

**Race Equality Scheme  
2008 – 2011**

**April 2008**

## Contents

Foreword	2
1. Introduction	3
2. Context	
2.1 The University of the West of Scotland	4
2.2 Local and Social Context	5
2.3 The Race Equality Duty	5
2.4 Complaints and Grievances	6
3. Current Position	
3.1 Infrastructure	6
3.2 Responsibilities of managers	7
3.3 Responsibilities of staff	7
3.4 Responsibilities of students	7
3.5 Partnership and community links	8
3.6 Curriculum, Teaching and Learning	8
3.7 Current Data	9
4. Involvement/consultation	11
5. Impact Assessment	11
6. Data Gathering and Analysis	
6.1 Staff monitoring	12
6.2 Student Monitoring	13
6.3 Staff Development	13
7. Implementation of the Scheme	
7.1 Communication Strategy	13
7.2 Monitoring and Implementation of Action Plan	14
8. Annual Reporting and Review	14

## Appendices

Appendix 1 Action Plan	15
Appendix 2 Priorities for Race Impact Assessment	19

# FOREWORD

This document represents a revision of the 2004 Race Equality Policy and Action Plan. It has been re-titled as the Race Equality Scheme to bring it into line with the University's equality schemes for disability and gender.

Attached to the policy is an implementation plan which outlines our key priorities for the next three years and underlines our commitment to race equality.

The revised documents were submitted to the University's Equality and Diversity Board in February 2008 and further amendments were made in the light of discussion there. The scheme was approved by Senate in April 2008.

I would like to thank colleagues involved in drafting this scheme for their commitment and their enthusiasm for the task, as well as gratefully acknowledging the contributions of all those who took part in the consultation.

Professor Seamus McDaid  
Principal and Vice Chancellor  
April 2008

# 1. INTRODUCTION

The University of the West of Scotland provides Higher Education courses to students through its campuses in Paisley, Hamilton, Ayr and Dumfries. The University welcomes students from all backgrounds and of the 18743 students enrolled for 2006/7, 847 declared themselves to be from ethnic minorities. This represents 4.5% of the student population.

The University is committed to providing an environment of equal opportunity in education and employment, free from discrimination, for existing and prospective students and staff. It celebrates and values the diversity of its student and staff populations.

Specifically, the University is committed to eliminating discrimination and harassment on the grounds of race or ethnic origin and aims to promote equality of opportunity in all its operations and activities.

Following the successful merger between University of Paisley and Bell College in August 2007, the next stage in the institution's development saw us renamed as University of the West of Scotland in November 2007.

In response to the Race Relations Act 1975 and its Amendment in 2000, the former University of Paisley formulated a Race Equality Policy and action plan. The policy and action plan has now been reviewed and a Race Equality Scheme developed to encompass policies and plans in Hamilton and to build on the successful work undertaken since 2004.

The purpose of the scheme is as follows:

- To have due regard to mainstreaming race equality throughout the institution and to eliminate unlawful racial discrimination
- To promote equality of opportunity
- To promote good relations between people from different racial and ethnic groups.

Implementation of the action plan will ensure that:

- There is clear responsibility across the leadership of the University for the scheme
- There are designated departments and individuals responsible for implementing actions resulting from the scheme
- The statements made in the scheme are followed through by the actions in the action plan
- There is a clear reporting procedure through publication of the action plan that shows how actions required by the scheme are being met
- We improve race relations and understanding of issues underlying the policy throughout UWS

## **2. CONTEXT**

### **2.1 The University of the West of Scotland**

The University is committed to equality in all areas of its work and has already published public sector equality schemes for Race, Disability and Gender. We will continue to work with staff, students and statutory bodies to eliminate unlawful discrimination and harassment on the grounds of race or ethnicity. The aim of the scheme is to promote and achieve equality of opportunity between people of different races and ethnic backgrounds and the objectives and action plan associated with the scheme will make these commitments a reality.

#### **2.1.1. Mission, Vision and Values**

The University's commitment to race equality should be seen in the context of its overall commitment to equality and diversity and its Mission and Strategic Plan.

##### **Mission**

To provide distinctive higher education, through inspirational teaching and learning and research and knowledge transfer of national and international excellence, that transforms people and through them communities and organisations.

##### **Vision**

To have a transformational influence on economic, social and cultural development across the West of Scotland, by providing high-quality, inclusive higher education and innovative applied research.

##### **Values**

We aim to inspire people to not only achieve to their full potential but to exercise leadership in their communities and professional lives. To do this we adhere to a set of values in all that we do, in applied research and knowledge transfer and in learning and teaching.

We aspire to be well-known for:

Ambition; Creativity; Leadership; Excellence

And to provide a learning environment that allows the "UWS" community to feel:

Engaged; Challenged ; Empowered; Valued; Pride in their organisation

Whatever we are doing, we are committed to:

High standards; Professionalism; Inspiration; Achievement

### 2.1.2. Strategic Plan

The University's Strategic Plan for 2007-2011 incorporates clear commitments to equality and diversity across a range of University activity as follows:

“the University is fully committed to ensuring equity of treatment and esteem in terms of age, disability, gender, race, religion or belief and sexual orientation. We will continue to monitor staff recruitment and student enrolment and progression to identify any areas where there are concerns that we are failing to meet this goal. (Section 2.25)

## 2.2 Local and Social context

### 2.2.1 Population

The population of Scotland at the last census in 2001 was 5.06 million. The table below shows an ethnic breakdown of the population for Scotland and for the University's key catchment areas:

	ALL PEOPLE	White	Asian	Chinese	Caribbean	African	Black Scottish or Other Black	Any Mixed Background	Other Ethnic Group
Scotland	5062011	98.0	1.1	0.3	0.04	0.1	0.02	0.3	0.2
Dumfries & Galloway	147765	99.3	0.2	0.2	0.02	0.04	0.02	0.1	0.07
East Ayrshire	120235	99.3	0.3	0.2	0.01	0.02	0.01	0.1	0.05
East Renfrewshire	89311	96.1	2.9	0.4	0.03	0.04	0.01	0.2	0.2
Glasgow	577869	94.6	4.1	0.7	0.05	0.2	0.04	0.35	0.35
North Ayrshire	135817	99.3	0.3	0.2	0.01	0.02	0.01	0.13	0.06
North Lanarkshire	321067	98.7	0.8	0.2	0.02	0.03	0.01	0.2	0.08
Renfrewshire	172867	98.8	0.6	0.3	0.03	0.07	0.02	0.2	0.09
South Ayrshire	112097	99.3	0.2	0.2	0.01	0.03	0.01	0.1	0.07
South Lanarkshire	302216	98.9	0.6	0.2	0.02	0.04	0.01	0.2	0.1

*Source: General Register Office for Scotland*

## 2.3 The Race Equality Duty

Under the Race Relations Act 1976, it is unlawful for a person to discriminate on racial grounds against another person. The Act defines racial grounds as including race, colour, nationality or ethnic or national origins. The Race Relations Amendment Act (2000) adds a general duty on most public authorities to promote race equality. Public authorities, including Universities, are required to have due regard to this general duty in everything they do. This general duty has three aims:

- to eliminate unlawful racial discrimination;
- to promote equality of opportunity; and

- to promote good relations between people of different racial groups.

In addition, there are specific duties to assist public authorities in fulfilling the general duty. The institution is required to:

- prepare a written statement of its policy for promoting race equality;
- assess the impact of its policies, practices and procedures on students and staff of different racial groups;
- monitor student admission and progress, and staff recruitment and career progress by racial group;
- to include in its written statement the arrangements for publishing the policy and results of assessment and monitoring; and
- take such steps as are reasonably practicable to publish annually the results of its monitoring.

The policy will be linked to a race equality scheme and action plan to ensure that the policy is carried out.

## **2.4 Complaints and Grievances**

The University has developed a range of policies to deal with cases of harassment and discrimination, including instances of racial harassment. These relate to staff and students and all members of the university community are encouraged to report discrimination and harassment through the recognised channels. Copies of relevant policies can be found at [www.uws.ac.uk/schoolsdepts/equality/index.asp](http://www.uws.ac.uk/schoolsdepts/equality/index.asp) and in the Staff Intranet. Advice is also available for your departmental HR advisers and Student Services.

## **3. CURRENT POSITION**

### **3.1 Infrastructure**

The University has established a range of provision which will support implementation, monitoring and review of the Race Equality Scheme. This includes:

- An Equality and Diversity Board, to lead and take forward a comprehensive strategy and framework on a wide range of equality issues including age, disability, gender, religion or belief, race and sexual orientation. Improving race equality will be a significant part of the work of the Board which reports regularly to the University Senate.
- The post of Vice Principal (Operations) which includes in its remit University responsibility for equality and diversity
- An Equality and Diversity Co-ordinator; the Coordinator's remit is to cover all equality issues, including race equality
- Planning guidance for Schools and Departments which explicitly includes consideration of race equality issues

- The Director of Human Resources who has responsibility for a range of policies which impact on equality and diversity
- Human Resources staff with expertise in equality and diversity
- A range of policies, guidance and resources for students and staff. These include best practice policies in Recruitment and Selection and Harassment.

### **3.2 Responsibilities of Managers**

Managers (i.e. staff who have line management responsibilities and/or service delivery responsibilities) will have specific responsibility for ensuring that the scheme is put into practice by:

- Raising staff awareness;
- Promoting activities and learning which improve race relations
- Supporting the implementation of the scheme
- Taking appropriate action if a racially motivated incident occurs.

### **3.3 Responsibilities of staff**

Staff will:

- Be adequately prepared to respond to racist incidents, and by using appropriate Dignity at Work procedures, challenge racial bias and stereotyping;
- Be made aware so they do not discriminate on racial grounds
- Work to mainstream race equality in all the relevant functions of the institution;
- Be prepared to identify and challenge racial bias and stereotyping and have confidence that the University's procedures will support them in such challenges;
- Keep themselves familiar with the University's Race Equality Policy, undertake appropriate training and be responsive to awareness raising initiatives organised by the institution;
- Become conversant with the University's policies and procedures regarding racism and harassment;
- Engage in the promotion of good relations between all ethnic groups within the wider university community.

### **3.4 Responsibilities of students:**

Students will:

- Be made aware of what constitutes a racist incident through information, advice and guidance and the promotion of a culture of openness and tolerance;
- Be prepared to identify and challenge racial bias and stereotyping and have confidence that the University's procedures will support them in such challenges;

- Become conversant with the University's policies and procedures regarding racism and harassment;
- Engage in the promotion of good relations between all ethnic groups within the wider university community.

### **3.5 Partnerships and community links**

Where the University is working with another organisation to produce joint outcomes, and where that organisation is a private or voluntary organisation, the University will expect that institution to comply with the general duty under the Race Relations Amendment Act (RRAA), and will seek confirmation that the organisation is willing to:

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

In addition we will ask for measurable indications that the organisation is working towards the above goals, and seek further evidence that these goals are being met, where necessary.

If its partners are other public authorities who are also bound by the duty, each authority will be responsible for meeting its general duty and any specific duties.

The University will further develop effective partnerships and links with a range of organisations which deliver services to black and minority ethnic communities, or which have a specific remit for developing best practice in achieving race equality. It will continue to network with relevant professional and voluntary organisations in order to establish an effective consultation process and procedures, with black and minority ethnic students and local communities, with the purpose of increasing participation and ensuring the delivery of a more effective service to our diverse student population and black and minority ethnic stakeholders.

In addition, those students and others involved with voluntary and community work through the Students' Association will be made aware of the policy and their obligation to comply with its precepts, by Students' Association management.

### **3.6 Curriculum, Teaching and Learning**

UWS is committed to achieving equality of access to higher education at all levels and recognises that racism has a detrimental effect on learners, their relationship with University staff, their learning activities and their achievement. Learners may be disadvantaged in their studies by inadequate consideration of and response to their class, gender, ethnicity, sexual orientation, religion or specific educational needs, singly or in combination.

Learning and teaching strategies at University and departmental levels should be explicitly compliant with equal opportunities policies and staff should use them effectively

to guide, monitor and evaluate learning and teaching practice. The University acknowledges that it is operating in a multi-cultural environment and as such, all learning and teaching practice requires to be non-discriminatory, inclusive and empowering. Thus, access to higher education by learners from different backgrounds should be encouraged by use of appropriate language and a wide variety of approaches, contexts and groupings. Approaches such as these are an essential element of sustaining academic freedom in contemporary society.

Principles informing the practice of learning and teaching as well as the content of courses should recognise that:

- all learning and teaching is influenced by the ethos and environment in which it takes place;
- people from all societies and cultures contribute and have contributed to the sum of human learning;
- there is an interplay between the principles, practice and outcomes of learning and society.

Along with other approaches, the practice of learning and teaching should:

- enable learners directly and indirectly to interrogate the reasons underlying inequality between peoples and nations, and to question and challenge racist attitudes and assumptions;
- promote a critical understanding of discrimination, diversity and equality and other related concepts in the context of education and society;
- provide positive images and attitudes, and the avoidance of stereotypes of people, places and times;
- use the diverse cultural backgrounds and experiences of all learners;
- deploy flexible and appropriate learning and teaching styles;
- appraise learning and teaching resources in order to avoid intentional or unintentional stereotyping, cultural bias, prejudice or any other form of discrimination;
- provide a choice of context and content of learning and teaching that is relevant to all learners;
- create learning clusters consistent with the principles of equal opportunities;
- observe and practice equal opportunities principles in all contact and exchange between teachers and learners.

### 3.7 Current Data

#### 3.7.1 Student Data

For the University of the West of Scotland student enrolment, progression and retention information is recorded for all schools and can be interrogated to show students' ethnic background. Applications and acceptances of places for session 2006/7 for home based BME students were as follows:

	<b>White</b>	<b>%</b>	<b>BME</b>	<b>%</b>	<b>Undisclosed</b>	<b>%</b>	<b>Total</b>
Applications	5925	90.6%	590	9%	23	0.04%	6538
Acceptances	1370	77.5%	132	7.5%	266	15%	1768

The University measures success of its students in terms of either a return to study (retention) or the achievement of an award. Those who do not complete an award are shown as failing. For full time undergraduate students success rates are shown below:

### Performance of FT UG students in terms of ethnicity

The following table shows undergraduate performance in 2006/07.

<b>Ethnicity</b>	<b>Award</b>	<b>Enrolled</b>	<b>Fail</b>	<b>Total</b>
<b>BME</b>	60.3%	28.3%	11.4%	527
<b>White</b>	54.8%	31.0%	14.2%	8751
<b>Total</b>	54.2%	30.9%	14.9%	9278

Effectively there is a little substantive difference in student performance on the basis of ethnicity, even when the slightly poorer performance amongst home based BME students is considered. School action plans on retention and progression issues will continue to monitor this situation.

A high number of students have not disclosed their ethnicity at application or enrolment. Improvements in the collection of this data will be included in the action plan.

### 3.7.2 Staff Data

Statistics for staff show the ethnic breakdown of staff split between academic and A T and S staff.

#### Staff Breakdown

	<b>White</b>	<b>%</b>	<b>BME</b>	<b>%</b>	<b>Unknown</b>	<b>%</b>	<b>Totals</b>
<b>AT &amp; S Staff</b>	940	94.9	11	1.1	40	4.0	991
<b>Academic Staff</b>	538	90.0	26	4.4	34	5.6	598
<b>Total</b>	1478		37		74		1589

These percentages compare favourably with the population data given above.

## Recruitment

The current set of recruitment data covers an 8-month period (January 2007 – August 2007). The table below shows the ethnicity of applicants and that of those shortlisted and appointed.

	Applications			Shortlisted			Appointed		
	White	BME	Unknown	White	BME	Unknown	White	BME	Unknown
<b>Academic posts</b>	212 71.4%	40 13.5%	45 15.1%	64 72.7%	15 17.0%	9 10.3%	16 72.7%	4 18.2%	2 9.1%
<b>A T and S posts</b>	653 75.9%	125 14.5%	82 9.6%	207 82.2%	20 7.9%	25 9.9%	51 76.7%	5 7.8%	8 12.5%

It is noted that 31% of the BME applications (45) were for one post, that of Overseas Marketing Co-ordinator – China Programme, which impacted on the overall number of applicants and appointment rates. Appointment rates excluding this post show 9.30%, to 6.45%, to 6.35%. The figures do not include recruitment at University Campus, Hamilton where different monitoring processes were in place prior to merger. Data collection will be harmonised in future and steps taken to reduce the number of applicants who are not responding to the ethnic monitoring question.

## 4. INVOLVEMENT/CONSULTATION

The University is committed to involving staff and students in all aspects of its Race Equality Scheme.

The University has established Staff and Student Equality Fora as another way of consulting and gaining the views of staff and students on all equality issues which includes race.

## 5. IMPACT ASSESSMENT

The University has developed an Impact Assessment process for assessing the equality impact of all policies and procedures. The agreed approach has been piloted and all new policies and practices or major revisions have been subject to Impact Assessment since September 2007.

The screening part of this process will identify the University's priorities in terms of full impact assessment of policies and practices and the priorities identified for race equality are outlined in Appendix 2. These will be discussed by the Equality and Diversity Board and combined with the priorities identified for the other equality strands.

## **6. DATA GATHERING AND ANALYSIS**

Following publication of the Race Equality Policy a paper was agreed by REPWG which set out data requirements and included a base line of ethnic monitoring data. This data was not published, however the paper has proved useful in setting out our current data needs. As part of the University's overall Equality and Diversity Strategy, data will be gathered and analysed to measure the effect of policies on existing and potential students and staff. This will include data relating to the recruitment, development and retention of all staff and the opportunities available to, and achievements of, all students. In addition the Impact Assessment process referred to above will review data gathering policies and practices. In relation to race equality we will collect specific information on the effect of policies and practices on people from different ethnic backgrounds, and in particular:

- the extent to which they promote equality across ethnic groups
- the extent to which the services the university provides and the functions it performs take account of the different needs of ethnic minorities.

The University will undertake monitoring in order to ensure that it meets its general and specific duties under the RRAA and will use this information to ensure that the Race Equality Scheme is being implemented, to evaluate its effectiveness and to inform on future strategy and actions. In order to ensure that the University has and maintains a comprehensive set of base line information on the ethnic composition of the workforce and student population, the Department of Human Resources, the Planning Office and Registry will work in conjunction with trade unions, student representatives, admissions and related staff to ensure that staff and students are aware of the purpose of the collation of ethnicity information, and to encourage the provision of this information.

It is recognised that it is important to differentiate between home and overseas students in order to compare with national ethnicity statistics. Information from monitoring will be essential in order to:

- analyse performance;
- determine if there are differences in treatment and outcomes between different racial groups;
- inform the University of possible improvements and future actions;
- enable judgements of progress to be made, against anti-racist benchmarks.

### **6.1 Staff Monitoring**

The University currently monitors the ethnic composition of all applications for staff vacancies at the University, both successful and unsuccessful.

Monitoring will be extended to include:

- Recruitment – all stages of selection process, training of panel members, panel composition;
- Promotion – promoted appointments, open senior lectureships, readerships, personal professors;

- Contractual status – permanent, temporary, fixed, part-time, full-time, job share, etc.;
- Retention - staff turnover and results of exit interviews;
- Training and Development – access to and take up of training and development;
- Grievance – number of and areas of complaint;
- Discipline – number of cases and level of disciplinary actions;
- Bullying and Harassment - number of cases;
- Performance Improvement – number of cases.

The current disciplinary policy and procedures relating to staff are available on the staff intranet or from the Human Resources Department. This policy specifically refers to harassment including racial harassment as a disciplinary offence.

## **6.2 Student Monitoring**

Student monitoring will include:

- Applications, offers and admissions
- Withdrawal from programmes of study
- Academic progression and failure
- Discipline cases
- Complaints and appeals
- Bullying and harassment and racial incidents.

## **6.3 Staff Development**

Monitoring data is gathered on staff attending staff development events organised through HR but due to the sample size, data will need to be accumulated over a number of years to be suitable for any meaningful analysis.

It is recognised that this monitoring needs to be extended to development organised by Schools and Departments as well as the Centre for Academic and Professional Development.

# **7. IMPLEMENTATION OF THE SCHEME**

## **7.1 Communication strategy**

It is important that information about the Race Equality Duty and the University's commitment to race equality is communicated to the whole University community.

Communication activities will include:

- Leaflet to all staff
- Information on websites
- Involvement of students and staff
- Specific training sessions for staff

Details of the timing of, and responsibility for, elements of the Communication Strategy are contained in the Action Plan.

## **7.2 Monitoring of implementation of Action Plan**

It is vital for the success of the University's plans in this area that the Action Plan is effectively implemented, monitored and reviewed. This will be the responsibility of the Equality and Diversity Board.

## **8. ANNUAL REPORTING AND REVIEW**

The University will report annually on its progress against the Action Plan. Reports will be produced for the Equality and Diversity Board and the University Court. These reports will be published on the University's website and widely publicised. They will be made available in alternative formats.

Specifically the University will report on:

- Progress against the Action Plan showing what steps have been taken to fulfil the duty
- What has been done to eliminate discrimination and promote equality of opportunity
- Results of any further information gathering and what use has been made of the information gathered
- Results of Impact Assessments conducted in the preceding year.

The Race Equality Scheme will be reviewed formally in 2011 and a revised scheme prepared for the period 2011 – 2014. However, the University may decide, in developing the new Strategic Plan for 2008-2015, to produce a unified equality prior to 2011.

Appendix 1

## Race Equality Scheme Action Plan 2008 – 2011

Action	Lead Responsibility	Target Date	Success Indicator
EDB to consider race equality issues and progress reports on the RES action plan and make recommendations for future actions	VP (Operations) E and D Coordinator	Feb. 2009	Review conducted
University Court to consider RES annual report	VP (Operations)	Annually from Spring 2009	Reports showing substantial progress against objectives
Include relevant RES objectives, actions and responsibilities in School and Department Plans	VP (Operations)/ Deans/Heads of Dept.	Update due Sept 2008	Departmental and School Plans which include race equality objectives
Monitor progress on achievements against actions as part of evaluation of plans	VP (Operations)/ Deans/Heads of Dept.	Ongoing	Evaluation of plans shows progress against objectives
Introduce Impact Assessment for all new policies and procedures.	E and D Board and appropriate managers	On-going	Impact Assessment applied to all new policies and procedures and where actions identified a timetable for action and review set
Review staff harassment policy	Director of HR	Dec 2007 <sup>1</sup>	Policy re-issued
Review recruitment and selection procedures for staff	Director of HR	March 2008 <sup>2</sup>	Revised procedure implemented

1. This action point appeared in our Gender Equality Scheme, so the original date for completion has been retained here. The policy has been reviewed and a draft completed. It is now awaiting consultation with trades unions

2. Our current Recruitment and Selection Procedure has been subject to Initial Impact Assessment. Benchmarking will also inform the review process. Consultation on the amended policy is scheduled to take place from September 2008 for implementation by December 08.

<b>Action</b>	<b>Lead Responsibility</b>	<b>Target Date</b>	<b>Success Indicator</b>
Review prospectus and course information for students	Director of Corporate Marketing	Feb 2008	Improvements to student information implemented
Review application, interview and admissions processes	Director of Corporate Marketing/Deans of Schools	March 2008	Improvements to processes implemented
Embed Race Equality Toolkit in processes of curriculum review and validation	Deans/Dir. QEU/VP (L and T)	June 2009	Changes to the curriculum to reflect student needs
Support Schools in use of Race Equality Toolkit through Staff Development in preparation for curriculum review	Dir. CAPD/ E and D Co-ordinator	From Sept. 2008	
Develop and deliver further targeted Equality training for staff	Director of HR / E and D Co-ordinator	Ongoing	Equality courses run and well-attended
Develop and deliver further training for CMT members	Director of CAPD/E and D Co-ordinator	September 2008	Training delivered
Publish information on websites, newsletters and leaflets	E and D Coordinator	Ongoing	Increased awareness of RES among staff and students
Produce Annual Monitoring figures for staff and students	Director of Planning and Development/ Director of HR	Annually from Feb 2008	Annual monitoring figures produced and published on University Website
Investigate reasons for job applicants failing to supply ethnicity data and take appropriate action	Director of HR	Sept. 2008	Improvements in completion of EO Monitoring form
Gather information on experiences of former students including those who have not completed their studies	VP (Ops.)	Sept 2009	Research conducted and information analysed

Action	Lead Responsibility	Target Date	Success Indicator
Gather data on retention, progression and achievement of students by ethnicity	Director of Planning/ Schools	Annually from Feb 2008	Annual report to E and D Board
Publish retention and progression action plans	Deans/ VP (Ops)	Annually from June 2008	Improvements in retention figures for BME home students
Publish annual report on progress on implementation of the RES Action Plan including steps taken to promote race equality and how provision meets the needs of people from ethnic minorities	E and D Board	Annually from Feb 2009	Annual report showing substantial progress against plan
Carry out initial Impact Assessment of high priority areas as identified in Appendix 2 of RES and publish results	Managers as appropriate	March 2008	Impact Assessment reports published and actions agreed
Establish stronger links with community groups and anti-racist organisations throughout the West of Scotland	E and D Coordinator/Schools/Corporate marketing	Ongoing	Attendance at community meetings and actions agreed with community leaders
Promotion of cultural diversity in University activities, incl. public events	Arts development steering group/Corporate marketing	With immediate effect and continuing	Events planned and run
Consideration of catering provision	University Secretary with Aramark	As part of normal review cycle	
Develop and deliver cultural awareness training for staff	E and D Coordinator/Schools/HR	Sept. 2010	Training delivered

<b>Action</b>	<b>Lead Responsibility</b>	<b>Target Date</b>	<b>Success Indicator</b>
Develop and deliver cultural awareness training/orientation for International students and staff from overseas	E and D Coordinator/Corporate Marketing/HR	Sept. 2008	Training delivered
Promote University wide celebration of events from different cultures	Director Corporate Marketing	Ongoing from Sept. 2008	Events organised and run successfully

## **Appendix 2.**

### **Assessment of all University Policies**

Under one of the specific duties of the Race Relations Act, Higher Education Institutions must assess all their policies in terms of how they affect students and staff from different racial groups. The purpose of the assessment is to see whether policies help to achieve race equality for students or staff or whether they have, or could have, an adverse impact on them.

The University will put a timetable in place for assessing all the policies and will show that race equality will be considered when policies are reviewed and when new policies are drawn up.

Current priorities for Race Equality Impact Assessment are:

- Harassment Policy
- Recruitment and Selection Policy
- Induction Policy
- Staff Development and Career Review Policy
- Grievance Policy
- Admissions Policy
- Procurement Policy

All policies and procedures will be reviewed using the University's Impact Assessment Toolkit which was approved by Senate in November 2006.