

Race Equality Scheme 2007-08 Review and Update



Kilmarnock College
November 2008

www.kilmarnock.ac.uk

Race Equality Scheme - 2007-08

Contents

1. Statement by the Principal	3
2. Legislative framework	4
3. Specific duties	4
4. Responsibility for the scheme	4
5. Responsibility for the scheme	5
6. Race Equality Impact Assessment	6
7. Action plan	6
8. Gathering information	6
9. Using information gathered	6
10. Review of race equality scheme	7
11. Publishing the scheme	7
12. Where will we publish	7
13. Monitoring and reporting	8
14. Current Situation	8
15. Impact Assessment	8
16. Future Development	9
17. Action plan – ongoing / new action	10
18. Action plan – ongoing / new action	11
19. Action plan – ongoing / new action	12
20. Action plan – ongoing / new action	13
21. Appendix 1 – promotional Update	14
22. Appendix 2 – training materials	15
23. Appendix 2 – training materials	16
24. Appendix 3 – statistics (Student)	17
25. Appendix 3 – statistics	18
26. Appendix 3 – statistics	19
27. Appendix 3 – statistics	20
28. Appendix 3 – statistics	21
29. Appendix 3 – statistics (Staff)	22

Statement by the Principal

As the new Principal of Kilmarnock College, having taken up post on 1 October 2008, I would wish to take the opportunity at this time of review and update of our Race Equality Scheme for 2007/08 and onwards into 2009 to affirm my own personal commitment to equality of opportunity and the elimination of discrimination of every aspect of the College's work and business.

Kilmarnock College is committed to creating and sustaining an excellent learning and teaching experience for our students and a positive and mutually supportive working environment for our staff. Excellence in learning and teaching and gaining a reputation as exemplar employer will be achieved through recognising the value of every individual, respecting the diversity of students and staff and enabling everyone to achieve their full potential as they contribute to, and gain benefit from, their involvement in the life of the College.

Within the College's Strategic plan we clearly state that we undertake all of our business and activities within a corporate culture where we

- value and respect our students and staff
- put the needs of our learners at the heart of our business and show that we are caring and supportive
- are transparent in our decisions and activities
- demonstrate excellence in governance and management, with full accountability for our actions

We will work together to ensure that equality and diversity are key factors that contribute to the curriculum, social and economic strengths of the College and employability of our students. We are committed to promoting equality of opportunity regardless of disability, race, religion or belief, gender, sexual orientation, age or any other criterion that is irrelevant to a student's learning or to employment within the College. Through its policies and procedures e.g. zero tolerance policy the College will promote inclusion, challenge discrimination of any kind and value and celebrate the diversity of its students, staff, communities and stakeholders.

In terms of our Race Equality Scheme I will not condone discrimination or the harassment or victimisation of anyone by another person because of any racial or ethnic difference, real or perceived. Through the promotion of equality of opportunity we will be working well towards our Mission of creating a community of successful learners, confident individuals, effective contributors and responsible citizens who will enhance the cultural and economic life of Ayrshire.

Heather Dunk
Principal and Chief Executive
November 2008

THE LEGISLATIVE FRAMEWORK

Kilmarnock College, Race Equality Scheme is prepared in accordance with the requirements of the Race Relations Act 1976 (Statutory Duties) (Scotland) Order 2002 and statutory guidance produced by the Commission for Race Equality.

2.1 General Duties

Under the Race Relations Act 1976 as amended by the Race Relations (Amendment) Act 2000 the College has a general duty to have due regard to the need to:-

- Eliminate unlawful racial discrimination; and
- Promote equality of opportunity and good relations between persons of different racial groups

2.2 Specific Duties

In addition to this general duty the College has placed upon it by Scottish Ministers through the Race Relations Act 1976 (Statutory Duties) (Scotland) Order 2002 certain specific duties which seek to contribute to the attainment of the general duty. These specific duties are:-

To produce a Race Equality Scheme and to review it at three yearly intervals;

To set out within the Race Equality Scheme:-

- The arrangements for assessing the impact of the College's policies, including its race equality policy, on students and staff of different racial groups, including, in particular, the impact on attainment levels of students.
- The arrangements for monitoring, by reference to those racial groups, the admission and progress of students and the recruitment and career progress of staff.
- The arrangements for publishing the College's written statement of its race equality scheme and the results of assessments and monitoring;
- The arrangements and steps to publish annually the results of its monitoring.

1. RESPONSIBILITY FOR THE SCHEME

The following levels of responsibility for the Race Equality Scheme and its related Action Plans are in place: -

Board of Management

As the governing body of the College, the Board of Management is responsible for making sure that the College complies with its statutory obligations in terms of current legislation. The Board has delegated authority and accountability to the Principal and Chief Executive.

- The board of management has one representative from minority ethnic groups. The board recognises that there should be positive action to increase representation.

The Principal and Senior Management

The Principal has the delegated authority and accountability for ensuring that the College's commitment to all strands of the equality and diversity agenda is communicated both internally and externally.

The Principal, together with Senior Management, will oversee and ensure ongoing implementation of the Race Equity Scheme throughout the College. In carrying out these duties, the Principal and the Senior Management will pay heed to the full range of College functions, the need for the monitoring and evaluation of the impact of the elements of all related policies, so that the College develops as a learning organisation, sensitive to all aspects of equality and diversity in which all teaching and learning is underpinned by clear principles and where staff and students are valued and respected.

Managers

Managers have specific responsibility for ensuring that the schemes are put into practice through the agreed action plans and by;

- I. Ensuring staff are aware of their responsibilities and obligations
- II. Supporting the implementation of the scheme.
- III. Following the relevant procedures and where appropriate, taking action against staff or students who discriminate for reasons of disability, race or gender either direct or indirect.
- IV. Ensuring a safe environment for staff and students and make specific arrangements for safe access, egress and fire evacuation for all disabled employees, visitors and students where reasonably practicable. Staff and students should be made aware of the current procedure, in line with the Health & Safety Policy.

All Staff

All staff have general responsibility for;

- I. Promoting disability, race and gender equality, dealing with and recognising racial, gender or disability discrimination, either direct or indirect and dealing with such incidents in line with quality procedures.
- II. Being familiar with the College's Disability, Race and Gender Equity Policies, undertaking appropriate training and supporting awareness raising initiatives organised by the College.
- III. Where appropriate engaging in promotion of good relations with disability groups, ethnic groups, and gender groups within the wider community.

Students

Students are responsible for promoting disability, race and gender equality and avoiding discrimination acts either direct or indirect. Students should be confident in identifying and challenging racial bias, stereotyping, and disability discriminations. They should have the confidence that the College's procedures will support them in such challenges against victimisation and be aware of the College's policies and procedures regarding racism, disability, or gender discrimination, harassment and the reporting of such incidents.

Equality & Diversity Team

Key individuals have been co-ordinated by the Senior Management Team into the Equalities and Diversity Team. The Team will include staff from different areas of college work and the Student President. The Team will ensure that students and the wider community are included in the development, monitoring and revision of policies.

3.2 RACE EQUALITY IMPACT ASSESSMENT

The College will further develop its Impact Assessment Working Group and develop and refine its Equality and Diversity Impact Assessment Tool based on best practice and benchmarking within and out with the FE sector. The system allows operational and business plans, strategies, policies procedures and proposed changes to functions to be assessed to ensure that the College's decisions and activities do not disadvantage minority ethnic groups. It allows the College to identify where it might better promote equality of opportunity for minority ethnic groups and where different parts of the race equality duty might be built into strategy and policy development. We will continue to monitor the effect of the College's strategies, policies and practices on the educational opportunities available to and the achievement of disabled, ethnic minority and under-represented groups of pupils and students.

3.3 ACTION PLAN

The Action Plan, which is, contained in Appendix 1 to the Scheme details the steps, which the College will take to ensure that it meets the Specific Duties. The Action Plan will reflect on: -

- Ensuring that the Race Equality Scheme is implemented; Identify relevant functions and policies; Assess and consult on likely impact of proposed functions and policies;
- Monitor policies and functions for adverse impact; Publish the results of assessments, consultation and monitoring

3.4 GATHERING INFORMATION

In order to assess the effectiveness of this Scheme and its related Action Plan the College gathers a range of information to allow it to monitor the effect of its policies and practices on the educational opportunities available to and the achievement of disabled, ethnic minority and under-represented pupils and students. We also monitor the effect of policies practices and procedures relating to recruitment and selection, staff development and continuing professional development and career opportunities for staff

This is done through existing management systems that the College have in place and the Equalities & Diversity Team. **Statistical information looking at a 3 year trend has been produced looking at the early retention and retention of disabled students and minority ethnic students against mainstream students.** This will be monitored on an ongoing basis and appropriate actions identified as described in Section

3.5 USING INFORMATION GATHERED

The information gathered, as described in Section 3.4 above, will be used to assess the effectiveness of the actions set out in the Action Plan. The information gathered will be used by Managers, Heads

of Faculty, and staff and regular reports will be submitted to Senior Management, Performance Review Group and Management Review Groups.

In addition the information gathered will be used in identifying priorities and actions within the Strategic Plan and will be monitored by the Principal and Senior Management.

3.6 REVIEW OF RACE EQUALITY SCHEME

3.6.1 In addition to the statutory requirement to review formally the Race Equality Scheme every three years, ongoing review will be carried out through the arrangements for submitting annual reviews of the Action Plan as referred to elsewhere in the Scheme.

3.6.2 In carrying out this ongoing review we will seek evidence which shows:-

- High levels of student and staff confidence in our college irrespective of
- people's racial groups
- That outcomes are not adversely affected by the students racial group
- High levels of staff and student satisfaction surveys irrespective of their
- racial background
- That the College's workforce is ethnically representative of the East
- Ayrshire community

3.7 PUBLISHING THE SCHEME

The College has a responsibility to publish details of the Race Equality Scheme and demonstrate its ability to meet the demands of the Act. The College will make publicly available:

- The Race Equality Scheme and Action Plan
- The Annual Report on how the College has met targets outlined in the Race Equality Scheme and Action Plan

In all instances the College will publish comprehensive information.

However, where publication of information would identify a private individual the College reserves the right to withhold such information on grounds of data protection and possible infringement on human rights.

The College will make available important information in a variety of accessible formats.

3.7.1 WHERE WE WILL PUBLISH

Where mechanisms for publishing and reporting upon performance currently exist the College will continue to utilise these resources. This includes:

- Staff Intranet
- Annual Report
- Departmental Meetings
- Kilmarnock Edition
- Website – Kilmarnock.ac.uk

4.0 MONITORING AND REPORTING

4.1 Staff monitoring and reporting

Whilst monitoring the ethnicity of the staffing at Kilmarnock College it has been noticed that the percentage of staff in 'all white categories' has remained at 99% which is consistent with the statistics in 2006-07. With regard to recruitment in 2007 the only noticeable change was in that 2% of applicants identified themselves as Asian as opposed to 0% in 2006.

To enable the college to continue to develop effectively its Race Equality Scheme our monitoring processes must be robust and effective. Monitoring works at several levels within the college and relates to students, staff and other people working within the college environment e.g. contractors. Information gathered from the monitoring process will be used to develop new, and refine existing, strategies and operational planning procedures in order for the college to improve continuously in promoting race equality and challenging and addressing discrimination. We will ensure appropriate mechanisms are in place for analysis and interpretation of data in order to continue to identify any issues that require attention.

Students

- All stages of the admissions process from application to outcome for the college's courses
- Key stages of student's progress through their college course.

Staff

- All activities relating to staff recruitment and selection process
- All activities relating to the career development and promotion of staff

Monitoring and analysis will enable the college to:-

- Highlight any significant differences that exist and to investigate why these have occurred
- Compare the data for significance with appropriate benchmarking data from within and out-with the sector
- Take appropriate action to address any significant issues arising from the monitoring process.

5.0 Current situation and priorities for improvement

The college has undergone a major restructuring exercise during 2008. In terms of Equality and Diversity as a whole, it is significant to note that for the first time the college has a female Principal and of the new Senior Management Team, three are female and one is male.

We now have a wide range of new managers in post. We are undertaking a process of leadership and management development for these managers in order to support them in their new roles.

5.1 Impact Assessment

The priorities for improvement relate to best practice and to ensure that the college's restructuring

provides opportunities to better support all processes and procedures in respect of race equality. We will do this by continuing the process of impact assessment and supporting staff in the following areas:-

- Recruitment and selection
- Staff development
- Managing staff performance
- Monitoring and analysing ethnic origins of our staff
- Student admissions
- Student performance outcomes
- Monitoring and analysing the ethnic origins of our students

We will continue to develop our impact assessment processes and procedures to ensure that policies and procedures:-

- Promote or enhance race equality
- Challenge race bias
- Do not reinforce race bias
- Do not intentionally disadvantage any particular ethnic minority or racial groups.

5.2 FUTURE DEVELOPMENT

The college will be reviewing all of its equality and diversity schemes with a view to developing a single scheme to be published for the term 2009/2010

**Kilmarnock College – Race Equality Scheme Report on 2007-08
Action Plan to Meet General and Specific duties with updates for 2008/09**

OBJECTIVE	ACTIVITY	ACTIONS	TIMESCALE	LEAD OFFICER / SERVICE	COMMENT / ONGOING / NEW ACTION	LEAD OFFICER	TARGET DATE
1	Ensure Race Equality Scheme implemented	<p>Through the management Review group</p> <p>Ensure that Race Equality Scheme is publicised effectively on the college website</p> <p>Ensure that there are appropriate departmental structures to monitor Race Equality Scheme</p>	<p>April 07</p> <p>April 07</p> <p>October 07</p>	<p>Director of Enterprise</p> <p>IT Support Manager</p> <p>All Directors</p>	<p>Ensure that Race Equality Scheme is publicised effectively on the college website</p> <p>Continue to monitor the effect of the College's strategies, policies and practices on the educational opportunities available to and the achievement of disabled, ethnic minority and under-represented groups of pupils and students.</p>	<p>Marketing Co-ordinator</p> <p>OD Director</p>	30 Nov. 08

		Review interface between Race Equality Scheme and other equality duties	April 07	Director of Enterprise			
2	Identify relevant functions and policies	Review current list of functions and policies contained in Race Equality Scheme (2007–2010)	December 07	All Directors	Review composition and remit of the Equalities and Diversity Team	OD Director	
3	Assess and consult on likely impact of proposed functions and policies	Build in this requirement to all policy development and within reports submitted to Board of Management & Committees	January 08 for committee reports and ongoing thereafter	All Directors	Policy template proposal developed for SMT approval	Quality Manager	30 November 08
4	Monitor policies and functions for adverse impact	Ensure that relevant staff are trained in carrying out Impact Assessments	April 08	All Directors and staff Development Officer	Monitor the effect of policies practices and procedures relating to recruitment and selection, staff development and continuing professional development and career opportunities for staff	Impact Assessment Working Group / HR Manager	February 2009

OBJECTIVE	ACTIVITY	ACTIONS	TIMESCALE	LEAD OFFICER / SERVICE	COMMENT / ONGOING / NEW ACTION	LEAD OFFICER	TARGET DATE
5	Publish the results of assessments, consultation and monitoring	Ensure that relevant publications contain information relating to all aspects of the Race Equality Scheme and actions arising from it	October 07	All Directors			
6	Making sure that students and staff have access to information and services	Review existing publicity and information arrangements	September 07	Marketing Co-ordinator	review publicity and information arrangements with ESOL staff – Appendix 1	Marketing Co-ordinator and ESOL staff	

OBJECTIVE	ACTIVITY	ACTIONS	TIMESCALE	LEAD OFFICER / SERVICE	COMMENT / ONGOING / NEW ACTION	LEAD OFFICER	TARGET DATE
7	Training employees	Review existing arrangements for providing race equality training	June 07	Directors and Staff Development Co-ordinator	We will undertake review of all Equality and diversity training materials to ensure ease of access. Appendix 2	Staff Development Co-ordinator and HR Manager	March 09
8	Monitoring employment activities	Review arrangements for monitoring employment information to ensure consistency and comprehensiveness	March 08	HR Manager	The college application form hosted on the jobsatkc.ac.uk Micro-site is compliant with legislation in partnership with Rockpools recruitment agency during session 07/08. Date re-scheduled to review paper based staff and student application forms in order to facilitate consistency and comprehensive review systems	OD Director and HR Manager	January 09

Appendix 1 - Promotional update

- Attendance at the Black, Minority and Ethnic group Jobs fair event in June 2008 supporting ESOL lecturer Sian Muir
- ESOL courses publicised at the AMECA (Ayrshire's Minority Ethnic Communities Association) event
- Relationship formed with Mr Paul Chow (North Ayrshire Black and Minority ethnic Workers) and Mr Paul Singh (Chair of Sikh Community) both looking into running a voluntary bus service to Kilmarnock College so that this community can access Kilmarnock College courses
- Generic press adverts promoting ESOL programmes translated into Cantonese and Polish and also translated a general information leaflet on funding etc called 'becoming a student' which was again made available to BEM targeted groups
- Mrs Sian Muir provided presentations to AMECA which has been recognised by Mr Paul Chow as an excellent way of raising awareness of the ESOL programmes in the community especially as they can be tailor made to their requirements.
- Information leaflets created featuring 07-08 ESOL students from China, Korea, Poland, Iraq and Spain. The leaflet provided a 'welcome' to each the community relevant to each student featured and provided course information for the coming session which proved to be very popular
- The multinational ESOL leaflets were transferred into posters that were then distributed throughout Ayrshire to Libraries, Job Centres, News agents etc too
- The above ESOL provision is also publicised on a local Polish website to view this information log onto <http://www.polishsociety-ayr.net/important/kursy-esol.html>



- Eunsuk Blackwood, Korean
- Winter and Marco Lai, China (Cantonese)
- Bayan Soujeri, Kuwait (Arabic)
- Deivy, Dominican Republic (Spanish)

Appendix 2 - Training materials for Equalities and Diversities

Training materials for Equalities and Diversities are available on the college VLE (Moodle). They can be accessed by logging on to Moodle and clicking on Business Essential Login. Once logged in click on My Learning Courses, then click on Legislation and then click on Equal Opportunities and Diversity.

The following screen can then be used to access lessons and tests on the listed topics.

Introduction

Please select one of the course areas to show the courses in that category and then click on the course title to see the lesson menu. The status of the courses is shown using the following key (please note that a status of 'completed' does not necessarily imply that all of the modules in the course have been passed): -

Not Attempted Incomplete Completed

Subject Area: Legislation

Equal Opportunities & Diversity

Equal Opportunities & Diversity Competency Assessment v7

Equal Opportunities & Diversity Competency Assessment (no audio)

The Law and Equal Opportunities - Race Legislation v7

The Law and Equal Opportunities - Race Legislation v7 (no audio)

The Law and Equal Opportunities - Gender Legislation v7

The Law and Equal Opportunities - Gender Legislation v7 (no audio)

The Law and Disability Discrimination v7

The Law and Disability Discrimination v7 (no audio)

The Law and Equal Opportunities - Legislation Relating to Religion v7

The Law & Equal Opportunities - Legislation Relating to Religion v7 (no audio)

The Law and Equal Opportunities - Ex-Offenders Legislation v7

The Law and Equal Opportunities - Ex-Offenders Legislation v7 (no audio)

An Overview of Diversity and Discrimination Version v7

An Overview of Diversity and Discrimination v7 (no audio)

Applying Equal Opportunities in the Workplace - Recruitment and Selection v7

Applying Equal Opportunities in the Workplace - Recruitment and Selection v7 (no audio)

Applying Equal Opportunities in the Workplace - Training and Performance Development v7

Applying Equal Opportunities in the Workplace - Training and Performance Development v7 (no audio)

Parents in Employment v7

Parents in Employment v7 (no audio)

Flexible Working v7

Flexible Working v7 (no audio)

The Law and Equal Opportunities - Age Legislation v7

The Law and Equal Opportunities - Age Legislation v7 (no audio)

Preventing Bullying in the Workplace

Preventing Bullying in the Workplace (no audio)

Appendix 3 - Statistics (students)

Faculty areas	Session					
	2005/-06		2006-07		2007-08	
	Enrolments	wSUMs	Enrolments	wSUMs	Enrolments	wSUMs
10 White Scottish						
Vehicle Cons. & Land	331	4989	346	5075	462	5947
Engineering & Science.	857	6248	1967	5804	900	5184
Arts & Soc Science	510	4215	1035	4859	1152	4221
Consumer & Leis	1452	9423	1152	10185	1306	11499
It & Business	1248	5984	699	4706	764	4540
Health & Social Care	975	10704	1050	11093	990	11034
Schools Groups	302	1122	628	1033	474	1917
Corporate Open /Distance learning	314	692	267	526	169	486
Ev. Class/ VQ's and Work based learning	2820	4690	3329	68	3427	6247
Total	8809	48068	9473	50080	9644	51076
11 White English						
Vehicle Cons. & Land	11	74	15	189	12	91
Engineering & Science.	123	146	123	135	87	159
Arts & Soc Science	12	126	22	148	22	44
Consumer & Leis	14	123	9	65	20	199
It & Business	40	241	20	169	25	125
Health & Social Care	7	128	14	203	11	143
Schools Groups	-	-	-	-	-	-
Corporate Open /Distance learning	3	2	3	1	1	6
Ev. Class/ VQ's and Work based learning	39	80	90	86	60	119
Total	249	919	196	994	238	885
12 White Welsh						
Vehicle Cons. & Land	-	-	-	-	-	-
Engineering & Science.	9	4	15	1	6	3
Arts & Soc Science	2	2	-	-	1	15
Consumer & Leis	3	19	1	12	2	-
It & Business	-	-	-	-	-	-
Health & Social Care	1	-	-	-	-	8
Schools Groups	-	-	-	-	-	-
Corporate Open /Distance learning	-	-	-	-	-	-
Ev. Class/ VQ's and Work based learning	2	1	5	3	1	-
Total	17	26	21	16	10	26

Faculty areas	Session					
	2005/-06		2006-07		2007-08	
	Enrolments	wSUMs	Enrolments	wSUMs	Enrolments	wSUMs
13 White Irish						
Vehicle Cons. & Land	-	-	2	33	2	39
Engineering & Science.	6	22	4	9	1	-
Arts & Soc Science	5	26	18	107	15	115
Consumer & Leis	4	59	2	43	2	38
It & Business	4	14	-	-	1	2
Health & Social Care	4	53	2	24	1	13
Schools Groups	-	-	-	-	-	-
Corporate Open /Distance learning	1	-	-	-	-	-
Ev. Class/ VQ's and Work based learning	14	23	17	18	5	9
Total	38	196	45	234	27	216
14 Any other White Background						
Vehicle Cons. & Land	-	-	-	-	2	25
Engineering & Science.	4	31	7	32	8	12
Arts & Soc Science	11	7	40	44	85	68
Consumer & Leis	3	39	7	72	7	35
It & Business	5	54	25	66	2	11
Health & Social Care	-	-	1	19	2	11
Schools Groups	-	-	-	-	-	-
Corporate Open /Distance learning	2	-	2	1	0	5
29	20	31	322	28	26	
Total	54	151	113	265	140	223
15 Any Mixed Background						
Vehicle Cons. & Land	1	30	-	-	-	-
Engineering & Science.	-	-	-	-	-	-
Arts & Soc Science	2	32	-	-	-	-
Consumer & Leis	1	16	-	-	-	-
It & Business	1	13	1	13	1	-
Health & Social Care	-	-	1	19	2	33
Schools Groups	-	-	-	-	2	6
Corporate Open /Distance learning	-	-	1	4	-	-
Ev. Class/ VQ's and Work based learning	1	-	4	1	3	1
Total	6	91	7	37	8	40

Faculty areas	Session					
	2005/-06		2006-07		2007-08	
	Enrolments	wSUMs	Enrolments	wSUMs	Enrolments	wSUMs
16 Pakistani						
Vehicle Cons. & Land	-	-	-	-	-	-
Engineering & Science.	-	-	5	23	2	33
Arts & Soc Science	2	1	2	17	7	11
Consumer & Leis	-	-	-	0	3	18
It & Business	2	4	1	12	5	44
Health & Social Care	-	-	-	0	-	-
Schools Groups	-	-	-	0	-	-
Corporate Open /Distance learning	1	-	1	4	-	3
Ev. Class/ VQ's and Work based learning	-	-	4	1	3	1
Total	5	5	13	58	20	111
19 Chinese						
Vehicle Cons. & Land	-	-	-	-	-	-
Engineering & Science.	1	13	-	-	-	-
Arts & Soc Science	5	18	4	14	6	47
Consumer & Leis	1	24	-	-	-	-
It & Business	-	-	-	-	2	1
Health & Social Care	1	10	1	10	1	8
Schools Groups	-	-	-	-	1	2
Corporate Open /Distance learning	-	-	-	-	-	-
Ev. Class/ VQ's and Work based learning	1	1	8	3	9	4
Total	9	65	13	28	19	62
20 Asian						
Vehicle Cons. & Land	-	-	-	-	-	-
Engineering & Science.	-	-	-	-	-	-
Arts & Soc Science	9	20	3	3	1	3
Consumer & Leis	-	-	-	-	-	-
It & Business	2	13	2	20	-	-
Health & Social Care	-	-	-	-	1	19
Schools Groups	1	3	-	-	-	-
Corporate Open /Distance learning	1	-	1	-	-	1
Ev. Class/ VQ's and Work based learning	2	-	7	1	1	-
Total	15	36	13	24	3	23

Faculty areas	Session					
	2005/-06		2006-07		2007-08	
	Enrolments	wSUMs	Enrolments	wSUMs	Enrolments	wSUMs
21 Carribean						
Vehicle Cons. & Land	-	-	-	-	-	-
Engineering & Science.	1	-	-	-	-	-
Arts & Soc Science	-	-	-	-	-	-
Consumer & Leis	1	14	-	-	-	-
It & Business	-	-	-	-	-	-
Health & Social Care	-	-	-	-	-	-
Schools Groups	-	-	-	-	-	-
Corporate Open /Distance learning	-	1	-	-	-	-
Ev. Class/ VQ's and Work based learning	-	-	-	-	-	-
Total	2	15	0	0	0	0
22 African						-
Vehicle Cons. & Land	-	-	-	-	-	-
Engineering & Science.	-	-	-	-	-	-
Arts & Soc Science	1	1	2	24	-	-
Consumer & Leis	-	-	-	-	-	-
It & Business	1	-	-	-	1	2
Health & Social Care	1	14	1	15	1	11
Schools Groups	0	-	-	-	-	-
Corporate Open /Distance learning	0	-	-	-	-	-
Ev. Class/ VQ's and Work based learning	1	-	3	-	1	-
Total	4	15	6	39	3	1
23 Black other						
Vehicle Cons. & Land	-	-	-	-	-	-
Engineering & Science.	-	-	-	-	-	-
Arts & Soc Science	-	-	-	-	-	-
Consumer & Leis	-	-	-	-	-	-
It & Business	1	-	-	-	2	2
Health & Social Care	-	-	-	-	-	-
Schools Groups	-	-	-	-	-	-
Corporate Open /Distance learning	-	-	-	-	-	-
Ev. Class/ VQ's and Work based learning	1	-	2	1	1	-
Total	2	-	2	1	3	2

Appendix 3 – Statistics (staff)

Race Equality Scheme 2007 -2008	
August 2007 - July 2008	Staff Statistics (FTE)
Total Staffing fte (full-time equivalent) 309.32 broken down as:	
White Scottish	300.13
White English	2.26
White Welsh	0
White Irish	2.07
Any Other White background	1.06
Asian, Asian Scottish or Asian British	2.8
Black, Black Scottish or Black British	1
Information Refused/Not known	0