

**RACE EQUALITY SCHEME
(2007-2010)**

SUE COOLE

Vice Principal Learner Support & Community Links

Revised August 2010

Race Equality Scheme

This Policy is available in other languages and formats upon request by telephoning the College on 0845 52 12345.

Policies and Procedures made by the Principal and Chief Executive under Delegated Authority from the Corporation

These policies and procedures are made by the Principal and Chief Executive of the College using the powers delegated by the Corporation in accordance with the Instrument and Articles of Government.

They are intended to ensure that the matters concerned are not only conducted fairly, appropriately and in accordance with the law where required, but also promote the purposes of the College and its customers.

The policies and procedures may be revised or amended from time to time in the light of experience or changing circumstances.

If you have any observations on these policies and procedures, please write to the Principal and Chief Executive.



.....
Jan Hodges
Principal and Chief Executive

.....August 2010

Equality Impact Assessment

Date of Equality Impact Assessment	28 th August 2010
Name of policy, practice, process or procedure	Race Equality Scheme
What is the main aim or purpose of the policy, practice, process or procedure?	To demonstrate how the College continues to put into practice commitment to promote race equality and to address statutory duties.
Who is responsible for creating/implementing this? Please state job role	Sue Coole Vice Principal, Learner Support & Community Links
Names of staff, students, stakeholders involved in the equality impact assessment process	Senior Leadership Team, Equality & Diversity Group

Information to support the impact assessment process

What evidence is already available to help inform the impact assessment process and to promote the general and specific duties related to equality and diversity? (Consider both quantitative and qualitative information)	Equality & Diversity Reports. Learner achievements/success rates College Self Assessment Reports College Quality Improvement Plans
In what areas are there concerns that the policy, practice, process or procedure could have a differential impact? (Please circle or highlight)	Age Disability Race Religion or Belief Sex (Gender) Sexual Orientation Gender Reassignment Marriage & Civil Partnership Pregnancy & Maternity Other: • Social Class/Background • Language
What are the risks associated with the policy, practice, process or procedure in relation to the differential impact?	Access to the Scheme required for people with disabilities or language requirements
What are the expected benefits of the policy, practice, process or procedure?	To promote race equality to learners, staff and stakeholders

Equality Action Plan

Please list any recommendations for action that are planned as a result of this impact assessment

(Categories: Age, Disability, Race, Religion or Belief, Sex (Gender), Sexual Orientation, Gender Reassignment, Marriage & Civil Partnership, Pregnancy & Maternity, Other - Social Class/Background, Language)

Identify groups	Action required/changes and modifications to outline of the promotional benefits	By Whom	By When	Evaluation and Date
Disability Language	To provide scheme as required in different accessible formats	Sue Coole	1 st September 2010	January 2011

If the action proposed will not fully eliminate negative impact, why is this and how can it be justified?	N/A
General comments/concerns	N/A

- This document has been impact assessed against the Communication Guidelines and Equality Impact Assessment process

RACE EQUALITY SCHEME (2007-2010)

Review and update of Race Equality Scheme (August 2010)

Note on the data: In some cases the sample sizes analysed within the report are relatively small and may not be sufficient to demonstrate statistical significance. A variety of factors can impact on results and the data presented needs to be viewed accordingly.

When drawing conclusions based on the content of the report please consider the actual figures which contribute to the creation of percentages. These figures are published in full in the Equality and Diversity Report 2008/09.

1. Introduction

Context and Legislation

The current Equality and Diversity Policy (revised July 2010) states:

‘South Essex College is committed to the promotion of equality and diversity for all learners, employees, and all other users of the College. We aim to ensure that the environment is one where all individuals are treated with courtesy and respect and their contribution to the learning process is valued. Our ethos is to create and maintain the conditions whereby learners and staff are treated solely on the basis of their merits, abilities and potential, regardless of ethnic or national origin, disability, gender, age, religion or belief, sexual orientation, social class and background, or other distinction.’

In line with the Equality and Diversity Policy South Essex College is committed to promoting race equality in all aspects of its service provision as well as its approach to staffing matters. The College strongly believes that no-one should be disadvantaged or excluded because of their ethnic background or their cultural or religious identity. With that aim in mind, we will continue to identify and promote good practice that enables all who work or study at the College to develop positive values and active citizenship for life in a multicultural and multiracial environment.

One of our central aims is to create a learning environment free from discrimination and prejudice. We have a moral and a legal duty to help all our learners and our staff to reach their full potential. As part of our strategy to achieve this, we are working to make sure that we embed equality of opportunity in its widest sense into our culture and all our operations.

NB The Race Equality policy was developed in January 2004 and revised in 2008. Full revision is required in 2010, however the Single Equality Act will come into force in October 2010 and the College will be adapting the legislative requirements into a Single Equality Scheme.

This Race Equality Scheme is designed to demonstrate how the College continues to put into practice our commitment to the promotion of race equality and how; in particular, we continue to address the statutory duties under the Race Relations (Amendment) Act 2000.

The Race Relations (Amendment) Act 2000 places a general duty on public bodies, including the College, to promote race equality. The College will continue to carry out its functions under this duty and we aim to continue to:

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

The College is also subject to an additional set of specific duties that was set out for a range of key public authorities. These specific duties require us to publish a Race Equality Scheme which sets out our arrangements for meeting our duty by:

- assessing and consulting on the likely impact of our proposed policies on the promotion of race equality
- monitoring our policies for any adverse impact on the promotion of race equality;
- publishing the results of these assessment and monitoring activities;
- ensuring the public access to our information and services ; and
- training staff in relation to our duties

The College's specific employment duties are:

a) To monitor by ethnic group

- The number of employees in post
- The number of applicants for employment, training and promotion

b) To monitor by ethnic group the number of employees who:

- Receive training
- Benefit or suffer detriment as a result of our performance assessment procedures
- Are involved in grievance procedures
- Are the subject of disciplinary procedures
- Who cease employment with the College

c) To publish annually the results of this monitoring

The College already collects and analyses data for both learners and staff and this is published in the annual Equality and Diversity Report which is available in hard copy and is also placed on the College intranet and internet.

The College's vision and mission

VISION

To better serve the learning needs of the young people, adults, employers and communities of South Essex we aim

- to become an outstanding college

offering outstanding skills, education and careers

VALUES

The values that underpin our approach to our work are the 3 As:

- **Aspiration**

We aim to inspire and empower staff and learners to achieve their full potential

- **Achievement**

We focus on learners and delivering excellence in learning with high quality services and standards

- **Access**

We aim to provide an environment that is inclusive, supportive, welcoming and safe. Creativity, enterprise, team and partnership working help us achieve our vision and live our values.

PRIORITIES

OUR KEY PRIORITIES are:	OUR KEY TARGETS FOR 10/11 ACADEMIC YEAR are:
Learner success	Plus 3 % on 9/10 success rates
Learner Numbers	Achieve learner number targets
Learner, employer. Staff and stakeholder satisfaction	Improve learner, employer, staff and stakeholder satisfaction rates (on 9/10 baselines where available or establish new baselines)
The learning environment	Improve the learning environment in particular through refurbishment and redecoration of the Thurrock and Basildon Campuses and progressing capital projects
Financial solvency and organisational efficiency	Manage within our budget and improve efficiency

Key Messages related to Race Equality

- The College has an inclusive approach to staff and learners and takes positive steps to promote equality of opportunity. The College aims to promote opportunities and to enable people from Black and Multi – Ethnic (BME) backgrounds to work and learn at the College
- The College’s publicity reflects the range and variety of people from BME backgrounds who work and learn at the College. This publicity is monitored and evaluated on an ongoing basis by the Marketing Team and is reported on as part of the annual Equality and Diversity Report.
- The College has fair and appropriate systems for the recruitment and selection of learners which ensures that learners from a BME background are not disadvantaged. The Admissions Policy and processes are reviewed annually and the BME intake is compared on both a year by year basis and against the local census data.
- The College has robust systems in place for assessing individual’s needs. Support and teaching staff work together to meet the needs of learners from BME backgrounds to ensure access to the curriculum and relevant resources. The Learning Support Policy outlines the support available to all individuals who have an identified requirement.
- Learners and staff are well aware of how they should treat people from culturally diverse backgrounds and the College’s expectation on this. The College’s Codes of Practice for learners and staff and the Equality and Diversity Policy clarify these expectations which are addressed at Induction sessions.
- The College monitors the participation of staff and learners by BME group and has a clear policy on equality of opportunity. The College’s annual Equality and Diversity Report provides this information and compares against previous trend data.
- College staff/learners participate in equality and diversity training and activities aimed at raising awareness of the cultural diversity of BME groups who work and learn at the College.

Local Context

The College has been successful in meeting and exceeding learner number targets, recruiting new learners, improving and maintaining high success rates, meeting and exceeding retention and success rate targets, extending the range of partners and its activities and improving the quality of teaching and learning. The College was inspected by Ofsted in May 2008 who agreed with the analysis of the 2006/07 self-assessment report

The College overall FE success rate is 80% for 2008/09 against a figure of 78% for 2007/08. This is based on the changes to the success rate calculation where the success rate for 2008/09 is formulated using the six-week rule rather than the census point calculation. It is anticipated in the sector that the change in the rule for calculation will effect a lowering of success rates across the board. It is estimated that we can expect a 2% reduction in the expected national rates.

Success rates for 16-18 year old learners on long qualifications have risen substantially. For 16-18 year olds at long level 1 the success rate for 2008/09 is 83% compared to 80% in 2007/08. At long level 2 the success rate for 16-18 year olds is 85% in 2008/09 compared to 80% in 2007/08. At long level 3 the success rate for 16-18 year olds is 79% against a figure of 78% for the previous year. These improvements are set against some substantial increases in learner numbers, particularly at long levels 2 and 3. Success rates for 16-18 year olds on long level programmes have improved from 79% in 2007/08 to 81% in 2008/09. The number of 16-18 learners on short/very short programmes is small. In 2008/09 the 16-18 short success rate is 77% compared to 82% in 2007/08. Very short success rates are 100%. 16-18 year olds now make up around three-quarters of the LSC FE funded learners in the College.

Success rates for adult learners on FE long qualifications have seen a steep increase in 2008/09 on the figures for 2007/08. At long level 1 the 19+ success rate in 2008/09 is 77% compared with 74% the year before. The 19+ success rate in 2008/09 at long level 2 is 79% compared with 71% in 2007/08. At long level 3 the adult success rate for 2008/09 is 76% compared to 74% in 2007/08. The overall long level success rate for adults increased from 72% in 2007/08 to 76% in 2008/09. This is maintaining a 4% increase which was achieved the year before. At 19+ the short success rate has increased from 78% in 2007/08 to 83% in 2008/09 with a substantial increase in learner numbers. The 19+ very short success rate has increased from 86% in 2007/08 to 93% in 2008/09.

The College continues to acknowledge that some staff and learners are reluctant to disclose their culture, diversity or ethnicity during recruitment. The College has given this issue a high priority status during recent years with additional opportunities provided for both staff and learners to disclose throughout their periods of work/learning at the College. An Equality and Diversity Impact Measure for learners was agreed originally with the LSC 'to reduce data unknowns to 5%'.

Learner support and guidance at the College are seen as crucial to learners achieving their main qualification and progressing onto further education or higher education programmes. The service, which aims to be free of racial bias, comprises three main areas: information, advice and guidance; academic skills support and learning support, which also incorporates additional tutorials. The service continues to be refined and developed to meet the increasingly diverse cultural and language needs of the learners and the widening expectations of employers. External quality measures have identified good practice throughout the whole area. The College has remained a comprehensive and inclusive organisation, free of racial bias, which has recruited a more diverse range of learners over recent years. This recruitment is often in partnership with other organisations and agencies such as:-

Connexions
Local mainstream schools
Essex and Thurrock mainstream Schools
Special Schools (Southend/Essex/Thurrock)
Special Needs Departments in Children's Services
Teachers of the Deaf
Teachers for Visual Impairment
Supported Housing organisations
Learning & Skills Council (Improving Choice Project)
HI/VI organisations and agencies
Advocacy Services for people with mental health issues (Rethink, Cruise etc)
Primary Care Trust
Children's & Young People's Executive Trust
14-19 Vocational Pathways Network
Networks for FE for: Equality & Diversity, Learner Support, Learner Services
provided via Association of Colleges for the Eastern Region.

The College is proactive in providing a range of services and activities for young people; which are based on the five 'Every Child Matters' outcomes enshrined in the Children's Act 2004:

- Being Healthy
- Staying Safe
- Enjoying and Achieving
- Making a positive contribution
- Achieving economic well being

The College's Young People's Plan identifies the wide range of priorities and underpinning activities that run alongside course delivery and is integrated into the Children and Young People's Plans already published by Southend, Essex and Thurrock Local Authorities. A proactive approach continues to be made to incorporate cultural and ethnic diversity into all activities within the Young People's Plan.

The College has an enthusiastic and dynamic Equality and Diversity Group, which underpins the College's strategic approach and inclusive attitude and expectations. This led to the College being recognised earlier by the LSC as reflecting best practice in Essex and gaining re-accreditation of the Matrix Award.

The Assessors commented that 'equality of opportunity strongly features in the promotion of the service'.

Equality and Diversity Impact Measures have been agreed and an Action Plan has been produced which will be monitored and reviewed within the Equality and Diversity Group.

The College's Marketing Strategy promotes a proactive approach to developing marketing materials which reflect the diverse group of learners within the College. The Marketing Team:

- has attended training and development sessions and external Conferences regarding marketing related to the Equality Schemes.
- is a member of the Equality and Diversity Group
- has disseminated information to the Equality and Diversity Group along with the staff in the Marketing Team
- has made links with a transcription service
- has improved representation in publications. This resulted in amending the College Charter in line with recommendations.
- has produced 'Made for Everyone' document
- has improved representation in advertising including that related to BME groups in the College

2. Involvement of learners in the development of the Race Equality Scheme

Equality of opportunity is embedded in the College policy and practices from admissions through to progression from the College. There are fair and appropriate systems for the recruitment and selection of learners, regardless of their race or ethnicity. Learners are able to help to shape the College's policies and processes via their input at the Faculty and FE and HE Student Councils, CSpace forums and quiz, and quality surveys and comment boxes. The ongoing development of the Learner Involvement Strategy will continue to extend the consultation and involvement of all learners related to both the curriculum and the learner community.

The College is widely recognised as being committed to providing the support required to meet individual needs and requirements. A joint approach to transition planning for learners is well developed with local schools. Specialist assessments, utilising external facilitators and experts, ensure that individual needs and requirements are met to enable learners to succeed on their chosen programme. Multi-agency partnership working is well developed and ensures access to a wide range of services to meet support requirements.

2.1 Involvement of staff in the development of the Race Equality Scheme

The College celebrates and values the diversity brought to its workforce by individuals. The College is committed to equality of treatment for all employees, regardless of race, and will treat all employees with respect and dignity and seek to provide a positive working environment free from discrimination, harassment or victimisation. The College will seek not only to eliminate racial discrimination, but also to create a positive inclusive ethos with a shared commitment to challenging and preventing stereotyping and prejudice, to respecting diversity and difference, and to encouraging good relations between all staff.

To progress this agenda the College originally worked with Race Equality consultants and a range of College staff to develop the Race Equality Scheme and a detailed action plan aimed at improving the provision for learners and employees. The focus of the staff group, related to race equality, was:

- Group of staff, from both Black and Minority Ethnic and White British groups trained by Race Equality consultants regarding legislation
- Group of staff, trained by Race Equality consultants regarding the production of the Race Equality Scheme
- Group of staff, trained by Race Equality Consultants regarding Impact Assessment Procedures
- Staff EDIMs developed
- Management posts advertised in the Black Managers' Network
- Senior management group - increase of BME staff.

3. South Essex College's Methods for Impact Assessment

The first Race Equality Scheme outlined the processes and procedures that would be put in place regarding Race Equality. Research into the various models and tools developed for Race Equality Impact Assessment showed a confusing host of possibilities which spanned across the paper based system to the more sophisticated interactive computer based model. Alongside this was the development of the Disability Equality Scheme which also required incorporation of impact assessment. Work with a number of consultants showed that there are many processes that could be considered for both Race and Disability and, reflecting upon this, the College involved a group of managers in first helping to develop a Communications Strategy and then to develop and model an Impact Assessment tool to be used with all College Managers. A refined but similar process continues to be utilised for Equality Impact Assessment.

The College's Impact Assessment Model incorporates:

- The College's Communication Strategy which encapsulates good practice
- Mapping of all policies and procedures
- Prioritisation of policies and procedures
- Making a judgement using all the evidence and consider all parts of the duty to inform the judgement.
- Exploring the options of adverse impact/opportunities to promote race equality and amend/make necessary changes
- Implementing annual monitoring processes and procedures regarding completed impact assessments.
- Compilation of a summary report to feed into the annual published Equality and Diversity Report.

Each member of the Senior Leadership Team is to continue to undertake the initial assessment of new and key policies.

Training of College Managers was undertaken by AOC Consultants. The Consultant worked with each Manager to audit their provision, using the Codes of Practice, and to help to produce a measurable action plan which can be monitored.

Gathering and Using staff race and ethnicity information

In 2008/09 the College employed 1138 members of staff (salaried and hourly paid). The information gathered during recruitment provides detail of the ethnic make up of staff. Race and ethnicity information is analysed and broken down into Academic staff and Support Services staff. In addition the College records data on race and reports annually on the following (please see the annual Equality and Diversity report):

- Recruitment activity (number of applications received/shortlisted/performance in selection activities/selected)
- Types of post (academic/business support/management)
- Length of service and turnover
- Formal Grievances, Disciplinary actions and invitation to Probationary Review meetings
- Take up of and success rates in staff development activities
- Appraisals
- Internal promotions

Ethnicity profile – staff

The ethnicity profile of the College had increased to 12.8% in 2008-09 which is higher than the local population at 4.5% and the national population figure of 12% (2001 Census). The FE Workforce Data for England report states that in 2006-07, 10.9% of FE staff were Non-White British and 12% of teaching staff. The College's workforce had a higher level of diversity than FE colleges generally with 12.8 % of all staff and 16.4% of teaching staff from the Non-White British group. This increase maintains the positive trend found in the previous six year period; 2001-02 at 4%, 2002-03 at 7.6%, 2003-04 at 9.0%, 2004-05 at 10%, 2005-06 at 10.5%, 2006-07 at 10.5% and 2007-08 at 12%.

Table 1: Teaching/Teaching Support/Business Support Staff 2008-09, 2007-08 and 2006-07

	Teaching Staff (517)	Teaching Support Staff (153)	Business Support Staff (468)	Total Number of Staff and % 2008-09 (1138)	Total Number of Staff and % 2007-08 (1091)	Total Number of Staff and % 2006-07 (1043)
Ethnicity						
Non White-British	85	11	50	146 (12.8)	131 (12.0)	110 (10.5)
Not known/not provid.	11	8	9	28 (2.5)	63 (5.8)	64 (6.1)
White – British	421	134	409	964 (84.7)	897 (82.2)	869 (83.3)

NB: Data excludes Summer Enrolment Assistants employed for the August/Sept enrolment period only.

Management Status

The Leadership & Management Group consisted of 108 members of staff see Table 2 regarding the ethnicity profile etc.

Table 2: Management Status 2008-09, 2007-08, 2006-07 and 2005-06

	Number and % of Managers 2008-09 (108)	Total Number and % of Staff 2008-09 (1138)	Number and % of Managers 2007-08 (98)	Number and % of Managers 2006-07 (85)	Number and % of Managers 2005-06 (82)
Ethnicity					
Non White-British	13 (12.0)	146 (12.8)	9 (9.2)	6 (7.1)	5(6.1)
Not known/not provided		28 (2.5)			
White – British	95 (88.0)	964 (84.7)	89 (90.8)	79 (92.9)	77 (94.0)

Equality and Diversity Impact Measures.

An EDIM was set to increase the number of managers from the Non-White British Group with a target of 3% increase by 2008. With the number of Non-White British managers increasing to 7.1% in 2006/07 there was an increase of 3.7% and achievement of the EDIM target. In 2008/09 there was an increase of 2.8% to 12% of Managers from the Non-White British Group compared to the previous year. This continues to be a positive trend and is only just below the EDIM.

A second EDIM was set to ensure that an additional 4% of Non -White British members of staff are being prepared for management by becoming Curriculum Leaders. 7.7% of Curriculum Leaders were from the Non –White British Group which is a reduction from 2005/06 when 12.5% were from Non-White British group and 2004/05 when there were 11.1%.

Staff Leaving the College

The overall turnover for the College in 2008-09 was reduced by 3.2% to 14.6%, see Table 3. This continues a positive trend over the previous 5 years; in 2002-03 turnover was 24.1%, in 2003-04 turnover was 22.8%, in 2004-05 turnover was 18.7%, in 2005-06 turnover was 18.3%, in 2006-07 it had risen slightly to 18.7% and in 2007-08 it had reduced to 17.8%.

The turnover for employees from ethnic minority groups had reduced by 2.4% to 20.5% when compared to the previous year. The turnover rate was higher than the College average of 14.6% and the White British group at 13.3%. This is similar to previous years when the rate of turnover was 22.9% in 2007-08, 20.9% in 2005-06 and 25.5% in 2004-05.

Table 3: Turnover of staff by disability, gender, age and ethnicity 2008-09, 2007-08, 2006-07 and 2005-06

	Number of Staff 2008-09 (1138)	Number of Leavers 2008-09 (166)	Turnover % <i>2008-09</i> Average = 14.6%	Turnover % <i>2007-08</i> Average = 17.8%	Turnover % <i>2006-07</i> Average = 18.7%	Turnover % <i>2005-06</i> Average = 18.3%
Ethnicity						
Non White-British	146	30	20.5	22.9	20.9	25.5
Not known/not provid.	28	8	28.6	15.9	28.1	38.2
White – British	964	128	13.3	17.2	17.7	15.7

NB: Data excludes Summer Enrolment Assistants employed for the August/Sept enrolment period only.

5. Putting the information gathered to use to review action plan and later Race Equality schemes (Staff and Learners)

- Some areas for development are already reflected in the existing Equality & Diversity Action Plan and EDIMS and will be taken forward as part of the Race Equality Scheme and will later be included in the Single Equality Scheme.

- The annual self assessment process is designed to incorporate feedback from learners. Ethnicity data is analysed by Heads of Faculty and their staff, and strengths and areas of development identified which feeds into the Faculty SAR and is incorporated into the College SAR and Development Plans.
- The College continues to work with The Children's Trust to identify systems that need to be developed to enable the Local Authority to provide accurate transitional information for learners moving from school to College. This information will include ethnic minority breakdown, statementing support requirements and academic records. This will enable the College to provide more accurate data with which to support learners and to provide more accurate ILR returns, SARs and Development Plans. Delays around implementation of transitional plans are the result of the use of the Individual Student Profile which is currently not in place for Further Education students.
- The ability to more fully analyse transitional data will enable better planning and implementation across the 14-19 Southend Planning Group and the Southend Children and Young People's Plan

Areas of Success re Race Equality

Publication and Procedures

The College produces an annual Equality and Diversity Report which analyses data gathered for both learners and staff. As a result of the analysis an Action Plan is developed which the Equality and Diversity Group regularly monitor.

The Equality and Diversity Group reports directly to the Senior Leadership Team and also the twice-yearly Academic Board which ensures that processes and procedures are reviewed and evaluated on a regular basis. The Equality and Diversity Report incorporates the College's Equality and Diversity Impact Measures (EDIMs) which are agreed and monitored by external stakeholders and Local Authorities.

The Equality and Diversity Report is placed on the Colleges Internet and intranet sites and is available in hard copy, as requested. The College Corporation receive the Equality and Diversity Report and analyse the report at one of its Board meetings.

The activities around the use and impact of race equality is continually developing and, although monitored annually via the Equality and Diversity Report, staff training, development and consultancy has increased staff understanding and has proved to be a positive outcome.

6 Consultation

Consultation will continue to be a fundamental and genuine part of our policy development and evaluation process and is part of the Learner Involvement Strategy. We are committed to listening to our staff, learners and other stakeholders and involving them in local-decision-making. We will be looking at linking to a number of mechanisms which allow local stakeholders to provide us with feedback on our proposals affecting the local communities. These are reflected in the attached action plan and the Learner Involvement Strategy and implementation plan.

7 Publishing the results of our assessments, consultations and monitoring

We have published annually the results of all our completed impact assessments, consultations and monitoring that we have undertaken to identify any adverse impact on race equality and how we have addressed any relevant issues.

We will make available on request, relevant supporting material or further information in line with the Freedom of Information Act and maintain individual privacy rights under the Data Protection Act 1998.

8 Dealing with complaints/bullying or harassment

The College is committed to meeting its legal obligations to promote race equality. In support of this commitment we will ensure that procedures are in place to consider complaints, bullying and harassment or other concerns.

Any complaints from learners or members of the public will be handled through the College Compliments & Complaints procedure or the Bullying and Harassment procedures. All staff have access to the Dignity at Work Policy which protects staff against harassment, bullying and victimisation on the basis of their BME background.

9 Concluding comment

The main purpose of this scheme is to make explicit the range of ways in which the College continues to promote good race relations within the College community as a whole and is taking action to identify and address racial discrimination. We believe that education has a vital role to play in creating a fairer and more just society for the future and we are determined to play our role in maximising its positive impact. We are also committed to promoting awareness and understanding of diversity more generally, both to ensure that the rights of all individuals are respected, and to promote the positive benefits and opportunities that valuing diversity can bring for us all.

We are committed to 'mainstreaming' the fundamental principles of race equality in everything that we do. As the implementation of this three-year

scheme progresses, we hope that the principles that underpin our approach will become increasingly embedded in all aspects of our work.

In all of our dealings with learners and staff and contacts with key stakeholders, we aim to model good practice in promoting a strong, positive focus on race equality.

The Single Equality Act gained Royal Assent in April 2010 and will come into force in October 2010. As a consequence the College is preparing a Single Equality Scheme which will incorporate all the principle characteristics including Race.

The Race Equality Action Plan (Appendix A)

The Race Equality Action Plan is based on the following:

1. To eliminate unlawful race discrimination
2. To promote equality of opportunity
3. To promote good relations between people from different racial groups
4. To prepare and maintain a written race equality policy
5. To assess the impact of its policies on learners and staff from different racial groups
6. To monitor the admission and progress of learners and the recruitment and career progress of staff by racial groups
7. Set out arrangements for publishing the results of assessments and monitoring
8. Where reasonably practical publish annually the results of assessment and monitoring

Appendix A

Race Equality Scheme Action Plan 2006-2009 (revised August 2010)

To eliminate unlawful race discrimination

To promote equality of opportunity

To promote good relations between people from different racial groups

Action No	Section of Policy or code	Action	Objective	Resources	Timescale	Responsible persons	Monitoring Committee
1.1	Legislation	Review Bullying and Harassment & Dignity at Work Policy	Eliminate unlawful discrimination and harassment	Policies	Year 1,2,3	VP-LS&CL, HoHR	SCG/Student Council/ Academic Board
1.2	Promotional activities regarding legislation	Continue to raise awareness of learners and staff via promotional activities	To combat race discrimination and promote opportunity	External Agencies/Learner Services	Year 1,2,3,	VP-LS&CL, HoLS	SCG/Student Council/FE Board of Studies
1.3	Complaints & Compliments	Assess number of complaints related to racial discrimination/harassment	To assess number of race related complaints	Complaints Report	Year 1,2,3	DP(C&Q), HoQI	SLT /FE Board of studies
1.4	Staff Complaints through the Dignity at Work Policy	Assess number of complaints related to racial discrimination/harassment	To assess number of race related complaints	HR reports to SLT	Year 1,2,3	ED-F&CS, HoHR	SLT/ SCG

To prepare and maintain a written race equality policy

Action No	Section of Policy or code	Action	Objective	Resources	Timescale	Responsible persons	Monitoring Committee
2.1	Legislation	Review Race Equality Policy	To ensure that the policy meets legislative requirements, reflects the College ethos and mirrors scheme	Policy	Year 1,2,3	VP-LS&CL , HoLS, HoHR	SLT /E&D Group/Academic Board

To assess the impact of its policies on staff and learners from different racial groups

Action No	Section of Policy or code	Action	Objective	Resources	Timescale	Responsible persons	Monitoring Committee
3.1	Consultation	Produce Race Equality Survey for staff and learners via the Learner Involvement Strategy	To consult with Staff and learners on Race Equality Policies and practices	Learner Involvement Strategy and Policy	Year 2	VP-LS&CL , HoLS, HoHR	SLT /E&D Group/Academic Board /SCG
3.2	Consultation	Set up focus groups of learners and staff to discuss and debate Race Equality Policies, Scheme & processes	To consult with Staff and learners on Race Equality Policies and practices	Policy	Year 1 ,2 ,3	DSC , HoLS, HoHR	SLT /E&D Group/Academic Board /SCG
3.3	Consultation	Consult key stakeholders re Race Equality Policy and Scheme via the Impact Assessment model	To consult with key stakeholders on Race Policies and practices	Policy & Impact Assessment Model	Year 2	VP-LS&CL , HoLS, HoHR	SLT /E&D Group/Academic Board /SCG

To monitor the admission and progress of learners and the recruitment and career progress of staff by racial groups (EDIMS)

Action No	Section of Policy or code	Action	Objective	Resources	Timescale	Responsible persons	Monitoring Committee
4.1	EDIMs (learners)	Provide second opportunities for learners to check data/information held on their files	To reduce the number of learners who select the not known/prefer not to say category when asked to declare their ethnicity to 5% in 2006-08	Learning Agreements & enrolment forms	July 2008 Ongoing monitoring July 2009/10	Registrar Executive Director Planning & Resources Reception	E&D Group, SLT/ Academic Board
4.2	EDIMs (learners)	Review statistics re E&D report Include as a statistical requirement in Course review process. Include in SAR process. Incorporate as a category in the Team Development Plan Staff Development and Training	Close the achievement gap of ethnicity minority learners to no more than 2%	E&D Report Course review, SAR, Development Plan	December 2007/08/09/ Oct 2007 Oct 2008 Oct 2009 April 2008	DP(C&Q)/HoQI/VP-LS&CL	E&D Group, SLT/ Academic Board

Action No	Section of Policy or code	Action	Objective	Resources	Timescale	Responsible persons	Monitoring Committee
4.3	EDIMs (staff)	Set up a Task group with representatives from HR, Staff Development, Employee Forum, Management Group, E&D Group, Marketing + 2 members of staff from BME group	<p>To achieve the following percentage increases in staff from Black and minority ethnic groups:</p> <p>4% increase in Curriculum Leader Posts</p> <p>3% increase in Management Group Posts</p> <p>To reduce the turnover of staff from BME groups by 3% per calendar year to bring in line with the College average in the next two years</p>	E&D report	<p>July 2008</p> <p>July 2009</p> <p>July 2010</p>	ED-F&CS, HoHR HoQI, VP-LS&CL	E&D Group/ SLT / SCG

Where reasonably practical publish annually the results of assessment and monitoring
 Set out arrangements for publishing the results of assessments and monitoring

Action No	Section of Policy or code	Action	Objective	Resources	Timescale	Responsible persons	Monitoring Committee
5.1	E&D Report Race Equality Scheme	Produce reports and summaries to be incorporated in E&D Report, Annual Reports (06-07,07-08,08-09) and Race Equality Scheme	To monitor and review reports and data and produce E&D Annual Report and Race Equality Scheme Report	Reports	Feb 2008 Feb 2009 Feb 2010	DP(C&Q), HoQI, HoHR, VP-LS&CL, HoLS	SLT /E&D Group/Academic Board/SCG
5.2		Receive reports re recommendations for staffing /HR issues identified in the 06-07, 07-08,08-09 E&D Annual Reports and the Race Equality Scheme	As above				
5.3		Compile reports and tables and incorporate into the E&D Annual Reports (06-07, 07-08, 08-09) and Race Equality Scheme	As above				

Appendix B - Testing for statistical significance

Summary of methodology

Tests for statistical significance investigate the probability that a perceived relationship between two variables is in fact just a chance occurrence.

Tests for statistical significance show the probability that the relationship is due to chance. This is expressed as,

- **Chi Square value**
This value is produced by comparing the observed frequency of an event against the expected frequency. Generally the higher the value the greater the likelihood of significance
- **Degrees of Freedom (df)**
Represents the size of the sample group. The smaller the sample group, the lower the value. Lower values may lead to a reduced likelihood of statistical significance.
- **“p-value”**
The p-value is the chosen probability of acceptable error. This is expressed as a decimal value between 0 and 1. 0.05 equals a 5% chance of error.

These values establish the probability of making an error if it assumed a relationship exists between two sets of data.

It can never be completely 100% certain that a causal relationship exists between two sets of data. Sources of error include, sampling error, problems with reliability and validity, simple mistakes.

However using probability theory and the normal curve, it is possible to estimate the probability of being wrong. If the probability of being wrong is small, then we can say that the observation of the relationship is a statistically significant finding.

Methodology for the College Race Equality Scheme

A Chi Square test was applied to the data referenced in this report, regarding statistical observations of White British and Non-White British numbers, to determine in each case whether or not it held statistical significance.

The calculations are carried out in the following manner.

- 1.** A probability of error level, or alpha value, is selected. This represents the error tolerance we are prepared to accept. A value of 0.05 (or 5% probability of error) is common. This would mean we acknowledge there is a 5% chance that drawing conclusions from the statistics collected would be wrong.
- 2.** The data is tabulated in an appropriate format, noting observed frequencies e.g

offered employment?	ethnicity		total
	Non-White British	White British	
Yes	12	46	58
No	96	187	283
Total	108	233	341

(Observed Frequencies)

3. The expected frequencies are calculated and tabulated in a similar format: The way to calculate the expected cell frequency is to multiply the column total for that cell, by the row total for that cell, and divide by the total number of observations for the whole table.

Resulting in the following table of Expected Frequencies:

offered employment?	ethnicity		total
	Non-White British	White British	
yes	18.36950147	39.63049853	58
no	89.63049853	193.3695015	283
total	108	233	341

(Expected Frequencies)

4. To calculate Chi Square, the original, observed frequencies are compared with the new, expected frequencies. For each cell, following calculations are performed:
- Subtract the value of the observed frequency from the value of the expected frequency
 - square the result
 - divide the result by the value of the expected frequency
- The calculation carried out for each cell can be expressed as :

$$[(f_e - f_o)^2] / f_e$$

Resulting in the following table:

offered employment?	Non-White British	White British	CHI SQUARE RESULT
yes	2.208582	1.02372	
no	0.452642	0.209808	
			3.894753

5. The degrees of freedom are calculated.

The term "degrees of freedom" is used to refer to the size of the contingency table on which the value of the Chi Square statistic has been computed. The degrees of freedom is calculated as the product of (the number of rows in the table minus 1) times (the number of columns in the table minus 1).

In this case:

$$df = (2 - 1) \times (2 - 1) = (1) \times (1) = 1$$

6. The normal distribution for Chi Square is looked up in a distribution table, cross referencing the alpha value and degrees of freedom value (df).

The Chi Square statistic, calculated in the steps above, must equal or exceed the value found in the distribution table to indicate that the relationship between the two variables is probably not due to chance.

Appendix C - Detailed calculations for statistical significance of data referred to in Race Equality Scheme 2007-2010

For all calculations, an alpha value (p) of 0.05 has been chosen given a 5% chance of error.

Recruitment of Teaching Staff

Significance of statistics used

2006-2007

(if unknown ethnicity figures are disregarded):

Observed Frequencies

offered employment?	ethnicity		total
	Non-White British	White British	
Yes	12	46	58
No	96	187	283
Total	108	233	341

Expected frequencies

offered employment?	ethnicity		total
	Non-White British	White British	
Yes	18.36950147	39.63049853	58
No	89.63049853	193.3695015	283
Total	108	233	341

CHI SQUARE

offered employment?	Non-White British	White British	RESULT
Yes	2.208582	1.02372	
No	0.452642	0.209808	
			3.894753

Chi Square=3.89, df=1, p<.05
significant

results found to be

Unknowns
 15% of applications were from 'unknown' ethnicity.
 39% of those unknowns were offered employment.

2005-2006

(if unknown ethnicity figures are disregarded):

Observed frequencies

offered employment?	ethnicity		total
	Non-White British	White British	
Yes	5	37	42
No	83	204	287
Total	88	241	329

Expected frequencies

offered employment?	ethnicity		total
	Non-White British	White British	
yes	11.23404255	30.76595745	42
no	76.76595745	210.2340426	287
total	88	241	329

CHI SQUARE

offered employment?	Non-White British	White British	RESULT
yes	3.459421	1.263191	
no	0.506257	0.184857	
			5.413727

Chi Square=5.41, df=1, p<.05
significant

results found to be

Unknowns

27.1% of applications were from 'unknown' ethnicity.
 14.75% of those unknowns were offered employment.

2004-2005

Results not available for teaching vacancies.

Recruitment of Business/Teaching Support Staff

Significance of statistics used

2006-2007

(if unknown ethnicity figures are disregarded):

Observed Frequencies

offered employment?	ethnicity		total
	Non-White British	White British	
yes	16	84	100
no	120	579	699
total	136	663	799

Expected frequencies

offered employment?	ethnicity		total
	Non-White British	White British	
yes	17.0212766	82.9787234	100
no	118.9787234	580.0212766	699
total	136	663	799

Chi Square=0.08, df=1, p<.05 results found to be **not significant**

Unknowns

12.3% of applications were from 'unknown' ethnicity.
 14.2% of those unknowns were offered employment.

2005-2006

(if unknown ethnicity figures are disregarded):

Observed Frequencies

offered employment?	ethnicity		total
	Non-White British	White British	
yes	6	49	55
no	74	443	517
total	80	492	572

Expected frequencies

offered employment?	ethnicity		total
	Non-White British	White British	
yes	7.692307692	47.30769231	55
no	72.30769231	444.6923077	517
total	80	492	572

CHI SQUARE

offered employment?	Non-White British	White British	RESULT
yes	0.372308	0.060538	
no	0.039607	0.00644	
			0.478893

Chi Square=0.48, df=1, p<.05 results found to be **not significant**

Unknowns

32.3% of applications were from 'unknown' ethnicity.
10.6% of those unknowns were offered employment.

2005-2006

(if unknown ethnicity figures are disregarded):

Observed Frequencies

offered employment?	ethnicity		total
	Non-White British	White British	
yes	5	74	79
no	54	470	524
total	59	544	603

Expected frequencies

offered employment?	ethnicity		total
	Non-White British	White British	
yes	7.729684909	71.27031509	79
no	51.27031509	472.7296849	524
total	59	544	603

CHI SQUARE

offered employment?	Non-White British	White British	RESULT
yes	0.963969	0.104548	
no	0.145331	0.015762	
			1.229611

Chi Square=1.22, df=1, p<.05 results found to be **not significant**

Management Status

Significance of statistics used

2006-2007

(if unknown ethnicity figures are disregarded):

Observed Frequencies

manager?	ethnicity		total
	Non-White British	White British	
yes	6	79	85
no	104	790	894
total	110	869	979

Expected frequencies

manager?	ethnicity		total
	Non-White British	White British	
yes	9.550561798	75.4494382	85
no	100.4494382	793.5505618	894
total	110	869	979

CHI SQUARE

manager?	Non-White British	White British	RESULT
yes	1.319974	0.167085	1.628446
no	0.125501	0.015886	

Chi Square=1.63, df=1, p<.05

results found to be **not significant**

2005-2006

(if unknown ethnicity figures are disregarded):

Observed Frequencies

manager?	ethnicity		total
	Non-White British	White British	
yes	5	77	82
no	103	765	868
total	108	842	950

Expected frequencies

manager?	ethnicity		total
	Non-White British	White British	
yes	9.322105263	72.67789474	82
no	98.67789474	769.3221053	868
total	108	842	950

CHI SQUARE

manager?	Non-White British	White British	RESULT
yes	2.003903	0.257033	
no	0.189309	0.024282	
			2.474526

Chi Square=2.47, df=1, p<.05 results found to be **not significant**

2004-2005

(if unknown ethnicity figures are disregarded):

Observed Frequencies

manager?	ethnicity		total
	Non-White British	White British	
yes	3	77	80
no	101	755	856
total	104	832	936

Expected frequencies

manager?	ethnicity		total
	Non-White British	White British	
yes	8.888888889	71.11111111	80
no	95.11111111	760.8888889	856
total	104	832	936

CHI SQUARE

manager?	Non-White British	White British	RESULT
yes	3.901389	0.487674	
no	0.364616	0.045577	
			4.799255

Chi Square=4.80, df=1, p<.05

results found to be **significant**

Staff Turnover (Staff Leaving the College)

Significance of statistics used

2006-2007

(if unknown ethnicity figures are disregarded):

Observed Frequencies

leaving?	ethnicity		total
	Non-White British	White British	
yes	23	154	177
no	87	715	802
total	110	869	979

Expected frequencies

leaving?	ethnicity		total
	Non-White British	White British	
yes	19.88764045	157.1123596	177
no	90.11235955	711.8876404	802
total	110	869	979

CHI SQUARE

leaving?	Non-White British	White British	RESULT
yes	0.487075	0.061655	
no	0.107497	0.013607	
			0.669834

Chi Square=0.67, df=1, p<.05

results found to be **not significant**

2005-2006

(if unknown ethnicity figures are disregarded):

Observed Frequencies

leaving?	ethnicity		total
	Non-White British	White British	
yes	27	126	153
no	81	716	797
total	108	842	950

Expected frequencies

leaving?	ethnicity		total
	Non-White British	White British	
yes	17.39368421	135.6063158	153
no	90.60631579	706.3936842	797
total	108	842	950

CHI SQUARE

leaving?	Non-White British	White British	RESULT
yes	5.305449	0.680509	
no	1.018486	0.130637	
			7.135081

Chi Square=7.14, df=1, p<.05
significant

results found to be

2004-2005

(if unknown ethnicity figures are disregarded):

Observed Frequencies

leaving?	ethnicity		total
	Non-White British	White British	
yes	25	141	166
no	78	684	762
total	103	825	928

Expected frequencies

leaving?	ethnicity		total
	Non-White British	White British	
yes	18.42456897	147.575431	166
no	84.57543103	677.424569	762
total	103	825	928

CHI SQUARE

leaving?	Non-White British	White British	RESULT
yes	2.346665	0.292978	3.214683
no	0.511216	0.063825	

Chi Square=3.21, df=1, p<.05 results found to be **not significant**