



Edinburgh College Equality Outcomes 2013 – 2015

Contents

Introduction

Edinburgh College: Equality Strategy

Edinburgh College: Approach to Mainstreaming Equality

Public Sector Equality Duty

Edinburgh College Equality Outcomes

Monitoring Performance

Involving Others

Introduction

Edinburgh College

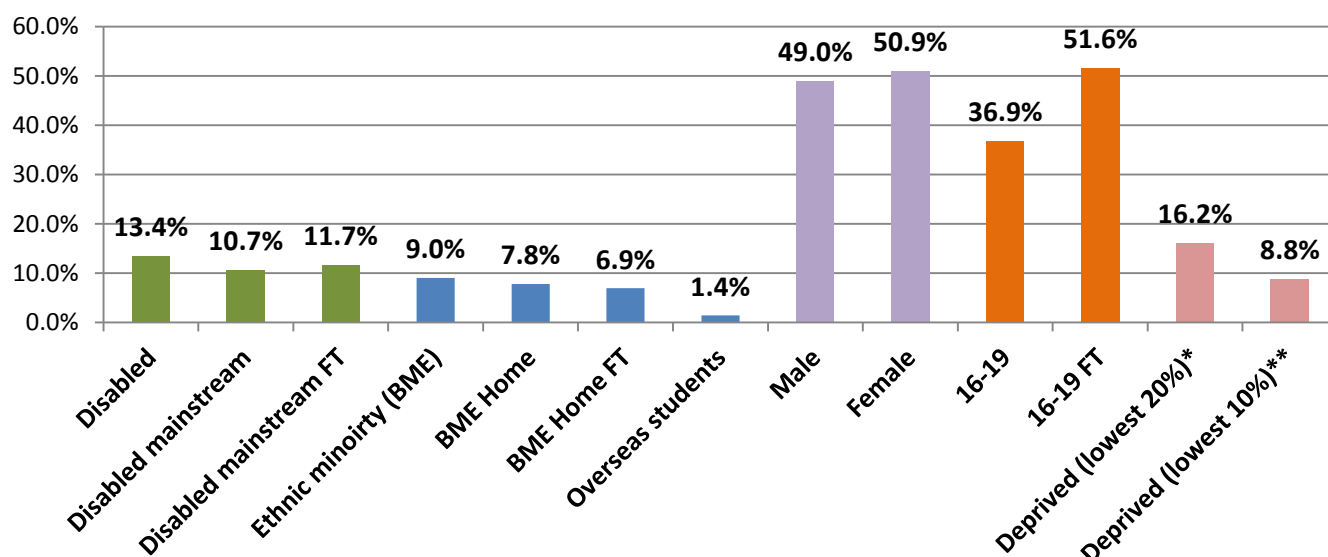
Edinburgh College was formed on 1 October 2012 as a result of the merger between Edinburgh's Telford College, Jewel & Esk College and Stevenson College Edinburgh. We have four main campuses: Granton (formerly Edinburgh's Telford College), Milton Road and Midlothian (both formerly Jewel & Esk College) and Sighthill (formerly Stevenson College Edinburgh).

We are one of the largest colleges in Scotland and in the UK, with an annual turnover of £65 million. With about 22,000 students and 1,200 staff, we believe Edinburgh College to be an institution of real depth and scale, ideally placed to serve the economic and skills needs of a growing region.

A strong and vibrant vocational and educational provision for our increased and diverse student body is our highest priority. We continue to develop a broad curriculum, which will underpin the development and sustainability of the Edinburgh and Lothians key economic sectors, working hand in hand with industry and our local Universities.

We seek to tackle the economic and social challenges presented by the current economic climate by serving our local communities and reaching out to provide education and training opportunities to those who most need them.

Edinburgh College student profile 2012-13 to date



Deprivation figures are based on the Scottish Index of Multiple Deprivation (SIMD) 2012.

*Only 12.2% of datazones in the Edinburgh local authority area fall within the **lowest 20%** in Scotland (equivalent figures for East Lothian and Midlothian are 5% and 7.1% respectively).

Only 7.1% of datazones in Edinburgh fall within the **lowest 10% in Scotland (East Lothian and Midlothian figures are 0% and 1.8% respectively)

Edinburgh College Equality Strategy

We will encourage staff and students to take responsibility for the development of a culture and ethos based on equality, diversity and inclusion. We recognise that achieving this depends critically on the commitment and contribution of all members of the Edinburgh College community.

As a large-scale education provider, our newly merged college will be ethically and legally committed to celebrating diversity and advancing equality of opportunity for its staff and students.

We will strive to meet the requirements of the Equality Act 2010, Public Sector Equality Duty (PSED) and the Specific Duties required under the Equality Act 2010 (Specific Duties) (Scotland) regulations 2012. This means we will direct key actions on all campuses towards the elimination of discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act, to help advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it, and foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

We will prepare and publish one set of equality outcomes that meet the PSED legal requirements and specific duties, consider evidence from across all relevant Protected Characteristics and take reasonable steps to involve people with Protected Characteristics.

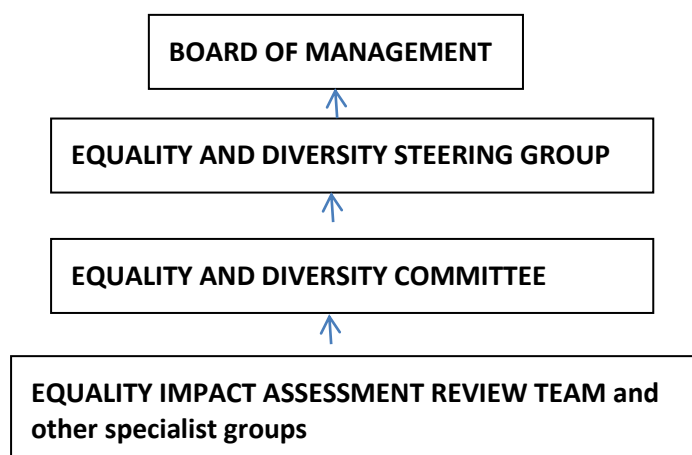
We will also assess new policies and practice, decision-making and change planning for their equality impact and publish a mainstreaming report on the action and progress made to meet the aims of the PSED.

We will also demonstrate through our key strategic drivers, policies and values that equality and diversity is part of mainstream activities and every day practices. This approach will go beyond minimal legislative compliance and instead, underpin and inform all our day to day practice in relation to both staff and students.

Objectives

- Develop our approaches, roles and responsibilities for meeting the general Public Sector Equality Duty (PSED) and Scotland's Specific Duties;
- Mainstream equality and diversity in all functions in the new college;
- Gather and use and publish in an accessible manner equalities data for staff and students to monitor trends, direct action, and evaluate impact;
- Publish the equality outcomes which we have identified from involvement and evidence;
- Confirm how and where we will report on progress on the impact made on identified equality outcomes and mainstreaming;
- Develop our Equality and Diversity Policy, and related procedures;
- Implement and report on our approach to Equality Impact Assessment of the staff cycle and student journey;
- Continue to embed equality and diversity within the curriculum, quality processes and student and staff entitlement;
- Implement a consistent staff and student induction in equality and diversity;
- Establish and deliver a consistent staff development programme for equality and diversity;
- Establish and deliver a consistent student development programme for equality and diversity;
- Engage with external equality partners to improve our services;
- Implement a consistent internal and external communication plan regarding awareness raising, advice and information that reflects the values of Edinburgh College.

Edinburgh College: Approach to Mainstreaming Equality



An **EQUALITY AND DIVERSITY STEERING GROUP** at senior management level has been established for the Edinburgh College. This will be chaired by the College Principal and includes the Vice Principal for Customer and Student Services, the Head of Human Resources & CPD, the Student Association President, the Head of Quality and Equalities and representatives of external equality groups on an ad hoc basis. This group sets the strategic direction of the College on equality matters, oversees the work of the Equality and Diversity Committee and reports to the Board.

The Head of Quality and Equalities will chair the **EQUALITY AND DIVERSITY COMMITTEE**. Its membership will comprise a core group of staff whose expertise or areas of responsibility are directly concerned with Equality and Diversity and who have a recognised leadership role as a result. The areas of function represented will include Learning and Teaching, Quality Improvement, Learner Development, Student Services, (including Learning Resources) Estates, Marketing, Community engagement, International support and Human Resources. A dedicated Equality and Diversity Officer, Student Liaison officers and Student Association representatives will also sit on this group. The composition of the Committee will be reviewed and adjusted regularly with a view to ensuring that it remains as diverse as possible in terms of the protected characteristics.

This group will monitor the progress and impact of actions, review collated staff and student data and other evidence, and scan externally for changes in legislation and practice the College should react to.

Recognising that this is a time of significant change in the College, it has also been decided to establish an **Equality Impact Assessment Review Team** to support the process of impact assessment of key decisions, policy and practice developments and curriculum changes, and review outputs. This group will report to the Committee with any recommendations.

Public Sector Equality Duty (PSED)

The PSED replaces the previous public sector equality duties: the Race Equality Duty (2002), the Disability Equality Duty (2006), and the Gender Equality Duty (2007). Like its predecessor duties, it requires public authorities to take a proactive and organised approach to tackling institutional discrimination, and aims to mainstream equality into public bodies in practical ways.

The PSED covers the following protected characteristics: age, disability, sex, gender reassignment, pregnancy and maternity, race, religion or belief, and sexual orientation. The PSED also covers marriage and civil partnership, with regard to eliminating unlawful discrimination in employment.

As with predecessor duties, the PSED has a general duty which sets out requirements for all public authorities and those bodies exercising a public function, and specific duties, which place additional requirements on listed public authorities.

General Duty

The general equality duty requires public authorities, in the exercise of their functions, to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation, and other prohibited conduct;
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not; and
- Foster good relations between people who share a protected characteristic and those who do not.

Specific Duties

The specific duties in Scotland were created by secondary legislation in the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012.

Statutory specific equality duties for Scotland came into force on 27 May 2012. As part of these duties Scottish public authorities are required to publish a set of equality outcomes which will enable them to improve performance in relation to the general equality duty. These outcomes must be based on pertinent evidence and informed through consultation with equality groups.

Edinburgh College Equality Outcomes

We have developed the following Equality Outcomes based on evidence collated from a range of sources including student records, performance indicators, staff records, surveys and national and regional statistics. We will review the outcomes in the light of the results of the Scottish Census 2011 when released, which will help us benchmark our current staff and student body against the local population, and identify any underrepresented groups. We will adjust our action plan as necessary in the light of this data. As a newly merged College we are working on developing consistent approaches to data capture, and will continue to improve the disclosure, collection and analysis of data and information to assess our progress towards achieving these equality outcomes. We will publish a report on our progress by April 2015, and every two years thereafter.

1. Access and Equality

We want to ensure that all staff and students feel respected in College and have an equal opportunity to fulfil their potential. Our aim is a “culturally competent” college achieved through the following actions and by continuing equality impact assessment of all our strategies, policies, practices, skills and facilities.

We do not currently capture staff or student monitoring data on gender identity, sexual orientation or religion and belief, so need to develop more evidence about how different groups experience life in Edinburgh College.

Analysis of student enrolment data suggests that disabled students and those from deprived backgrounds are less likely to be studying at HE level.

Equality Outcome

1.1 People with all protected characteristics, including in particular transgender status, sexual orientation and religion and belief, are considered and included in Edinburgh College data capture and analysis systems, so that the College can set meaningful and specific outcomes for all students and staff.

Actions we will take	Timescale
Include for the first time in college student survey questions on gender identity, sexual orientation and religion and belief in line with latest sector guidance. Analyse survey findings, investigate and develop outcomes to address any issues identified.	May 2013
Redevelop student application and enrolment process to capture gender identity, sexual orientation and religion and belief in line with Scottish Funding Council requirements once finalised. Analyse recruitment, retention and achievement and develop outcomes to address any issues identified.	Aug 2014
Establish consistent and robust systems across the newly merged College to record and analyse relevant staff and student data by protected characteristic to inform future outcome setting, and assess impact of equality related actions.	Aug 2014

Equality Outcome

1.2 People from all protected characteristics are welcomed and supported in Edinburgh College.

Actions we will take	Timescale
Implement a consistent staff and student induction in equality and diversity.	Aug 2013
Establish and deliver a consistent staff development programme for equality and diversity including: • How to challenge unacceptable language or behaviour • Hate crime awareness • Training for key staff on advocacy for those undergoing gender transition • Cultural competencies • Mediation training • Understanding and working with people with autism	Aug 2014
Establish and deliver a consistent student development programme for equality and diversity.	Aug 2014
Complete Workplace Equality benchmarking exercise of campus facilities and identify areas for improvement.	Aug 2014
Develop strategy to address low rates of participation in HE by underrepresented groups (those identified so far being disabled students and those from deprived areas).	Aug 2014
Develop unified pastoral and academic guidance services to meet the particular needs of key groups, including people who are, or have been, in care.	Aug 2014
Review and redevelop College funding policies and procedures to meet the needs of key groups.	Aug 2014
Develop unified and improved College reporting systems to monitor application to enrolment conversion rates for key groups.	Dec 2013
Work in partnership with local authorities to provide ESOL provision in schools to support pupil achievement and transition to college.	Aug 2014
Re-establish Edinburgh College “EquALLity” forum to ensure regular engagement with staff, students, community and equality groups on equality issues.	Aug 2013
Review and redevelop the curriculum review process to ensure impact on disadvantaged and underrepresented groups is thoroughly assessed, and opportunities to advance equality pursued.	Aug 2013

Equality Outcome

1.3 People with all protected characteristics are able to access Edinburgh College and its services free from architectural, environmental and geographical barriers.

Actions we will take	Timescale
Audit all college campus buildings, facilities and resources to identify barriers and opportunities to advance equality.	Aug 2015
Develop and implement transport strategy to improve links between campuses and address needs of key groups.	Aug 2013
Develop unified communications strategy with clear guidelines and systems to ensure that all College marketing and other publications • are accessible, readable and available in a variety of formats to meet the requirements of people with a range of additional learning needs; • Use plain, clear language which maximises accessibility and which avoids offensive or derogatory connotations about people who may face discrimination; • Use visual material which shows the appearance of people who may face discrimination in a realistic and positive way; • Avoid stereotypical representations of people from ethnic minorities and groups who may face discrimination.	Aug 2014
Establish at least one unisex toilet in every campus.	Sep 2013
Establish a prayer or faith room in every campus.	Sep 2013
Establish a breastfeeding facility in every campus.	Sep 2013

2. Retention and Achievement

We want Edinburgh College students to complete their programmes of study and progress into employment or further study. We believe education and training for all helps to tackle the economic and social challenges in our local communities.

Consequently, we will continue to improve student retention and qualification achievement rates in curriculum areas where they are low or across any equality group or cohort of students. Analysis of our Edinburgh College student data shows that:

- Male students on FT HE courses are 10% less likely to achieve their award than female students;
- The achievement rate of students aged 16-19 is lower than that of other students and lower than the national average for that group;
- The achievement rate for overseas students is unacceptably low;
- Achievement rates of Indian and Pakistani home students are lower than average especially at FE level.

Another area of concern is that students with mental health difficulties have the lowest achievement rate of any group at national level, and this is also reflected in our college. In particular, we are aware from health research that LGBT people have higher levels of poor mental health including self-harm and depression/anxiety than the general population.

Equality Outcome:

2.1 Students with mental health difficulties have an improved experience in Edinburgh College and have a greater chance of successfully achieving their chosen award.

Actions we will take	Timescale
Establish Mental Health Awareness Working Group for Edinburgh College.	Jun 2013
Hold Living Library events across all 4 campuses to help raise awareness of mental health issues.	Mar 2014
Deliver Mental Health and Self Harm prevention Awareness training for key staff and students, and include reference to particular at risk groups.	Dec 2013
Develop consistent Edinburgh College support and admissions systems to increase mental health disclosure rates and ensure prompt and effective support is in place.	Aug 2013

Equality Outcomes:

2.2 There is no significant gap between male and female achievement rates on FT HE courses.

2.3 An increased number of 16-19 year old students successfully complete their programme of study

2.4 Ethnic minority students have an improved experience in Edinburgh College and have a greater chance of successfully achieving their chosen award.

Actions we will take	Timescale
Review programmes of study where the achievement gaps between groups are most significant to establish root causes.	Dec 2013
Working with overseas partners, develop International recruitment strategy and pre College guidance services to improve achievement rates for overseas students.	Aug 2014
Develop our partnership with Edinburgh and Lothians Regional Equality Council (ELREC) to help inform our approaches to student/staff recruitment, student and staff support, and learning and teaching practices for ethnic minority and other protected groups.	Aug 2014
Implement appropriate support mechanisms for those at most risk of leaving or not achieving; this could include: • Signposting appropriate student support services; • Increasing tutorial support.	Dec 2013
Develop unified pastoral and academic guidance services to meet the particular needs of key groups, including people who are, or have been, in care.	Aug 2014
Develop unified systems to monitor attendance of key groups and develop strategies for improvement.	Aug 2014
Review curriculum to develop offering most likely to lead to success for 16-19 year olds.	Aug 2014
Develop partnership working with other Colleges and HEIs, Education Scotland, Equality Challenge Unit and others to identify external good practice to inform tailoring of programmes.	Aug 2014
Continue to work with the Student Association to develop their role as partners in evaluating and planning learning.	Dec 2013
Continue to work with the Student Association to run an annual programme of college events promoting individuality, uniqueness and diversity in all its aspects.	Annually from Aug 13

3 Regional Workforce Development

We will continue to develop a broad curriculum, which will underpin the economic development and sustainability of the Edinburgh and the Lothians. We believe the College improves employment opportunities for all our students and provides a learning experience that develops the skills, knowledge, attitudes to support future regional and national economic growth.

However, we recognise that occupational segregation is reflected in the low percentage of women studying Engineering and Construction courses nationally. We will work with employers and partners to address this imbalance through increasing recruitment of women in our construction, engineering and technology courses and by providing a more positive learning experience within these curriculum areas.

We also aim to address the development needs of those groups requiring more help to enter the workforce, and work in partnership with Skills Development Scotland and other agencies to improve employment opportunities for those groups.

For example, disabled people in society have low employment rates. 48% are economically inactive. Destinations analysis shows that our disabled students are less likely to go on to employment or University when they leave college. We have worked extensively in the past with ENABLE and City of Edinburgh Council Health and Social Care to improve life chances for our disabled students, and want to build on this further.

Equality outcome

3.1 An increased number of women graduate with Construction and Engineering qualifications from Edinburgh College and take their place in the workforce.

Actions we will take	Timescale
Audit College resources and facilities for barriers to women in construction and engineering.	Dec 2013
Work in partnership with schools to attract more applications from female students.	Aug 2014
Review marketing and communications strategy to encourage women applicants.	Dec 2013
Identify and develop female staff mentors for women construction and engineering students.	Mar 2014
Develop and implement a strategy to address staff gender imbalance.	Aug 2015

Equality Outcome

3.2 Disabled graduates from Edinburgh College have improved chances of gaining employment.

Actions we will take	Timescale
Continue to develop partnership working with City of Edinburgh Council and ENABLE to provide additional meaningful employment opportunities for disabled students.	Aug 2014
Redevelop course portfolio for students with learning disabilities to ensure that • All courses include transferable skills for employment; • Certification is available at year 1 of course • One to one guidance is offered with focus on goals and progression.	Aug 2014
Continue to collaborate with external partners to develop additional work experience placements for students with learning disabilities. Monitor and review progress.	Aug 2014
Develop delivery of the integrated Employability Service contract to meet the particular needs of disabled unemployed.	Aug 2014

4 Edinburgh College Staff

We believe Edinburgh College has an essential part to play in building a Scottish society based on fairness, transparency and on equality of opportunity. We are committed to improving equality for all and believe no one should be held back because of who they are or their background.

We believe a workforce that represents the diversity of Scottish society and the communities we work in helps us to create a safe, respectful and supportive learning environment. We believe it will also enable the College to develop an ethos of mutual respect with students from a wide range of social, cultural and economic backgrounds. Through this we envisage our staff employing a variety of approaches to support, motivate and engage with students of all backgrounds.

We are committed to putting employees at the heart of the College's future plans. We will ensure all staff will benefit through sharing exceptional facilities and working as part of a wider team in developing professional corporate services to support our students and regional and national curriculum hubs. By working for an organisation with greater strength, reach and scale, opportunities for staff development and career progression will be enhanced.

Equality outcomes

4.1 Edinburgh College workforce represents the diversity of Scottish society and the communities we work in.

4.2 Staff benefit from equal opportunities to develop and fulfil their potential.

4.3 People with all protected characteristics recognise Edinburgh College as an inclusive employer which promotes best employment practices.

Actions we will take	Timescale
Implement a biennial staff survey to establish: • Staff profiling; • Staff perceptions of Edinburgh College; • Areas for improvement.	Aug 2015
Develop an organisational strategy that seeks to establish a workforce which represents the diversity of Scottish society.	Aug 2015
Develop a learning development strategy to ensure every member of staff has the opportunity to progress and develop their career.	Mar 2014
Retain College membership of Stonewall's Diversity Champions programme and use Stonewall Workplace Equality Index and other equality & diversity frameworks to promote best employment practice.	Aug 2015
Implement Equal Pay Audit and job evaluation process to identify areas of inequality.	Aug 2015
Use the outputs of equality impact assessments to promote best practice in HR policies and procedures.	Aug 2015

How we will monitor progress against outcomes

The outcomes will be embedded in the College planning process. Responsibilities will be allocated, action plans developed and progress and impact reported on to the Equality and Diversity Committee.

We will use the following measures to judge impact:

Analysis of relevant student data by protected characteristics:

- Applications and enrolments
- Student complaints and disciplinary processes
- Student satisfaction surveys
- Incident reports/facilities overview
- Student destinations

Analysis of relevant staff data by protected characteristics:

- Recruitment and promotion
- Staff pay
- Sick leave records
- Staff grievance processes
- Staff disciplinary processes
- Staff satisfaction surveys
- Staff focus groups and interviews
- Staff access to learning and development
- Impact of voluntary severance and new College structure

Review of other evidence:

- Monitoring of Learning and Teaching and Support Service self evaluation reports and action plans
- Results of student focus groups and interviews
- Results of engagement with Student Association and Trade Unions
- Review of outcomes of Equality Impact Assessment
- Outputs of job evaluation processes
- Results of engagement with relevant community and equality groups, schools, employers and Universities
- Outputs of curriculum review

Involving others

The following organizations, groups and individuals were invited to comment on our draft Outcomes. We are very grateful for the input in particular of City of Edinburgh Council, the Equality Challenge Unit, College Development Network, NHS Lothian, ELREC, KICC, Heriot-Watt University, Stonewall Scotland and individual members of staff.

Edinburgh College Student Association

Edinburgh College staff representatives (Unison and EIS)

Access to Industry

Action group (disability)

Action on hearing loss

Adult Learning Link, Craigmillar

Age Concern

Bridges Project, Musselburgh

Connected, Edinburgh

City of Edinburgh Council -

- Throughcare and aftercare
- Children and families Team
- Health and Social Care Team
- Education team
- Transition Team
- Community Learning Development Partnership
- Youth Work Strategy

Midlothian Council

East Lothian Council

Capability Scotland

Skills Development Scotland

Edinburgh development group

Edinburgh Interfaith Association

Edinburgh and Lothian Racial Equality Council

East Lothian Voc. Ops Scheme ELVOS

Enable

Edinburgh Local Neighbourhood partnerships

Edinburgh Equalities Network

Edinburgh Community Planning Partnership

Forward Mid (disability)

Guideline, East Lothian

LCIL (Lothian Council for Inclusive Living)

LGBT Youth

Lothian Equal Access Programme for Schools (LEAPS)

Lothian and Borders Police Safer Communities Unit

Health in Mind

Nari Kallyan Shangho

National Autistic Society

NHS Lothian

NHS Health Scotland

Progress through Learning Midlothian
RNIB
Saheliya
Scottish Association for Mental Health
Scottish Refugee Council
Scottish Resource Centre for Women in
Science Engineering & Technology
Shakti Women's Aid
Sikh Sanjog
Skillnet
Sleep Scotland
Stonewall
Scottish Transgender Alliance
The Welcoming
Napier University
Heriot Watt University
Queen Margaret University