.

To support this, the college operates a code of practice which uses as its guide the Race Relations Act, 1976, and actively seeks *“to avoid any discrimination against a student seeking access to or following a course of study on grounds of race, colour, nationality (including citizenship) or ethnic or national origin”*

An Equality and Diversity Group is now in its second year and reviews and monitors progress with regard to all aspects of equality and is the forum for issues relating to race/discrimination.

3.1.2 Admissions

Prospective students have equality of access to information and advice on programme or course opportunities and the implications of studying at the college. Students who undergo programme selection are interviewed by staff who apply a set of consistent criteria. No questions on ethnic origin are asked on the enquiry/application form. Students are encouraged to disclose their ethnicity in a separate form which enables us to monitor recruitment, retention and success statistical data and meet Scottish Funding Council requirements. Procedures and processes in place for managing admissions that adhere to a consistent set of criteria and standards that are closely monitored and subject to regular critical review. Documents used in this process are also reviewed and updated.

3.1.3 Guidance & Support for Students

Dundee College is committed to meeting the educational and support needs of all individuals who attend the college. All students have access to pre-entry guidance, induction, ongoing support and progression guidance as detailed in the college guidance policy.

- Pre-entry Guidance Arrangements

In order that individuals from ethnic backgrounds have equality of access to information and advice on college programme provision and can establish a curriculum appropriate to their needs, the college offers a comprehensive pre-entry guidance service. This service includes initial assessment of skills, abilities and educational support needs, programme guidance and careers advice. Where it is identified that the students require additional support in order to progress through their programme, a Personal Learning Support Plan is drawn up in conjunction with the students. The plan identifies the nature and extent of the support to be put in place and is reviewed with the students on an ongoing basis.

- Language Support

Students whose second language is English have the opportunity to enrol on the college's English for Speakers of Other Languages (ESOL) courses. Alternatively students who wish English language support whilst

attending other programmes have access to language assistance through the college's supported learning provision.

- Pastoral Care

Students who require the college to offer specific services or support as a result of their ethnicity are encouraged to identify these at the pre-entry guidance stage. The college will make every reasonable effort to accommodate requests for additional services and support.

- Progression

Dundee College encourages all students to maximise their potential and a key indicator of success in this aim is the extent to which students' progress from the first college contact.

Internal movements are tracked through monitoring student re-enrolments within and between college teaching years. Student Services staff in College collect and report on student progression to Higher Education and the College conducts an annual survey of student destinations that includes continuing education and employment as some of its outcomes.

3.1.4 Learning and Teaching

Development and improvement of learning and teaching processes, including quality improvement and assessment, is directly relevant to the promotion of good race relations and to ensuring racial equality within Dundee College. The college is implementing a toolkit (QELTM) which will enable us to monitor learning and teaching materials to ensure that they are free of and form of prejudice.

The college process of self-evaluation, quality monitoring and improvement is complemented by rigorous internal and external review and moderation of units and programmes. Together these ensure that the learner experience is under constant consideration. The Curriculum and Quality Strategy Group plus regular Faculty/Centre Reviews and team/programme meetings ensure a focus for review, discussion and improvement of teaching standards, the learning context, teaching materials, and access to assessment. The needs of all learners are addressed through this process and this includes the needs of those from diverse ethnic groups who, like all students, have a right to fair and equal treatment in all aspects of their educational experience.

The establishment of Information and Communication Technology (ICT) and in particular e-learning into all aspects of our learning provision has a high strategic priority at Dundee College. It enriches the educational experience for all and break down barriers which may have previously excluded some learners. A College Virtual Learning Environment (VLE) provides an increasingly important learning tool which enhances and improves access to learning for all. Similarly the College has a well developed Flexible and Open Learning Provision. A large portfolio of units, learning tools and packages are

available on a 'drop-in' or distance learning basis. This is particularly useful for those from ethnic minority groups who may have difficulty attending College, e.g. women from ethnic minorities.

By removing barriers and by continually seeking innovation in learning and teaching and by the regular dissemination of good practice in this field the diversity of student need is addressed at Dundee College. The quality and review systems already offer the means to monitor the treatment and experience of students in the learning process. The provision of essential and citizenship skills development in all programmes now features in most programmes supports better racial understanding.

3.1.5 Assessment Achievement & Retention

Information is gathered systematically within the college on achievement at unit and programme level and this is reported annually to the Scottish Funding Council as is information on student retention. This information is analysed internally by College Programme Teams and self-evaluation reports are produced which identify action points aimed at improving retention and achievement.

The Equality and Diversity Strategy Group monitor this information in relation race, gender and disability to ensure that these groups perform at college levels and are not being disadvantaged in any way

3.1.6 Academic Appeals

The college operates an academic appeals procedure to ensure that all students have the right to appeal where there is a disagreement regarding assessment and awards.

3.1.7 The Curriculum

It is a specific strategic aim of Dundee College to encourage participation and wider access to a learning experience of the highest quality. This requires us to focus effectively upon the needs of those from diverse ethnic groups by providing an appropriate curriculum.

Systems are already in place through the quality review processes and curriculum development procedure to evaluate the effectiveness of our curriculum and to revise our provision accordingly.

Quality improvement strategies embrace all areas of our operation and stimulate new and innovative curriculum developments which take heed of the specific needs of our market groups.

A system exists as part of the college review process to increase the range and flexibility of curriculum on an annual basis. It is however already the case that the curriculum is used to promote racial understanding and an awareness of the corrosive nature of racism e.g. Social Science, Philosophy, Modern Studies and History all address racism and racial issues as part of the

syllabus. In addition, Essential Skills and Citizenship Skill development ensures that all students have the opportunity to operate in an environment where mutual respect is fostered

3.1.8 Student Code of Conduct

This code details the conduct students are expected to adhere to at college and details the disciplinary measures which can be instituted if a breach occurs. The code covers all conduct in relation to racial harmony and reflects the ethos of the Race Relations Amendment Act 2002.

3.1.9. Suggestions and Complaints Procedures for Students

Suggestions that promote racial equality and harmony are welcome. Equally, complaints in relation to racial discrimination are dealt with through the suggestions and complaints procedures in the first instance. Any action which is identified as racially discriminatory is regarded as an illegal act which may require recourse to criminal proceedings. Any instance of racial harassment is investigated and may result in disciplinary proceedings against the perpetrator(s).

3.1.10 Dundee College Students' Association

Dundee College's Students' Association has undergone a fundamental reorganisation and is now integrated into the operation of the college. The major drive of the Association is to promote learner involvement across the college.

All college students are members of the Association. Each programme has an elected representative. A Student Executive Forum is elected from the representatives. Members of the Forum are represented on a number of key college committees and working groups including the Board of Management and Equality and Diversity Strategy Group.

Students raise issues in relation to race through these channels. Association officers and class representatives receive training through in conjunction with SPARQS. This training covers equal opportunities and racial issues.

The Students' Association has an Equal Opportunities Policy.

3.2 **Staffing**

3.2.1 Equality Policy

Dundee College has an Equality Policy which states:

"Individuals will be selected on the basis of their relevant merits and abilities, and will be given equal opportunities within the organisation."

A process of criteria-based interviewing will be applied and only objective evidence will inform the recruitment process. No job applicant should receive less favourable treatment on any grounds not relevant to effective employment practice”.

Gaps have been identified in the quality of HR Management Information; this includes the staff demographic data and equality, diversity and disability data.

Through a rigorous selection process the College Executive Group have selected NorthgateArinso as the preferred supplier for both an HR database and Payroll operations. The aim of the HR System is to enable the College to move from a limited spread-sheet and paper based system to a fully integrated and cost effective HR system allowing for essential management information reports to be produced and data analysis to be carried out.

Part of the project to move to the HR system will include an extensive data capture exercise to update all staff details – all equal opportunities data will be included in this exercise.

Dundee City Council will continue to provide Dundee College with Payroll services until March 2009, after which we will take it in-house as part of our Northgate fully hosted system.

We are currently working through detailed project management plans, in conjunction with Northgate, for the implementation of these new systems to meet the April 2009 timescale.

3.2.2 Application and Appointment

Dundee College makes every effort to ensure the accurate collection and analysis of data relating to the ethnic backgrounds of job applicants. We monitor applicants for posts to ensure that no groups are discriminated against. We ensure that this information is handled separately from the application itself. We use the information to highlight possible inequalities, to investigate the cause of these inequalities and to remove any unfairness or disadvantage. No member of staff taking part in the interviewing process has access to the monitoring form of any applicant.

Sound ethnic monitoring tells us if our race equality policy is working and helps us be clear that we are offering equality of opportunity to all ethnic groups.

All post advertising is vetted by Barkers Recruitment who advise on wording and emphasis. This means that we can be sure we are not treating candidates from particular ethnic backgrounds unfairly. The Human Resource Section regularly undertakes the College process of self-evaluation, quality monitoring and improvement in all areas of working – and in particular, in relation to recruitment processes.

Staff involved in the recruitment and interviewing process are aware of the college's responsibility as an equal opportunities employer and have access to effective training in the area of interviewing techniques. All interviews are conducted using rigorous evidence-based job criteria and every applicant is evaluated against the evidence they have shown in each criterion. This process ensures that appointments are made based on objective and non-judgemental means.

We have a system in place for monitoring reasons given by staff for leaving the College.

3.2.3 Professional Development and Training

Dundee College has used the Grampian Racial Equality Council and The Scottish Further Education Unit to deliver awareness-raising seminars to all staff in the area of Race Relations and other aspects of equality to staff.

Multi-cultural Awareness training is also offered within our CPD programme. In addition, specialist training opportunities are offered to staff who deal regularly with Race Relations issues. Staff Development requirements are discussed individually with all staff in an annual review interview, providing regular opportunity for all staff to access training opportunities, regardless of background, gender or ability. Staff are given the opportunity to undertake any of the courses that are offered in the Dundee College prospectus on a personal development basis and a number of staff have taken advantage of this scheme to achieve an English for Speakers of Other Languages (ESOL) qualification.

Considerable emphasis has been placed upon staff development to support ICT in teaching with large numbers of staff involved in developing a Virtual Learning Environment (VLE) for teaching. We have records of significant numbers of staff undertaking the European Computer Driving Licence.

Professional Development Awards in Teaching are offered at Introductory, Advanced Certificate and Diploma levels in the College and all new teaching staff are encouraged to undertake an award within six months of joining the College. The achievement of these awards will increase the quality of teaching and learning skills in our staff.

3.2.4 Breach of Policy

The Dundee College "Dignity at Work" policy for staff makes it clear that harassment, bullying or victimisation on the grounds of race is a disciplinary offence which may result in disciplinary action. Any complaint of harassment, bullying or victimisation on the grounds of race is dealt with promptly and is treated seriously. Any action which is regarded as racially discriminatory is regarded as an illegal act which perpetrator(s).

The Human Resource and Development Committee of the Dundee College Board of Management receives regular reports relating to disciplinary activities and grievances within the College.

3.3 Quality Assurance

The college has comprehensive quality assurance policies and procedures for curriculum and support areas. Both areas are subject to review by a range of external agencies which currently include: Her Majesty's Inspectorate of Education, the Scottish Qualifications Authority, the Scottish Quality Management System. A number of these external agencies require to be satisfied that the College has satisfactory Equality Policies.

3.4 Partnerships & Community Links

The College works closely in partnership with a number of other public sector bodies to deliver further education and training. We ensure that these bodies operate equal opportunities policies.

3.5 Procurement and Outsourcing

We currently contract with a large number of external agencies to provide us with goods and services. Procurement guidelines are in place to ensure that contractors apply equal opportunities and are attached as Appendix 4.

3.6 Impact Assessment

Dundee College Strategic Plan 2008-2011 contains a list of strategies that summarises the key documents that have been produced to inform and support the achievement of the overall Strategic Aims that are contained in this plan.

In July 2008, a new strategy was conceived – Ethical Strategy.

It is in many ways a cultural statement that underlies all the other Strategy documents and gives a clear message of the importance of integrity and responsibility to the College's many operations.

With regard to Objectives, two specific intentions are stated as:

- (1) Conduct evaluations to ensure that all corporate activities are ethical, legal and conform with regulatory guidance.
- (2) Revise policies, procedures, codes and monitor that they are effective and consistent with Dundee College values.

In the context of Equality and Diversity the above two Objectives are of paramount importance. Impact Assessment procedures are currently being developed and will be applied to all new policies, prior to approval. For

existing policies, an evaluation (or re-evaluation) procedure will be adopted and applied.

These initiatives will introduce a regular monitoring procedure that will ensure that all Dundee College policies are consistent with each other. Also, appropriate resources and other measures will be put in place to meet the requirements of demands that are identified through evaluation and input assessment exercises.

4 LEADERSHIP AND MANAGEMENT

The college has undergone a restructuring exercise over the past 4 years which is now nearing completion. Below are details of the respective responsibilities of Board, management and staff.

Responsibilities

a) The Board of Management

The Board of Management is responsible for:

- making sure the college complies with the Duty
- monitoring the implementation of college Race Equality Scheme and procedures.

Specifically the Human Resource and Development Committee and the Quality Enhancement Committee of the Board of Management oversee the formulation and implementation of the college's Race Equality Scheme.

b) The Principal

The Principal, through a nominated member of the College Executive and the Equality and Diversity Strategy Group is responsible for:

- giving a high profile lead on race equality issues inside and outside the college
- promoting the race equality scheme inside and outside the college
- making sure the race equality scheme and its procedures are followed.

c) Managers and Promoted Staff

Managers and Promoted Staff are responsible for:

- putting the policy and its strategies and procedures into practice
- ensuring that all staff know their responsibilities, and receive support and training in carrying these out

- initiating, with the support of the executive and managers, the appropriate college procedures in the case of staff or students who may be discriminating unlawfully for reasons of race, colour, nationality or ethnic or national origins.

d) All Staff

All staff are responsible for:

- promoting equal opportunities and good race relations and avoiding unlawfully discriminating against anyone for reasons of race, colour, nationality or ethnic and national origins
- keeping up to date with the law on discrimination and taking up training and learning opportunities
- dealing with racist incidents and being able to recognise and tackle racial bias and stereotyping with the support of their Line Manager.

e) Staff with Specific Responsibilities

An Equality and Diversity Group drawn from staff from across the College and including student representatives, responsible overall for:

- co-ordinating the review and revision of the Race Equality Scheme and action plan
- overseeing implementation, monitoring and evaluation
- presenting recommendations to Board

5 MARKETING AND PROMOTION

Dundee College is committed to the promotion of race equality and, in all aspects of marketing, have due regard to the need to eliminate unlawful racial discrimination, promote equality of opportunity and promote good relations between people of different racial groups.

6 PUBLISHING THE POLICY

The revised Dundee College Race Equality Policy is circulated for comment to the People Strategy Group, Management Forum, Executive and the Board of Management.

Thereafter it is published on the college website. Comments received will be included in the annual review by the Equality and Diversity Group.

7 MONITORING AND EVALUATION PROCEDURES

The implementation and continuing application of the Race Equality Policy is monitored by the Equality and Diversity Group using all appropriate college procedures. An annual report is presented to Executive and there after to Board of Management Quality Enhancement and Human Resource Committees.

The Action Plan appended sets out objectives and responsibility for actions.

Christina Potter
Principal

December 2008

Equality and Diversity Strategy

Introduction

Dundee College is committed to a comprehensive policy of equal opportunities for its staff students and other stakeholders and undertakes to adhere to all relevant legislation.

The college will ensure that all staff, students and other stakeholders are treated equally, regardless of age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, sexual orientation, trade union activity, or unrelated criminal convictions.

We recognise that some of our students are “vulnerable” owing to their youth, their mental capacity and or personal circumstances. We will ensure that there are robust procedures in place to identify, and support any individuals who may be or are subject to any form of abuse

The college strives to eliminate all forms of discrimination and to celebrate the diversity of people who are directly and indirectly involved in the college.

Vision

To be acknowledged as a completely inclusive organisation in which all people can participate fully as equal citizens.

Overall Aim

To actively promote equality in Dundee College, to engender an ethos and culture which acknowledges and celebrates diversity and to emphasise the benefits that accrue.

Objectives

1. Promote Dundee College as an equal opportunity organisation
2. Ensure that the college meets statutory requirements
3. Implement, monitor and review the effectiveness of equality and diversity activity and recommend actions
4. Ensure that robust procedures are in place for the protection of young and vulnerable students
5. Identify, adopt and embed good practice across all areas of college operations

Critical Success Factors

- A culture where individuals take responsibility/ownership to treat others equally and with respect
- Leadership and commitment by Equality & Diversity Group and Management Forum
- Ongoing and targeted promotion of access and inclusion for staff and students

- Partnership working with recognised unions, Student Association and key external organisations
- Access to and awareness of equality information, professional advice and support and staff development
- Equality policies, procedures and guidance that comply with legislative requirements and reflect best practice in the sector
- Equality and diversity is embedded in all relevant procedures, plans, strategies and practices
- Infrastructure for effective monitoring and evaluation to inform future planning including qualitative and quantitative evidence which demonstrates that equal opportunities is being applied

Current Priorities/Specific Projects

Single Equality Scheme - to strengthen protection for all groups and create a simpler, fairer and more streamlined framework

Develop key mechanisms

- for promotion of equality and diversity
- for effective monitoring and evaluation
- for impact assessment
- for QELTM
- for staff and student involvement e.g. focus groups

Staff Development

- Induction
- Ongoing CPD programme
- Targeted events

Student Awareness and Involvement

- Induction
- Learning and teaching
- Targeted events
- Student Association

Equality and Diversity Action Plan

Action	Timescale	Responsibility
<p>1. Ensure that the college meets statutory requirements.</p> <p>a) Ensure that we have conformed to Duties on Race, Gender and Disability by :</p> <ul style="list-style-type: none"> • Having produced schemes for all • Common theme : promote and eliminate (unlawful) discrimination and harassment; promote equality of opportunity • Consultation • Having in place Impact Assessment • Having Action Plans for all which have been monitored, updated on progress made and reported on internally • Having produced annual reports and published them • Take specific actions identified in the individual schemes 	<p>Annually produced report to Executive each October embracing all three Duties from which extracts can be taken to fulfil Duty requirements.</p>	<p>E & D Group and sub-groups : Staff and Students</p>
<p>b) Address other aspects of Equality are covered in policy – religion, age and sexual orientation.</p>	<p>As above</p>	<p>As above</p>

Action	Timescale	Responsibility
2. Promote Dundee College as an Equal Opportunity organisation.		
a) Marketing to produce annual report demonstrating that we promote Equal Opportunities in all of our promotional materials.	May 2009	Marketing Manager
b) Marketing to produce a set of proposals to further promote equal opportunities in the college with specific targeting where appropriate	May 2009	Marketing Manager
c) As above from HR in relation to staff	May 2009	HR Manager
d) Ensure that policy on procurement functions, where we contract with external organisations, comply with the general statutory duty: that it is verified they are equal opportunities employers.	May 2009	Assistant Principal
e) Devise and implement an Equal Opportunities promotional campaign targeted at students and staff : Posters, surveys, specific events, feature of SRD programme, Students' Association, Citizen strategy	May 2009	E&D staff & student sub group
f) Identify an Equality lead person to lead for students and a person for staff and build formally into job description	March 2009	Executive
g) Identify key people as champions (students and staff) who link internally and externally : Students – KC for Disability; AH for Race (community responsibility); Gender : MB. Staff – HR Manager.	December 2008	Assistant Principal

Action	Timescale	Responsibility
<p>3. Implement, monitor and review the effectiveness of equality and diversity activity and recommend actions</p> <p>a) Monitor the implementation of the Action Plan(s)</p> <p>b) Produce an annual report for Executive each October</p> <p>c) Submit report to Board via HR and QE committees</p> <p>d) Refer actions to appropriate strategic meetings – staff equalities at People Strategy; student equalities and inclusiveness of curriculum at Curriculum and Quality Group; disability access and accommodation at Central Accommodation Group; marketing, promotion and messages at Business Development</p> <p>e) Collate and analyse key data annually and present in annual report</p> <p>Students :</p> <ul style="list-style-type: none"> • Quantitive Data <p>Report on base line of numbers each year – gender, disability, race and age profile with analysis of retention and success. If possible, comparative analysis with other colleges, external trends,</p>	<p>Ongoing</p> <p>October 2009 and annually</p> <p>November 2009 and</p> <p>Annually</p> <p>October 2009 and annually</p>	<p>E&D Strategy Group</p>

- Qualitative data

Action to promote equality – interview checklist, learning and teaching approaches.(QELTM)
Surveys/focus groups.
Specifics to address inequalities/under-representation
Partnerships
Suggestions and complaints in relation to equalities
Policies and procedures; admissions etc.
Good practice.

Staff :

- Quantitative:

Report on base line information on numbers of staff recruited according to age, disability, ethnicity and gender. Thereafter, similar analysis for current staff and promoted posts

- Qualitative:

Report on any actions to promote equality including staff development
Actions to address inequalities/underrepresentation
Partnerships
Suggestions and complaints
Good practice

<p>f) In relation to both students and staff report on impact assessments and identify actions as appropriate</p> <p>g) Address /implement actions arising from monitoring and review process</p>		
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Action	Timescale	Responsibility
<p>4. Identify, adopt and embed good practice in all areas of college Operations.</p> <p>a) Ensure membership of Equality Forward and other relevant groups (SFEU Access and Inclusion Group, local groups)</p> <p>b) Learning and Teaching</p> <p>c) Staff Development</p>	December 2008	<p>SS Manager/ HR Manager/CPD Manager</p> <p>Curriculum Directors</p> <p>CPD Manager</p>
<p>Actions Arising from Monitoring Meetings: (Sept- Dec 2008)</p> <p>Students.</p> <p>Promote engineering programmes encouraging more females to apply</p> <p>Establish definitions and measures of success for disabled students</p> <p>In conjunction with religious leaders in Dundee establish the design of Contemplation Rooms in the new estate</p> <p>Implement QELTM for learning and teaching</p>	<p>June 2009</p> <p>June 2009</p> <p>June 2009</p> <p>June 2009</p>	<p>Head of Centre</p> <p>SS team leader</p> <p>HoSS</p> <p>HoCR &D</p>

Dundee College: Equality and Diversity Group

Race Equality Scheme

Ethnic Background Progress Report, December 2008

QUANTITATIVE DATA

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1. Introduction

This report initially provides contextual population data from the 2001 Census. It is acknowledged that the Further Education sector in Scotland recruits students from outwith Scotland, as Dundee College recruits from outwith Dundee. The decision to limit the population information provided here to these two areas was taken for practical reasons and to allow distribution and enrolment rate comparisons to be made.

The report then details trends in recruitment to Dundee College, over the last four years, of students from a range of ethnic backgrounds. These trends are then related to Scottish levels of activity and population data for Dundee and Scotland taken from the last Census in 2001.

The final section looks at student performance indicators over the same period.

This approach has been adopted so that the college may monitor the equality of representation of enrolments to the local population and also the inter-ethnic group measures of success.

The summary groupings of ethnic backgrounds employed in the report are explained in Appendix 1.

2. Population

Table 1: Population of Scotland and Dundee, Census, 2001

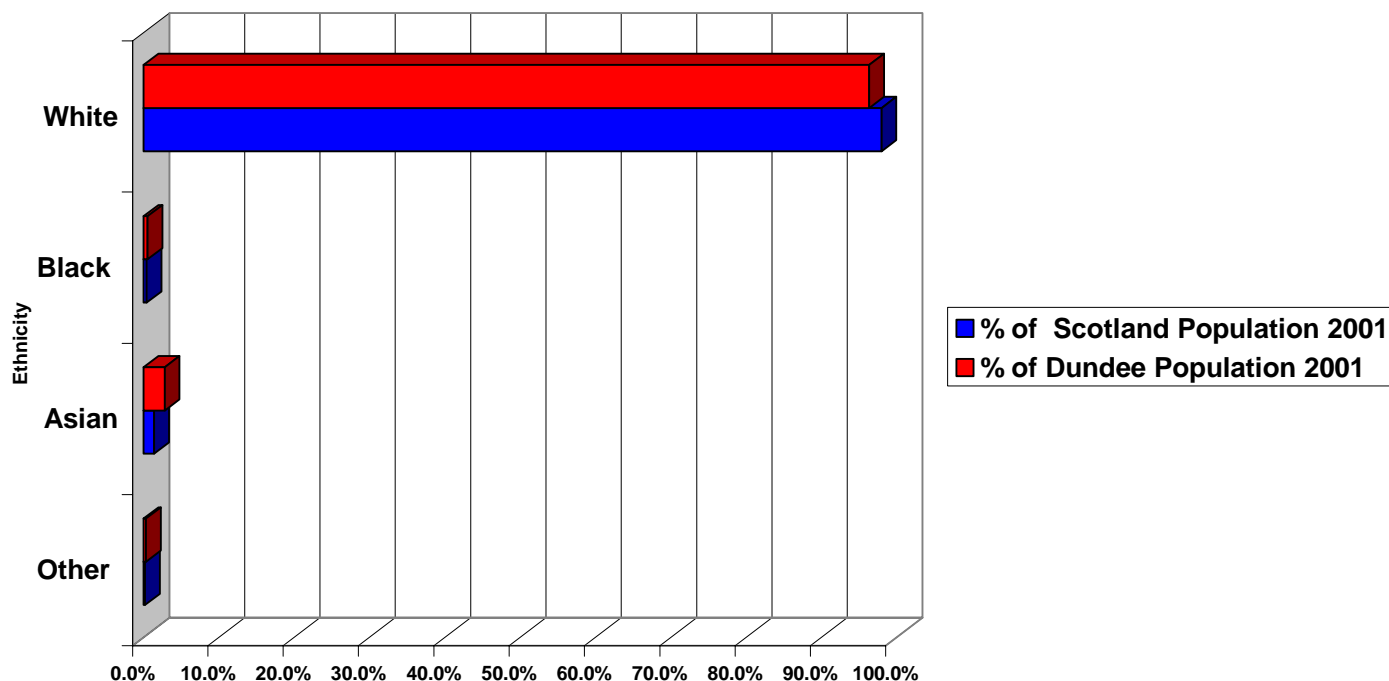
Ethnic Groups	Census Population of Scotland 2001	% of Scottish Population 2001	Census Population of Dundee 2001	% of Dundee Population 2001
White	4,960,334	97.99%	140,330	96.34%
Black	20,789	0.41%	778	0.53%
Asian	71,317	1.41%	4,094	2.81%
Any other background	9,571	0.19%	461	0.32%
All minority ethnic groups⁺	101,677	2.01%	5,333	3.66%
Total population	5,062,011	100.00%	145,663	100.00%

⁺ Comprises 'Black', 'Asian' and 'Any other background'

Chart 1 (on the next page) illustrates the relative proportions of each of these groups within Scotland's and Dundee's populations. While the population numbers in minority ethnic groups are small, they do show that Dundee has 75% more of its population from minority ethnic groups than Scotland as a whole.

Chart 1: Comparison of percentage distribution of Scotland and Dundee populations across ethnic groups

2001 Census



3. Enrolments

The Scottish Funding Council (SFC) processes programme and student data for all colleges in Scotland and uses this to produce statistical reports for the Further Education sector. This data is also made available for on-line interrogation using their InFact database. This is the source of Tables 2 to 4, ensuring consistency in definition and categorisation.

Note: Data for 2007-08 has not yet been released.

Table 2: Dundee College: Enrolments (=Candidates)

Ethnic background	Year		
	2004-05	2005-06	2006-07
White	20989	21324	20467
Black	80	90	72
Asian	418	538	432
Other	223	259	1388
Information Refused/NK	280	2478	105
Total	21990	24689	22464

Table 3: All Scotland's Colleges: Enrolments (=Candidates)

Ethnic background	Year		
	2004-05	2005-06	2006-07
White	397365	390182	412696
Black	3743	3791	4319
Asian	9334	9376	10017
Other	7811	7007	8502
Information Refused/NK	32184	36263	32564
Total	450437	446619	468098

The following table compares these ethnic profiles for each of the years shown above.

Table 4: Comparison of Dundee College and All Scotland Enrolments

Ethnic group	2004-5		2005-6		2006-7	
	College	Scotland	College	Scotland	College	Scotland
White	95.40%	88.20%	86.37%	87.36%	91.11%	88.16%
Black	0.36%	0.83%	0.36%	0.85%	0.32%	0.92%
Asian	1.90%	2.08%	2.18%	2.10%	1.92%	2.14%
Other	1.01%	1.73%	1.05%	1.57%	6.18%	1.82%
Info refused /not known	1.27%	7.15%	10.04%	8.12%	0.47%	6.96%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

This table shows some marked differences between Dundee and Scotland, some of which – in the 'Other' and 'Information refused/not known' - are the result of inconsistent /incomplete coding of enrolments among colleges and across years.

4. Performance Indicators

- Definitions:
- ESR - Percentage of students remaining after the SUMs qualifying date for their programme divided by all enrolments for these programmes
 - SR – Percentage of ESR students still in college at the end of their programme
 - Success – percentage of SR students having a successful outcome or progressing to the next year of their programme

All information used in the production of performance indicators (PIs) is taken from the college's student administration system to reflect college practice in the application of programme outcome measures and to lend consistency to the following analyses. On this basis, the four year trends in overall college performance indicators are as shown in Table 5.

Table 5: Dundee College PI trends

Performance Indicator	Year			
	2004-05	2005-06	2006-07	2007-08
Early student retention (ESR)	97.7%	98.9%	98.8%	98.4%
Student retention (SR)	95.8%	93.4%	93.6%	94.3%
Student programme success	92.5%	91.0%	86.6%	83.6%

These data reflect two external factors:

- I. The re-definition of programme success away from colleges' own definitions to nationally defined pass rates in 2006/7
- II. The positive intervention of MIS staff in the application of these rates for 2007/8

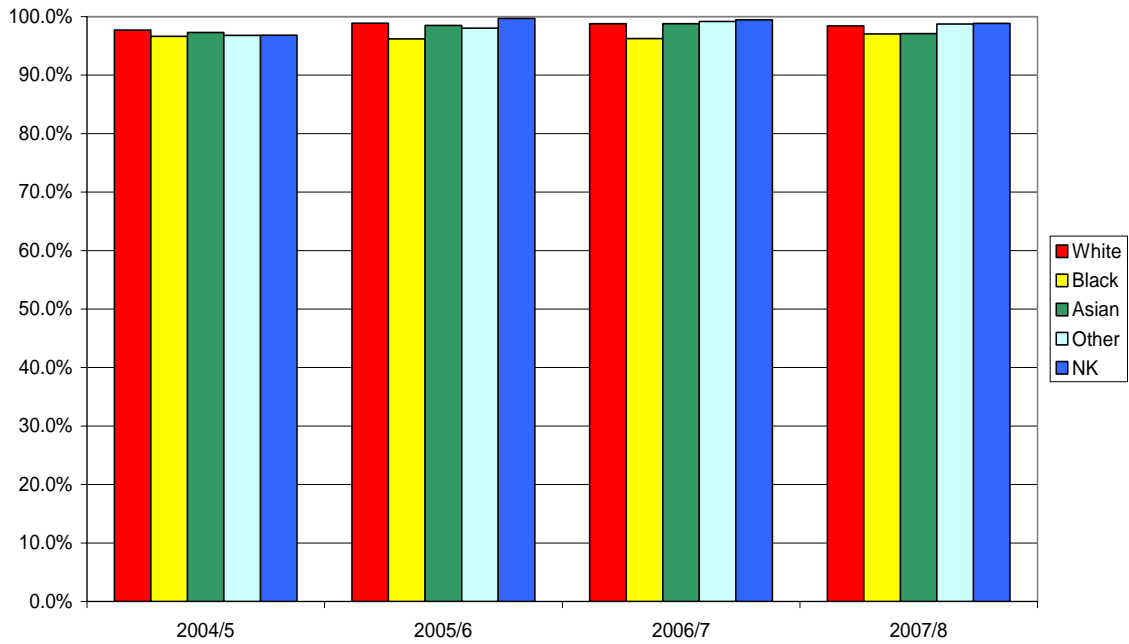
The remainder of this section tracks these same PIs across each of the ethnic groups of the college's enrolments.

Table 6: Early Student Retention ratio

Ethnic background	Year			
	2004-05	2005-06	2006-07	2007-08
White	97.7%	98.9%	98.8%	98.4%
Black	96.6%	96.2%	96.3%	97.0%
Asian	97.3%	98.5%	98.8%	97.1%
Other	96.8%	98.0%	99.2%	98.8%
Information Refused/NK	96.8%	99.7%	99.5%	98.9%

Chart 2:

Early Student Retention Ratio by Year and Ethnic Origin



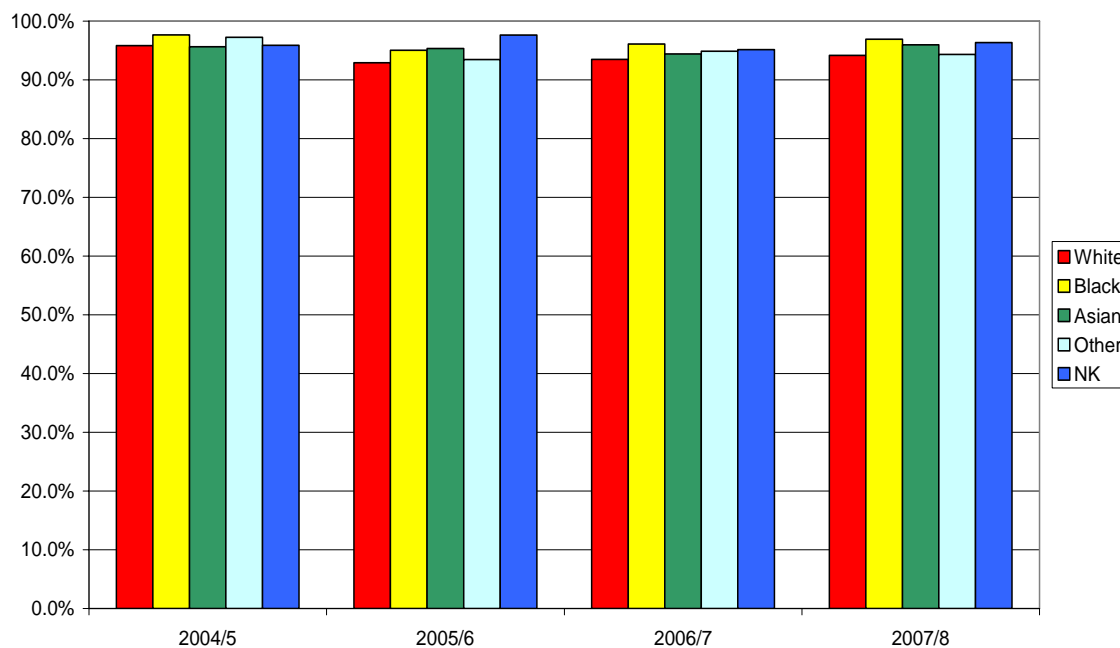
While caution should be applied in interpreting rates based on small numbers due to their volatility, these data do suggest that the early retention rate for Asian students has lost ground compared to white student.

Table 7: Student Retention ratio

Ethnic background	Year			
	2004-05	2005-06	2006-07	2007-08
White	95.8%	92.9%	93.5%	94.2%
Black	97.7%	95.0%	96.1%	96.9%
Asian	95.6%	95.3%	94.4%	96.0%
Other	97.3%	93.4%	94.9%	94.3%
Information Refused/NK	95.9%	97.6%	95.2%	96.3%

Chart 3:

Student Retention Ratio by Year and Ethnic Group



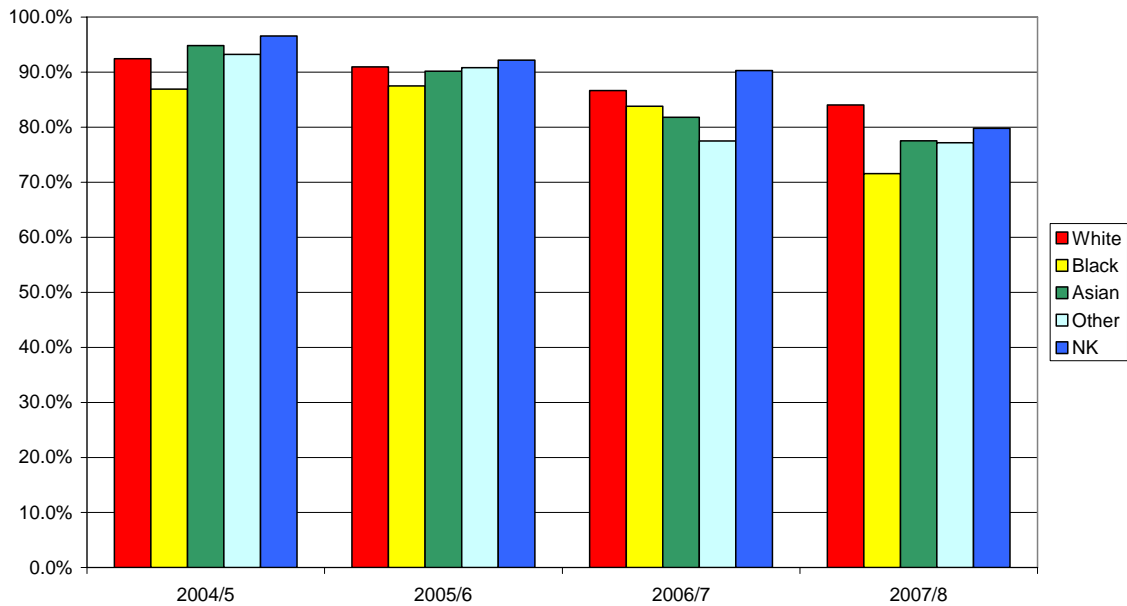
These data show that Asian students – the most significant ethnic minority – tend to remain on their programmes once they have passed their SUMs qualifying dates.

Table 8: Student Programme Success ratio

Ethnic background	Year			
	2004-05	2005-06	2006-07	2007-08
White	92.4%	90.9%	86.7%	84.0%
Black	86.9%	87.5%	83.8%	71.6%
Asian	94.8%	90.2%	81.8%	77.5%
Other	93.2%	90.8%	77.5%	77.2%
Information Refused/NK	96.6%	92.2%	90.3%	79.8%

Chart 4:

Student Programme Success Ratio by Year and Ethnic Group



Changes in Scottish Funding Council Performance Indicator Guidelines and internal processes have had a marked effect on the inter-year comparisons for student programme success. However, the integrity of the relative performance of the several student ethnic groups has been maintained and shows that the college's significant Asian minority has experienced a small but significant rate of decline in programme success in comparison to other groups. The broad fluctuation in the data for Black students should be interpreted with caution as the numbers of students are small at just over 3% of the total college enrolments.

5. Further information

Appendices 2 to 4 explore further the college data in this report as follows:-

- Appendix 2. Enrolments by Mode, Year and Ethnic Group – full time and non-full time
- Appendix 3. Performance indicators by Mode, Year and Ethnic Group – full time and non-full time
- Appendix 4. Performance indicators by Year, Ethnic group and Gender

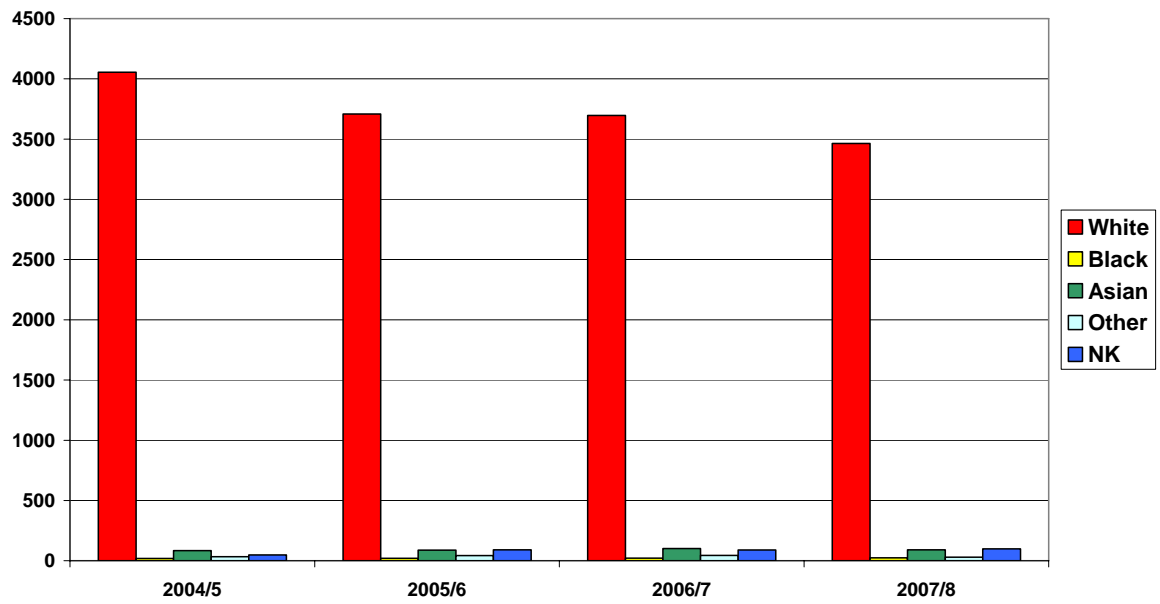
Appendix 1: Ethnic Groups

Ethnic Group	SFC Code	Ethnic background name
White	10	Scottish
	11	English
	12	Welsh
	13	Irish
	14	Any other white background
Black	21	Caribbean
	22	African
	23	Any other black background
Asian	16	Indian
	17	Pakistani
	18	Bangladeshi
	19	Chinese
	20	Any other Asian background
Other	15	Any mixed background
	24	Any other background
Information refused/NK	00	Information refused/not known
	98	Information refused
	99	Information not known

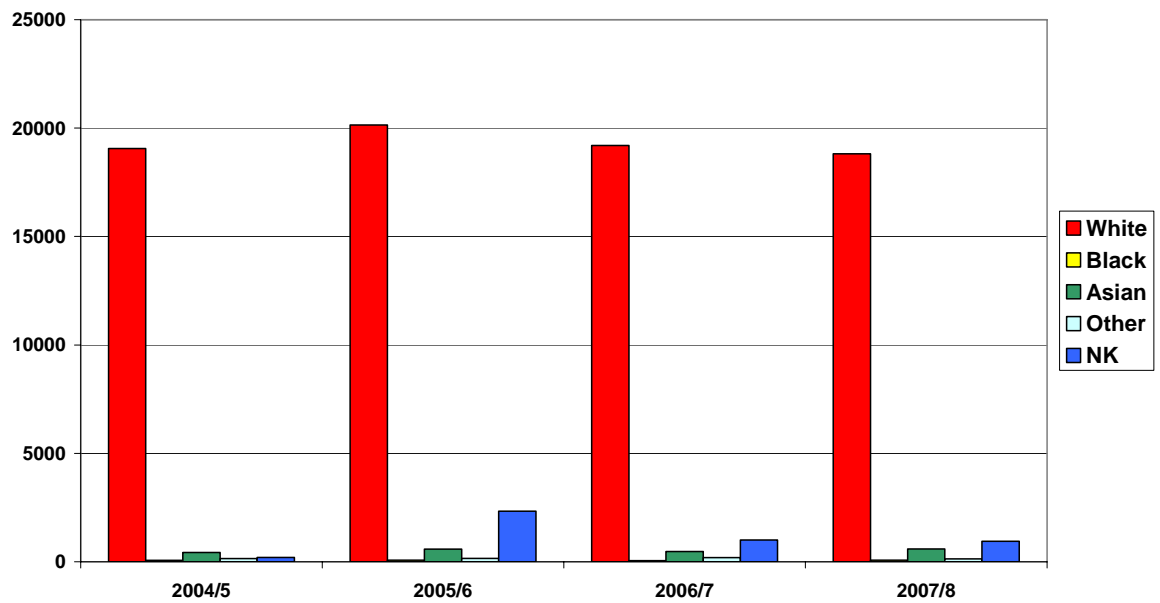
Source: Scottish Funding Council, Further Education Statistics, FES 2 Code List C.

Appendix 2: Enrolments by Mode, Year and Ethnic Group

Full time



Non-full time

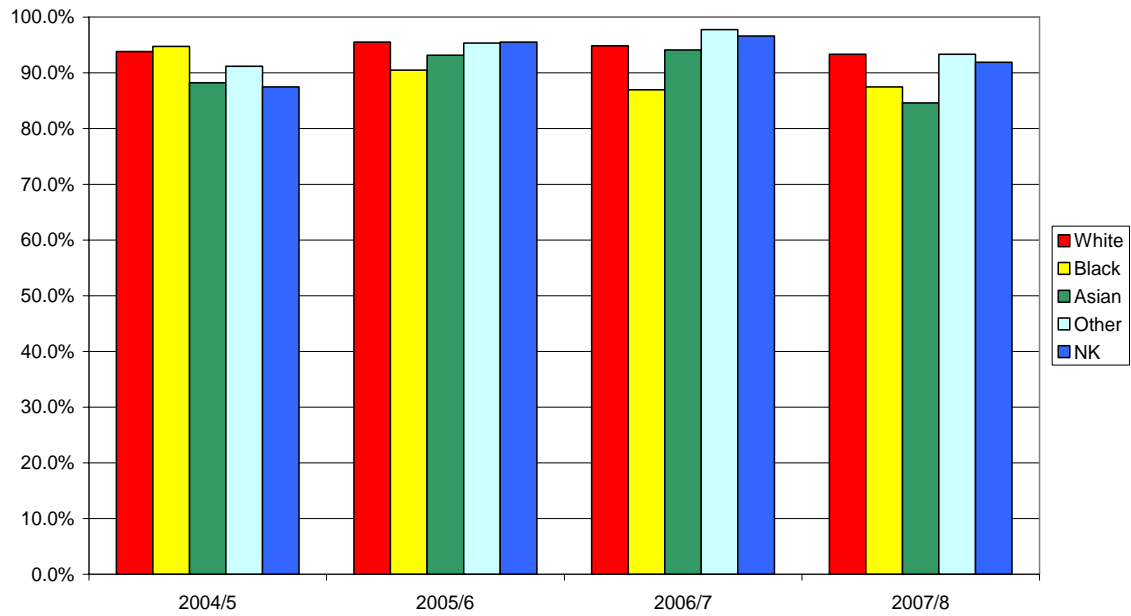


Appendix 3: Performance Indicators by Mode, Year and Ethnic Group

(a) Early student retention ratio

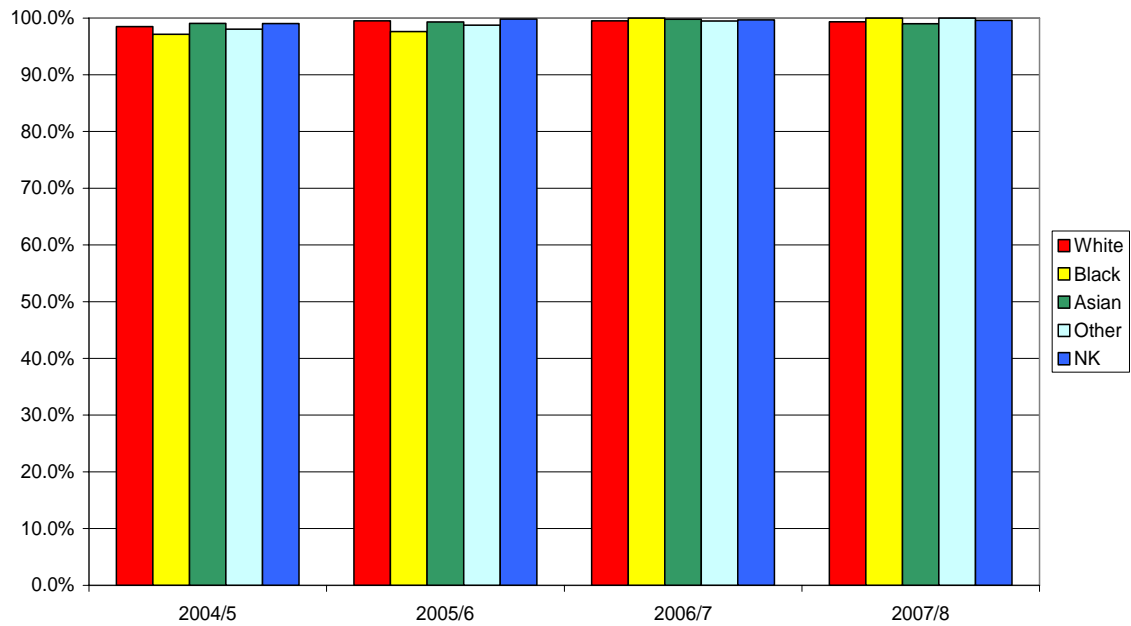
i. Full time

Early Student Retention Ratio by Year and Ethnic Origin



ii. Non-full time

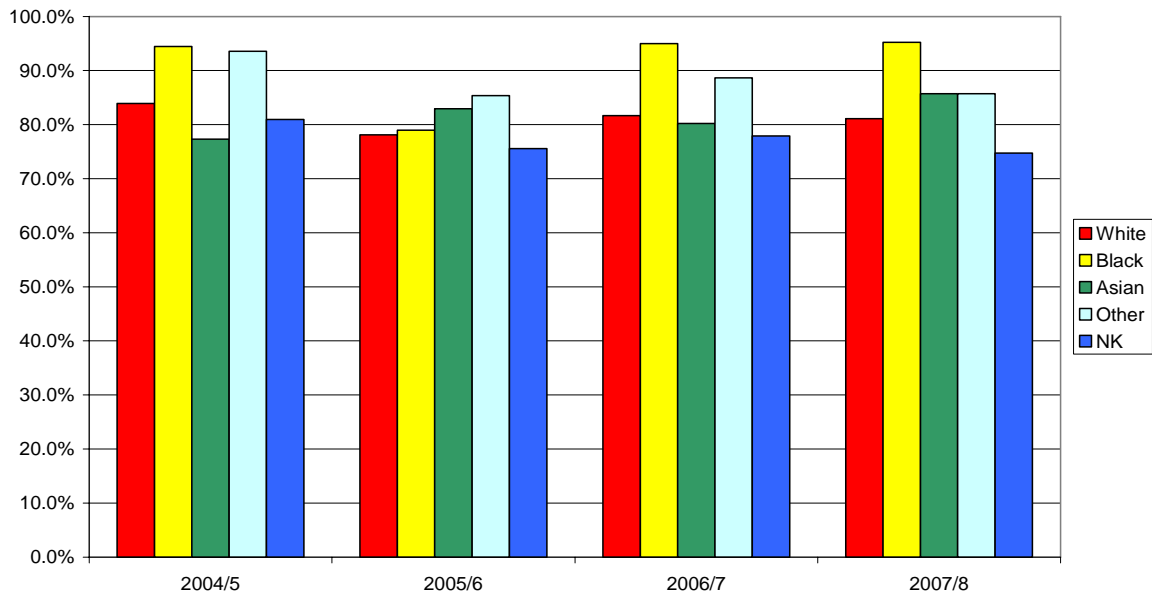
Early Student Retention Ratio by Year and Ethnic Origin



(b) Student retention ratio

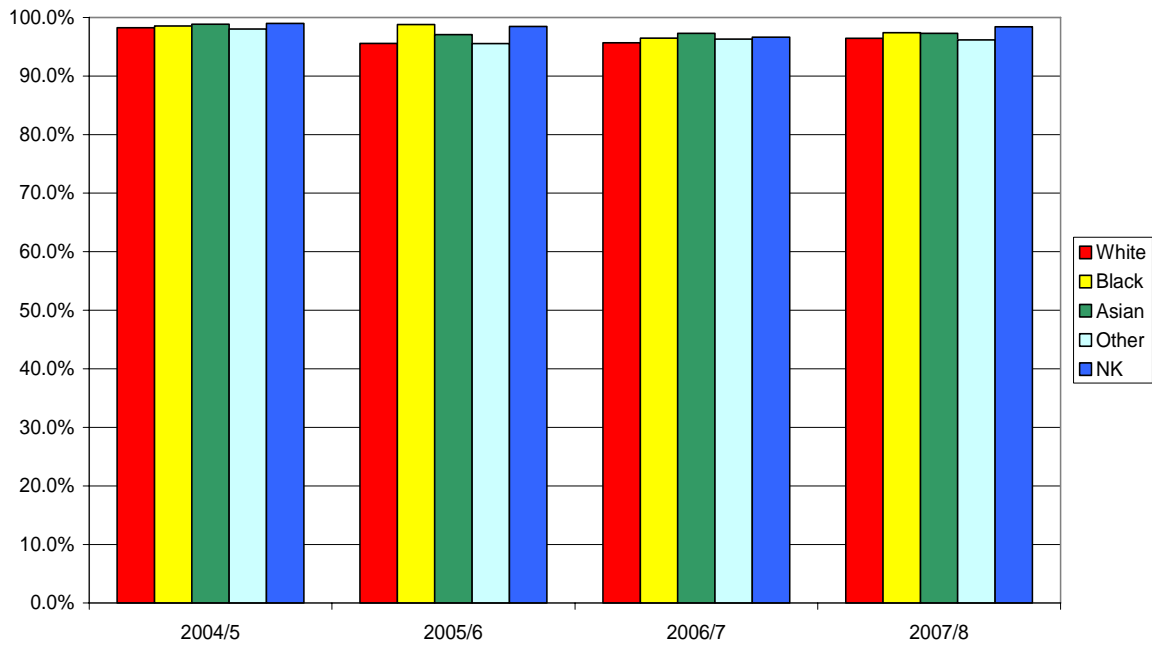
i. Full time

Student Retention Ratio by Year and Ethnic Group



ii. Non-full time

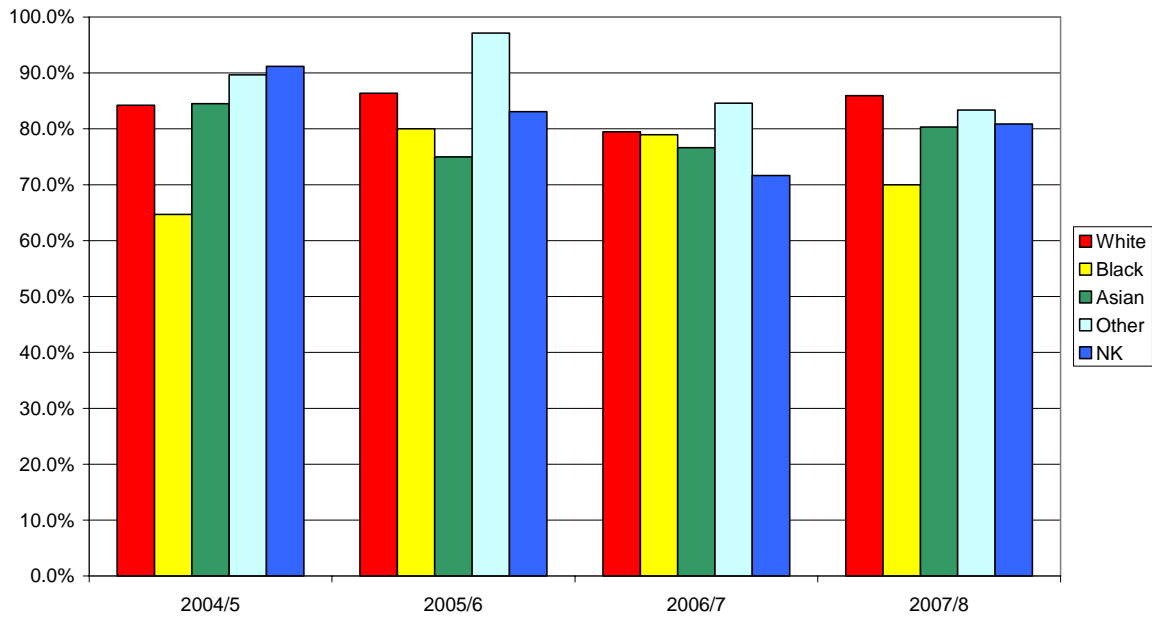
Student Retention Ratio by Year and Ethnic Group



(c) Student programme success ratio

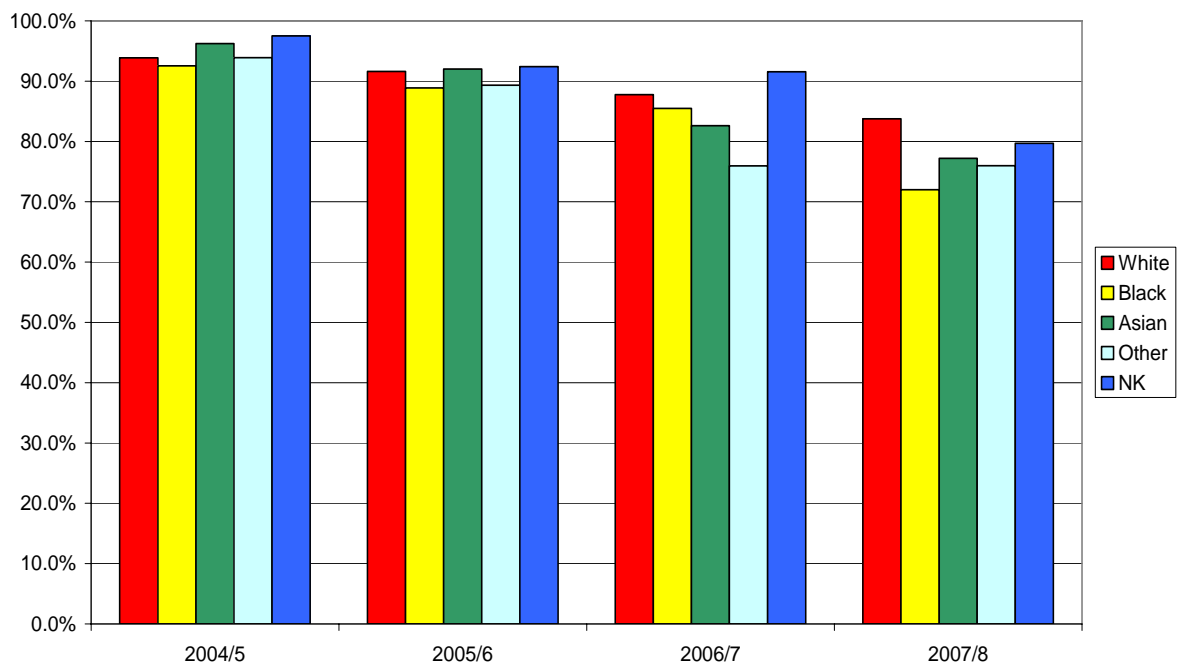
i. Full time

Student Programme Success Ratio by Year and Ethnic Group



ii. Non-full time

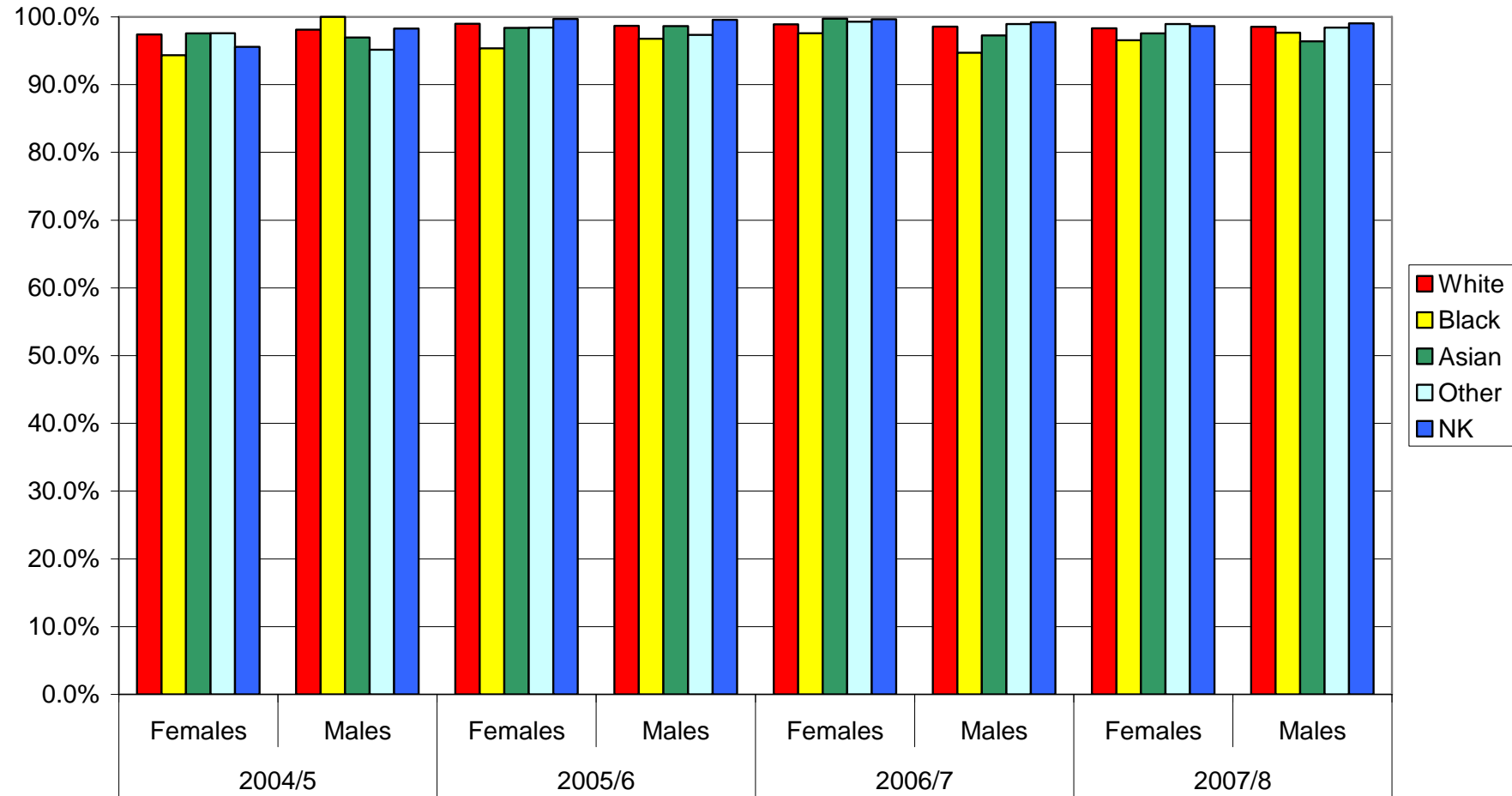
Student Programme Success Ratio by Year and Ethnic Group



Appendix 4: Performance Indicators by Year, Ethnic Group and Gender

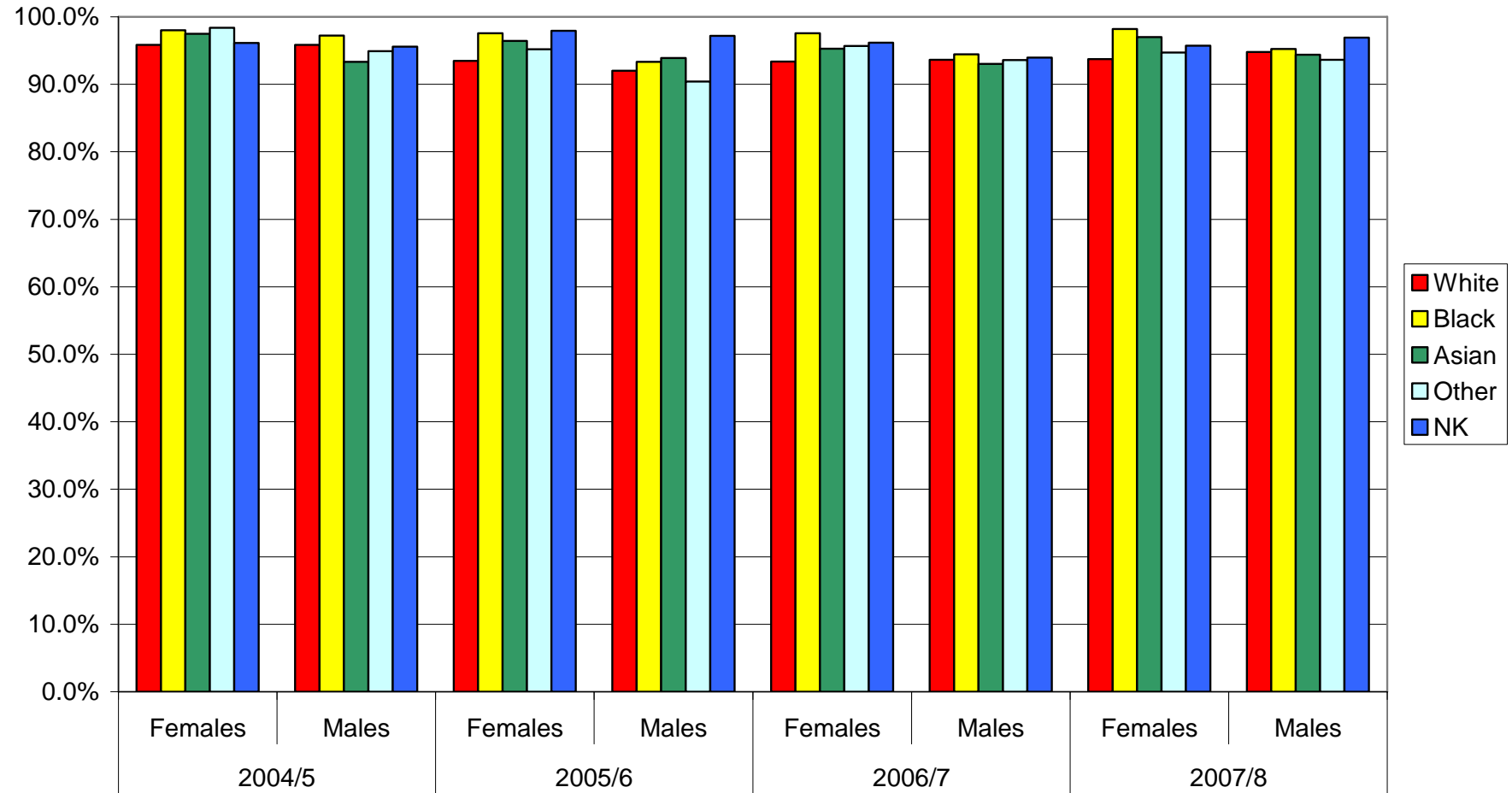
Early Student Retention Ratio by Year and Ethnic Group								
Ethnic Group	2004/5		2005/6		2006/7		2007/8	
	Females	Males	Females	Males	Females	Males	Females	Males
White	97.4%	98.1%	99.0%	98.7%	98.9%	98.6%	98.3%	98.5%
Black	94.3%	100.0%	95.3%	96.8%	97.6%	94.7%	96.6%	97.7%
Asian	97.6%	97.0%	98.4%	98.7%	99.7%	97.3%	97.6%	96.4%
Other	97.6%	95.2%	98.4%	97.3%	99.3%	98.9%	99.0%	98.4%
NK	95.6%	98.3%	99.7%	99.6%	99.7%	99.2%	98.7%	99.1%
Total	97.4%	98.1%	99.0%	98.8%	99.0%	98.6%	98.3%	98.5%

Early Student Retention Ratio by Year and Ethnic Origin



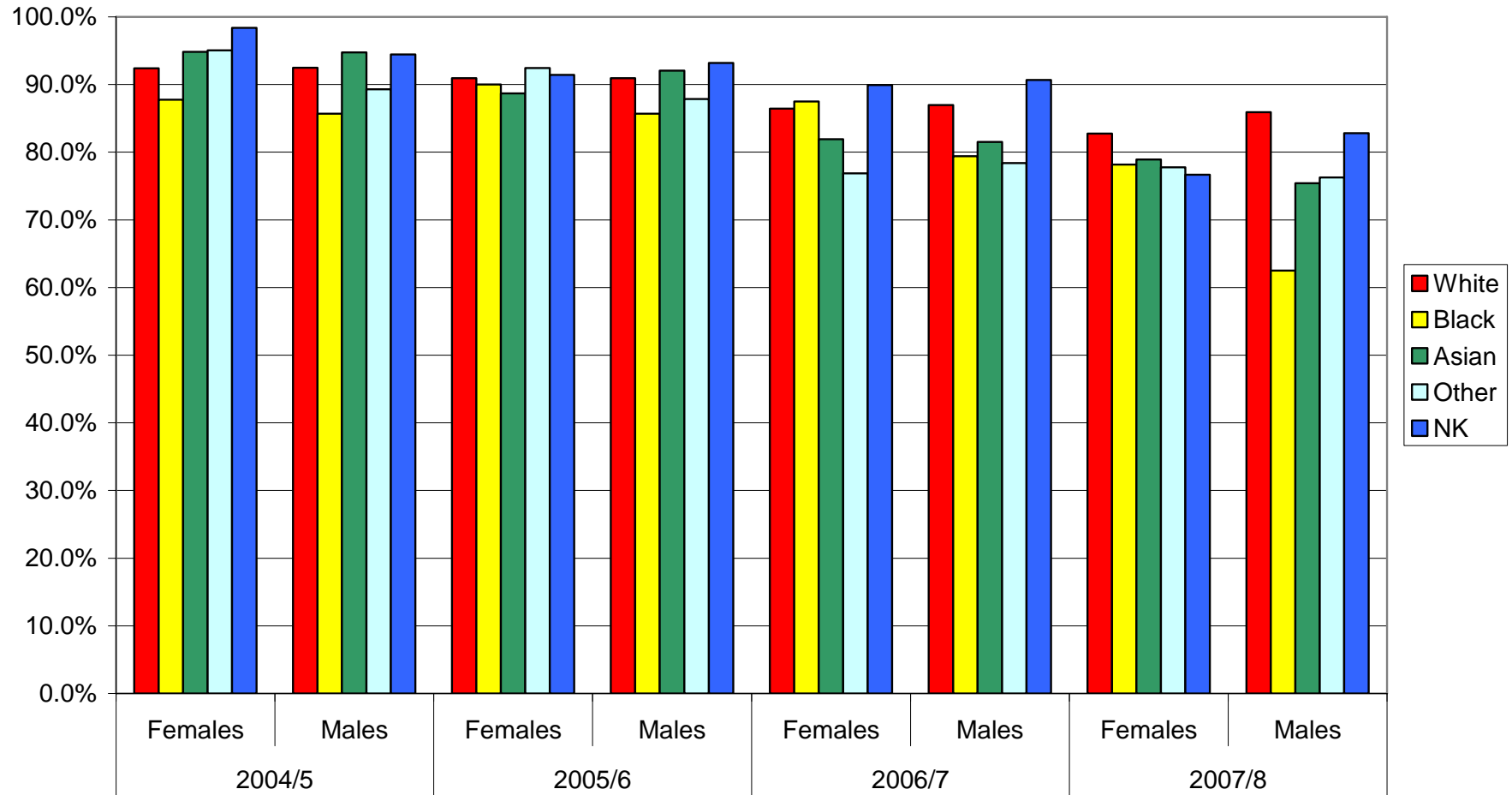
Student Retention Ratio by Year and Ethnic Group								
Ethnic Group	2004/5		2005/6		2006/7		2007/8	
	Females	Males	Females	Males	Females	Males	Females	Males
White	95.8%	95.8%	93.5%	92.0%	93.4%	93.6%	93.8%	94.8%
Black	98.0%	97.2%	97.6%	93.3%	97.6%	94.4%	98.2%	95.2%
Asian	97.5%	93.3%	96.5%	93.9%	95.3%	93.0%	97.0%	94.4%
Other	98.4%	94.9%	95.2%	90.4%	95.7%	93.6%	94.7%	93.7%
NK	96.2%	95.6%	98.0%	97.2%	96.2%	94.0%	95.7%	96.9%
Total	95.9%	95.8%	94.0%	92.6%	93.6%	93.7%	94.0%	94.9%

Student Retention Ratio by Year and Ethnic Group



Student Programme Success Ratio by Year and Ethnic Group								
Ethnic Group	2004/5		2005/6		2006/7		2007/8	
	Females	Males	Females	Males	Females	Males	Females	Males
White	92.4%	92.5%	90.9%	90.9%	86.4%	87.0%	82.7%	85.9%
Black	87.8%	85.7%	90.0%	85.7%	87.5%	79.4%	78.2%	62.5%
Asian	94.9%	94.8%	88.7%	92.1%	81.9%	81.5%	78.9%	75.4%
Other	95.0%	89.3%	92.4%	87.9%	76.9%	78.4%	77.8%	76.3%
NK	98.4%	94.4%	91.4%	93.2%	89.9%	90.7%	76.7%	82.8%
Total	92.5%	92.5%	90.9%	91.2%	86.4%	86.9%	82.3%	85.3%

Student Programme Success Ratio by Year and Ethnic Group



DUNDEE COLLEGE
Draft Procurement Strategy

1. INTRODUCTION

It is not intended that Dundee College will have a centralised purchasing function, but will establish a Procurement Group. This group will have a remit to ensure

- a) The establishment and maintenance of a Procurement Strategy,
- b) A co-ordinated and approved equipment spend for the annual budget process*; and
- c) that each budget-holder will employ or devolve the following Procurement Strategy when ordering goods and services on behalf of the College.

As a provider of Further Education, Dundee College is largely funded by the UK taxpayer and therefore is required to work within the Procurement Directives of the European Union and domestic UK legislation. The College must be therefore committed to ensuring that all procurement and financial regulations and procedures are complied with, and that best value for money is achieved.

* Assumed this improves the ERI process (incorporating AV, HR, IT, Marketing etc.)

2. OBJECTIVES

The objective of this strategy is to provide a professional and comprehensive service to all staff, using best procurement practices.

This is best achieved by providing customers with advice and guidance on the purchase of goods and services and establishing and renewing contracts on the College's behalf. Thus the strategy will provide and demonstrate value for money in purchasing in accordance with procedures that meet all required legislation, at the same time enabling the College to meet its aims and objectives.

Our Procurement Strategy will:

1. Encourage a culture based on the core values of working together, continuous improvement, openness and accountability.
2. Raise the level of procurement knowledge, skills and expertise and make them accessible to all.
3. Encourage staff to utilise specialist procurement expertise; embed improved procurement practice to minimise risk and create a positive impact on College.
4. Facilitate the development of an effective procurement structure across the College minimising duplication of effort and optimising allocation of resources.
5. Establish effective communication links within the College and with other appropriate external groups.
6. Participate fully in the work and benefits deriving from PROC-SNI (see Appendix 1).
7. To consider wherever practical sustainable and environmental considerations in College purchases and projects.

3. PRIORITIES

The Procurement Strategy will be reviewed annually, and set objectives.
The Objectives for 2007/08 are:

- To provide advice to staff on the availability of the PROC-SNI contracts, suppliers, products and pricing.
- To provide guidance to staff on how to tender contracts which fall below the aggregated financial College threshold, currently £XXK
- To participate in the PROC-SNI groups' establishment/renewal of Contracts for goods and services, enabling the College to benefit from the Consortium buying power.
- To investigate material areas of expenditure within the College to identify and to appraise whether the set-up of new contracts may benefit the College.
- To promote awareness of purchasing best practice in order to achieve greater adherence to procedures across the College.
- To tender individual requirements for customers within the College.
- To process purchase orders and invoices on behalf of customers.
- To help ensure that all required legislation is complied with and that compliers fulfil the requirements of all Equal Opportunities legislation.

Appendix 1

Presently PROC-SNI - The Procurement Consortium for Scotland and Northern Ireland – represents the interests of HE and FE member institutions.

"Proc-SNI provides a service to its member institutions by actively seeking better value for money arrangements through collaboration in the procurement of specific commodities through commodity groups. It also maintains a watching brief over wider procurement issues with a view to influencing the direction of purchasing interests and development of new ideas within the consortium that might require to be considered."

The College should regularly review Proc-SNI wide contracts for regular, commonly purchased goods and services; this should enable the College to benefit from the purchasing power of the Consortium as a whole.

Using these contracts means that the College's overall spending power is maximised, there are set specifications, standards and terms and conditions in place and the duplication of resources is reduced.