****Edinburgh College**

**Equality Outcome and Mainstreaming Equality**

**Progress report**

**April 2015**

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1. **Edinburgh College Context**

Edinburgh College is one of the largest colleges in Scotland, with approximately 26,000 student enrolments and 1,400 staff. It serves a widespread region which includes the city of Edinburgh and Mid and East Lothian.

Since the publication of the colleges’ Equality Outcomes two years ago, Edinburgh College has focussed on the transition from legacy colleges into Edinburgh College through development of organisational processes, structures, and systems integration. The bringing together of 3 separate college cultures has been challenging and has taken more time than anticipated. There has been significant impact on staff confidence and capacity, as they adapt to new working conditions, information systems and processes. New managers have taken time to become embedded in their roles and develop an in depth understanding of their cohort both in respect of staff and students.

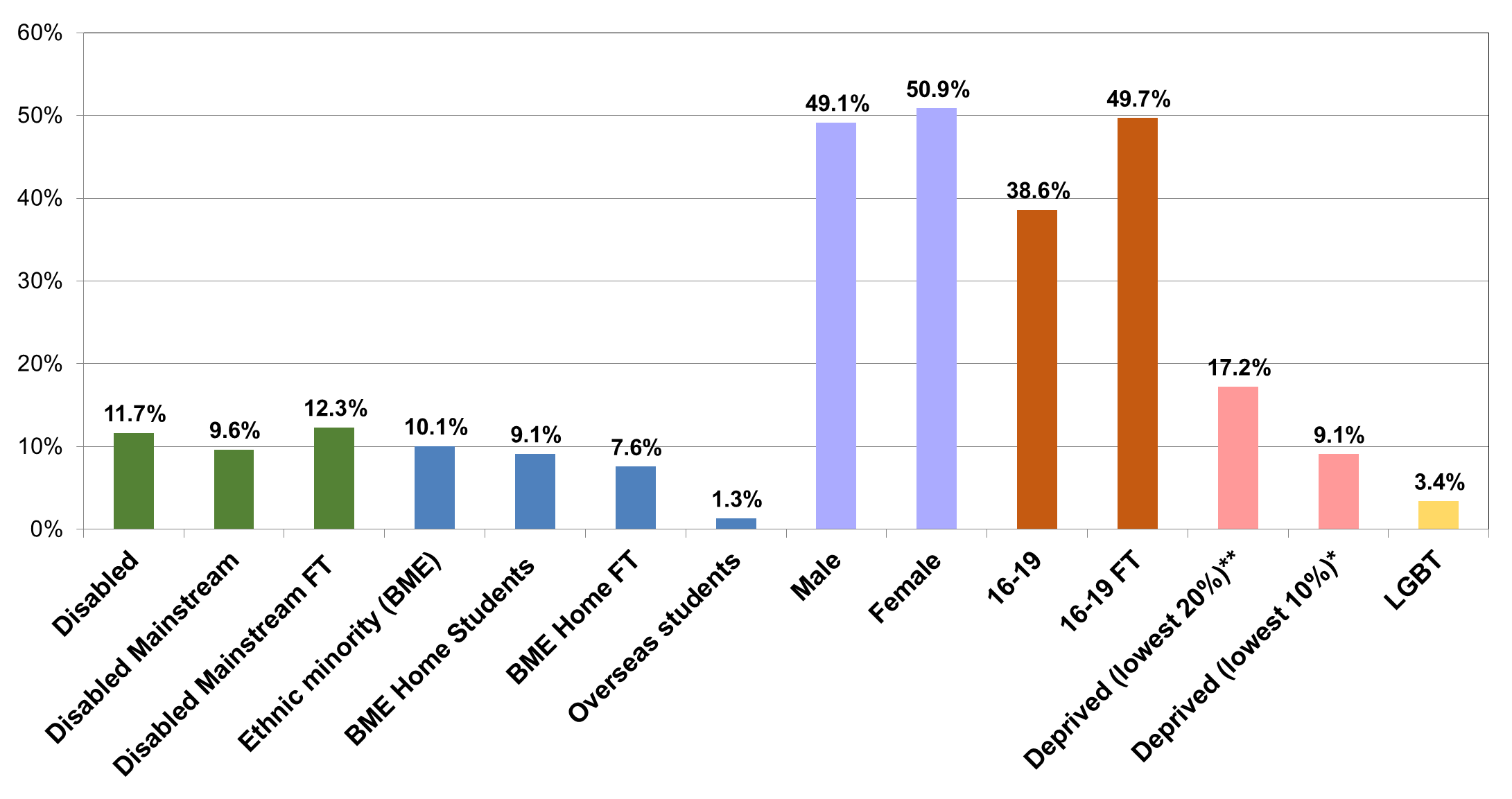
However, throughout the merger process dedicated lecturing and support staff have made great efforts to sustain a positive learning experience for all our students and continue to strive to advance equality in the classroom and in the wider work of the College. Student retention and achievement rates have largely been maintained, and student satisfaction rates remain high across most aspects of college life.

There have been some positive developments in embedding equality into everyday College practice. Establishment of a strong and visible Students’ Association, with a commitment to equality, has contributed significantly to ensuring that discrimination is tackled, and opportunities taken to advance equality. This, coupled with a robust and well publicised complaints process, has meant that students feel confident about raising any issues which involve unfairness, discrimination or harassment. Awareness of the need for Equality Impact Assessment (EIA) has increased, although confidence and capacity in carrying out EIAs are still not established across all areas of College life.

The college recognizes the need to work in partnership with both staff and students to ensure the college can develop and flourish. Good relationships with trade unions are essential and we very much work in partnership with Unison. Relationships with EIS-FELA branch have been more difficult but in recent months progress has been made. These difficulties have impacted on the harmonization of terms and conditions.

At the end of the merger transition period, the College has reflected on its journey to date and recognised the need to refocus and reinforce its educational mission for all our communities. The college continually encourages staff and students to take responsibility for the development of a culture and ethos based on equality, diversity and inclusion. We also recognise that achieving this depends critically on the commitment and contribution of all members of the Edinburgh College community.

**College Student Profile 2014-15 to date**

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

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

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1. **Overview of Equality Outcomes**

The Public Sector Equality Duty created by the Equality Act 2010 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.

As well as this general duty, there are specific duties which required Scottish public authorities to publish by April 2013 a set of equality outcomes which would enable them to improve performance in relation to the general equality duty.

By April 2015, a report on progress made towards achieving the set of equality outcomes is required to be published, which the College is now doing in this report.

The College Equality Outcomes published in April 2013 were ambitious in scope and in the timelines suggested for their realisation. Action planning was based on the best evidence available at the time, however, some of the timescales proved to be challenging in the merger transition period. Our progress to date is summarised in Section 3 of this report. Areas where progress have been made include:

* Capture of data on the newer protected characteristics of our students which has allowed us to identify and start to address gaps in satisfaction levels;
* Development of a revised and improved equality tutorial for delivery by Learner Development Tutors to FT students, at 3 different levels, with a bank of supporting resources;
* Achievement of the Buttle Trust Quality Mark in 2014 for its work in supporting Looked after Young People and Care Leavers;
* Development of the curriculum review model going forward to include analysis of equality recruitment, retention and achievement data;
* Holding of successful events to help reduce the stigma around disclosure of mental health issues;
* Effective partnership work with the Edinburgh College Students’ Association resulting in a series of events for staff and students aimed at fostering understanding between people from different groups, and celebrating diversity;
* Reduction of gaps in achievement rates between males and females on FT HE level courses.

Areas we have identified where more work is required:

* Although there has been a slight increase in the numbers of women studying in Construction and Engineering courses in College, we recognise that more action is needed with key partners at strategic level to encourage more women into the industry;
* More support is required to improve staff capacity and confidence in equality impact assessment activity, and in analysis and use of statistical PI data for different groups;
* More progress must be made in gathering and effective use of employee data.

After a comprehensive review of the evidence gathered since the Equality Outcomes were published in 2013, we have concluded that the original outcomes are still very much relevant and appropriate. While we have made good progress, we have also developed a revised specific and detailed action plan to help us meet our Equality Outcomes going forward, with more realistic timescales. The plan includes measures of success, and details desired short and long term impact. It also includes actions designed to help us mainstream equality in all functions of the college. The plan is summarised in Appendix 1.

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**3** **Progress on Equality Outcomes**

| **Equality Outcome** | **Actions** | **Commentary / Progress** | **Outputs / Performance to date** |
| --- | --- | --- | --- |
| **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. | * 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. | These questions were introduced to students via Learner Development Tutors and lecturers in 2013 with the benefit of briefings and leaflets on why they were being asked.  ECSA (Edinburgh College Students’ Association) encouraged students to complete the information. However, the questions were not made mandatory for the learning and teaching survey in Jan 2013 and relatively few students completed them. The questions were made mandatory for the Pre Exit survey 2013.  There are a number of questions in the surveys which relate directly to equality, and provide appropriate measures for gauging satisfaction across all protected characteristics. | * Pre Exit Student survey May 2014 results analysed by all protected characteristics. * From 2014-15 all surveys will be analysed by protected characteristics to identify differences in satisfaction levels across all questions. |
| * 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. | * Sexual orientation, care leaver status and religion or belief captured in application and enrolment process from session 2014-15. * Detailed analysis and commentary provided in Section 4, Statistical Analysis. | * Student data: enrolment, retention, achievement data now captured. Sexual orientation, care leaver status and religion or belief captured in application process enables effective monitoring and comparisons of protected characteristics. |
| * 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, and planned changes. | * HR system was implemented November 2014, consequently we have been unable to fully analyse protected characteristics of staff to date. * At present, relatively few staff have completed their “sensitive” data, despite briefings and reminders. More effort is required to ensure staff understand why provision of this information is important and can help ensure fairness for everyone. | * Capture staff protected characteristics to enable segmentation analysis and comparisons. |
| 1 .2 People with all protected characteristics are welcomed and supported in Edinburgh College. | * Implement a consistent staff and student induction in equality and diversity. | * All FT students receive a standard induction, which includes equality, delivered by their Learning Development Tutor (LDT), induction for PT students covering rights and responsibilities around equality is carried out by individual lecturers. * Class rep training is provided by ECSA. * Action going forward is to establish the confidence lecturers delivering equality induction and what range of additional support or resources would be most helpful * There have been positive responses to relevant Student Pre Exit survey questions * Education Scotland report June 2014 found that “Teaching staff promote equality and diversity effectively”. | * Online Staff induction in place from Jun 2014. * Cylix online training in Equality Essentials for all staff launched May 2014.   Positive responses to relevant Student Pre Exit survey questions May 2014:   * 88% feel welcome and respected at Edinburgh College * 77% believe all learners are treated fairly and equally * 81% thinks the College does enough to promote equal opportunities and fair treatment for all students * 81% of students know who to speak to if they are concerned about an equality and diversity issue (including unfair treatment, bullying, or harassment). * 83% are confident they would be supported if they complained about an equality issue * 83% of students believed their course has increased their understanding and appreciation of learners from different backgrounds. |
|  | 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 | * Most staff have completed the online equality training, although there a still a number of staff to complete the training. * It has been challenging to find opportunities to reach 1407 staff across 4 campuses with more in depth equality training and resources, which are best delivered in an interactive workshop setting. Although all managers have received EIA training as a priority, very few staff attended the other workshops delivered. * A programme of workshops will continue to be offered, but in these circumstances, development of the equality site on Moodle as a vehicle for raising awareness and providing important resources to all staff is critical. Technical Support for development of Moodle has been delayed due to staff shortages, but is now in place and the site will be populated by August 2015. | * Updated Equality Impact Assessment training delivered to Middle Managers November 2013, and to Leadership team October 2013. * Equality embedded in Student Journey planning workshops for Middle Managers and Leadership team November 2013 * Equality embedded in Employment Law for managers workshops December 2013 * Cylix online training for all staff in Equality Essentials including sections on unconscious bias and how to challenge unacceptable behaviours launched May 2014. However, only 1089 staff have completed this mandatory training out of 1407 staff. * Reasonable adjustments, Equality Impact Assessment, and challenging unacceptable behaviour training developed for workshop delivery. * Hate crime awareness training delivered by Police for key staff October 15 * Stonewall training on transgender issues delivered Aug 14. * Staff Development Days from Aug 13 included workshops on cyberbullying, support for care leavers, Mental Health First Aid, students on the autistic spectrum. * Equality Moodle resources in development for delayed launch in August 2015 |
|  | * Establish and deliver a consistent student development programme for equality and diversity. | * A small project team of Learner Development Tutors (LDTs) was established to review the equality tutorials over summer 2014. A standard tutorial was developed for 3 different levels, with a bank of supporting resources, to allow LDTs to adapt to the needs and capabilities of their own cohort of students. | * 78% of students reported in the Pre-exit survey (May-14) that their expectations of acceptable behaviour had changed following LDT led E&D tutorial sessions |
|  | * Complete Workplace Equality benchmarking exercise of campus facilities and identify areas for improvement. | * Midlothian campus audited by Midlothian Council Joint Physical Disability Planning Group partners with no significant access issues. * Audit tool will be used to audit other campuses. | * One from four campuses audited. |
|  | * 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). | * We have made some progress in identifying barriers for underrepresented groups, specifically, deaf students in both in relation to achievement, and in accessing both HE and employment. The mainstreaming report contains further details of this analysis. | * The % of disabled students on HE courses rose slightly in 2013/14 and exceeded national average, however, this hasn’t been maintained in 2014/15 to date. * The % of students from the 10% most deprived areas studying at HE level has risen very slightly over the past 2 sessions. However, these groups are still significantly less likely to study at HE level than other groups. |
|  | * Develop unified pastoral and academic guidance services to meet the particular needs of key groups, including people who are, or have been, in care. | * The mainstreaming report provides commentary on [Student Services](#Studserv) and the [Learner Development Tutor](#LDT) role in providing these services, and includes a section on [supporting students from care backgrounds](#Careleavers) | * 73% of students reported in the Pre-exit survey (May-14) that they were pleased with the help and support provided by Student Services. * 77.7% of students reported that their Learning Development Tutor had supported them and their learning. |
|  | * Review and redevelop College funding policies and procedures to meet the needs of key groups. | * The mainstreaming report provides more detail on progress in developing [funding procedures](#Studserv) to address needs of key groups, however, funding advice and student perceptions continue to be an area of concern. | * 63.5 % of students reported in October 2015 that they received good advice on financial help. * 59% of students reported in October 2015 that financial support was in place at the start of their course (this figure was an increase was an increase of 4% from October 2014) |
|  | * Develop unified and improved College reporting systems to monitor application to enrolment conversion rates for key groups. | * Analysis of application to enrolment conversion rates for key groups commenced October 2014, and is helping to inform College marketing approaches, admissions policy development and curriculum review. Course by course conversion rates have been provided to Curriculum Managers to inform self-evaluation and planning. | * Methodology developed by Equalities team October 2014. * Reports provided January 2015. Impact difficult to judge currently. |
|  | * Work in partnership with local authorities to provide ESOL provision in schools to support pupil achievement and transition to college. | * The ESOL team developed an NC ESOL for employability course targeted at young learners in 2012/13. This has been expanded to 2 such courses at SCQF levels 4 and 5, which are succeeding in encouraging more progression from school pupils whose first language is not English into College. The mainstreaming section provides more detail. | * For Session 2014/15, 41 of school pupils have enrolled on SCQF Levels 4 and 5 NC ESOL for employability courses. |
|  | * Re-establish Edinburgh College “EquALLity” forum to ensure regular engagement with staff, students, community and equality groups on equality issues. | * No progress has been made with establishing the forum, however, effort has gone into a number of events which have involved staff, students and community. The mainstreaming report provides more details of this. A Quality and Equalities Bulletin has also been developed to help engage with staff on Equality matters. | * Feedback from particpants from the events has been very positive. |
|  | * Review and redevelop the curriculum review process to ensure impact on disadvantaged and underrepresented groups is thoroughly assessed, and opportunities to advance equality pursued. | The College is embarking on a full Market Needs Analysis, based on evidence, to ensure the College delivers a coherent regional curriculum that meets the needs of national, regional and local student, employer and stakeholder needs in an efficient and effective way. The analysis will determine the needs of:   * City of Edinburgh, Midlothian and East Lothian population and employers * Government National Policies * LA Council Economic drivers * Regional Economic drivers * Key sector training needs and future developments * Regional Skills requirements * Growth and declining areas/products. * Schools and communities   This analysis will provide us with a refreshed knowledge, better understanding and a direction for Curriculum development that will:   * Meet stakeholder needs * Support Access and Inclusion * Provide clear progression * Make effective and efficient use of the College estate * Consider other education providers and support partnership working (SCP's) * Encourage aspiration * Advance equality of opportunity   Currently there are proposals for mainly small scale changes to location of programmes and cessation of a small number of courses where trends have shown consistently low achievement rates. Equality Impact Assessment of these proposed changes is underway at the time of publication of this report. | * The curriculum review model has been developed to include analysis of equality recruitment, retention and achievement data. A Quick EIA screening model was developed for use at the pre consultation stage. |
| 1.3 People with all protected characteristics are able to access Edinburgh College and its services free from architectural, environmental and geographical barriers. | * Audit all college campus buildings, facilities and resources to identify barriers and opportunities to advance equality. | * Midlothian campus audited by Midlothian Council Joint Physical Disability Planning Group partners with no significant access issues. * People with physical or sensory impairments, or mental health impairments, continue to be underrepresented across the FE sector, including EC. * Further analysis can be found in the statistical analysis section. | * Student recruitment comparison with census suggest student percentage of ethnic minority students largely reflects or exceeds the local population percentage, although Indian students continue to be underrepresented in FE. * The % of students with dyslexia exceeds that of the population at large. Edinburgh College % of ethnic minority and disabled students exceeds national average. |
|  | Develop and implement transport strategy to improve links between campuses and address needs of key groups. | * The college has an overarching policy on Travel and Sustainability. The college also provide funds for the Tram stop and Bankhead. * Going forward the college will increase awareness of funding of travel for students in receipt of bursary funding, increase awareness of travel arrangements by signposting on college website and introduce signs to bus stops on campuses. | * Transport strategy in place * 68.9% of students reported in May-14 that they were satisfied with the college’s transport services between campuses. |
|  | 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. | In 2014/15, the Marketing team have developed   * plain English and style guidelines for all creators of web content and marketing material * a new photo library which is representative of real students and staff in the college. Opportunities have been taken to represent people with different protected characteristics in a non-tokenistic way. * The Quality Enhancement Team redeveloped the QELTM (Quality and Equality in Learning and Teaching Materials) guidelines in December 2013 for use by teaching staff in developing and auditing learning resources. * A prompt to check materials against QELTM standards was added to the Internal Verification form. Anecdotal evidence suggests this has had limited impact. * Actions to relaunch QELTM with added support and training are in the Action plan going forward. | * Style and Accessibility guidelines implemented * QELTM (Quality and Equality in Learning and Teaching Materials) guidelines implemented |
|  | * Establish at least one unisex toilet in every campus. | * Feedback from ECSA and from transgender students in particular has been positive about the College’s commitment to this provision. However, an issue has emerged about the arrangements at one campus where the designated toilet space still contains more than one cubicle, which has prompted concerns about privacy and welfare. An alternative solution will have to be explored. | * Gender neutral toilets are now available across all campuses |
|  | * Establish a prayer or faith room in every campus. | * Currently Prayer or Quiet rooms are available at all but Midlothian campus, where a local and provisional arrangement is in place to accommodate prayer at lunchtimes in a specified classroom close to a water supply. * An action plan has been developed to refurbish and publicise the rooms and establish a user group to inform procedures about continuing use of the rooms. | * Prayer or Quiet rooms implemented. * Rooms redeveloped and furnished to accommodate multiple use. * Feedback to be sought from users via surveys, blogs or focus group. |
|  | * Establish a breastfeeding facility in every campus. | * Current facilities provided are use of the First Aid room in each campus, with a dedicated parenting suite at Sighthill campus. * Going forward, we need to develop a breastfeeding policy in consultation with staff and students. | * Current facilities implemented. * Feedback to be sought from users via surveys, blogs or focus group. |
| **2. Student Retention and Achievement** | **Actions** | **Commentary / Progress** | **Outputs / Performance to date** |
| 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. | * Establish Mental Health Awareness Working Group for Edinburgh College. | Established Working Group Aug-13. Group includes representation from Student Services, LDTs, ECSA, Curriculum, Equalities and Health and Safety teams.  More analysis of achievement and satisfaction rates of students with MHD can be found in the [stats section.](#Statsoverview) | * Despite a range of interventions over session 2013-14, success rates for students with declared mental health difficulties (MHD) on FT courses remain low, and their satisfaction rates in the Pre Exit survey were also lower than those of other groups. * Often for students with MHD, deferring completion of a course is the best option for them, and this impacts on PIs. |
| * Hold “Living Library” events across all 4 campuses to help raise awareness of mental health issues. | * In 2013-14 3 events were held to raise awareness and help to reduce stigma around mental health. * Anecdotal evidence from student support staff, lecturers and LDTs is that disclosure of mental health issues has increased. More information about the events can be found under [Mental health](#Mentalhealth) in the mainstreaming section. | * Number of events held – 3 in 2013-14, 1 planned 2014-15 * Feedback from students was very positive. * Increased disclosure of mental health issues including stress and anxiety measured through enrolments and analysis of ELS forms. |
| Deliver Mental Health and Self Harm prevention Awareness training for key staff and students, and include reference to particular at risk groups. | * A Train the Trainers project was established in 2013-14 in partnership with NHS Scotland. * A cohort of staff and students was trained to deliver workshops * A support manual on Mental health and Suicide Prevention awareness was developed for all staff. * The trained cohort will continue to deliver workshops at Staff development Days and on demand to curriculum areas. Other routes to raising awareness will also be explored – see action plan entries for Mental Health. | * Although a number of workshops have been delivered by the cohort who were trained in session 2013-14, other operational demands have limited their capacity. The students who were trained failed to find opportunities to deliver. |
| Develop consistent Edinburgh College support and admissions systems to increase mental health disclosure rates and ensure prompt and effective support is in place. | * The College provides multiple points on the student journey where disclosure can take place. * Analysis of ELS forms may help put the Pre Exit Survey results in context – for example, did the students in question ask for and receive help from Student Services? How swiftly was that help delivered? Were they referred to other agencies? * There may be a need for more visible signposting to other sources of help, and for more pre entry guidance on the different nature of the support offered by colleges compared to school. | * Students who declared they had a mental health difficulty in May-14, were 19% less likely to agree with the statement, “I was able to get help and support quickly”. |
| 2.2 There is no significant gap between male and female achievement rates on FT HE courses. | * Review programmes of study where the achievement gaps between groups are most significant to establish root causes. * 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. * Develop unified systems to monitor attendance of key groups and develop strategies for improvement. * Continue to work with the Student Association to develop their role as partners in evaluating and planning learning | * Young 20-24 male HE learners tend to have lower achievement rates than older males. * Discussions with lecturing staff suggest that young males particularly in areas such as sport and fitness and construction are less likely to seek additional support where required. This is borne out by ECU analysis of the take up of student services in the sector at large. Research suggests that men sometimes struggle with acknowledging issues that they believe might cause them to be perceived as vulnerable, or unable to manage and can be more reluctant than women to build socially supportive ‘bridging ties’ beyond their immediate circle. Informal service formats were found to encourage more men. * The Mental health event run at Midlothian campus in 2014 was designed to offer information about mental health in an informal and relaxed setting, involving food and drink. Another such event is planned for May 2015. * The research also suggested that men might use services more if they were aligned with career development and played to a sense of achievement rather than offering support or remedial help. We will develop our communication approach to take account of that advice. * Further analysis and investigation are still required however, to fully explore reasons behind achievement gaps. | * The gap reduced from 10% in 2011-12 to 7% in 2013-14. |
| 2.3 An increased number of 16-19 year old students successfully complete their programme of study. | * Review programmes of study where the achievement gaps between groups are most significant to establish root causes. * 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. * Develop unified systems to monitor attendance of key groups and develop strategies for improvement. * Review curriculum to develop offering most likely to lead to success for 16-19 year olds. * Continue to work with the Student Association to develop their role as partners in evaluating and planning learning | * All curriculum teams are provided with retention and achievement date for courses within their area, broken down by equality strand including age. * As part of the self-evaluation process, teams are prompted to analyse this information and use it to inform planning. The Education Scotland report in June 2014 found that “most programme teams are not sufficiently engaged in reflecting systematically on programme performance, including enhancing it when it is already good”      * Internal review reveals that many teams lack capacity and confidence to analyses and use PI data effectively, and this will be the subject of additional support and training from the Quality Enhancement team working with Equalities team over the next session. * LDTs are supported in monitoring attendance rates of key groups for FT courses by online ProMonitor software. * The Quality Enhancement team has worked with ECSA to develop a model of learner review, which commenced in session 2014-15. Learners in areas with low achievement or other areas of concern are targeted, to help inform measures to improve success rates. The impact of the initial approach will be evaluated in August 2015. | * Raising achievement rates for 16-19 year olds is a key outcome in the College’s Outcome Agreement with the Scottish Funding Council, and the College met its target for improvement. * The overall success rate for this group fell by 0.5% to 70.7% in 2013-14. This remains lower than the sector average (2012-13) by 3%. However the gap between this group’s rate and the college average has reduced. |
| 2.4 Ethnic minority students have an improved experience in Edinburgh College and have a greater chance of successfully achieving their chosen award. | * Working with overseas partners, develop International recruitment strategy and pre-College guidance services to improve achievement rates for overseas students. * 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. * Continue to work with the Student Association to run an annual programme of college events promoting individuality, uniqueness and diversity in all its aspects. | * There is still variation across groups. Students from ‘Any Other Black’ background still have an achievement rate well below average. Although very small numbers of students are involved, this is being followed up by further analysis to detect any significant patterns and a commentary on that can be found in the statistical analysis section. * The College has continued to work with ELREC, encouraging students to become involved in the Youth against Hate Crime initiative, and in event development. * Further details about the work of [ECSA](#ECSA) and other equality [events](#Events) held in College can be found in the mainstreaming section. * Further details of the work of the International team in relation to [overseas students](#International) can be found in the mainstreaming section. | * The success % for ethnic minority students overall is now higher than the College average. The groups whose outcomes at FT level gave cause for concern in 2011-12 have shown significant increases in success rates. * Ethnic minority student satisfaction rate in the Pre Exit Survey May 2014 was above the College average. Instances of reported unfairness on grounds of race fell from last year. * Overseas student success rates have risen significantly and are now above the College average. Overseas student Satisfaction rates have improved and are now above college average |
| **3 Regional Workforce Development** | **Actions** | **Commentary / Progress** | **Outputs / Performance to date** |
| 3.1 An increased number of women graduate with Construction and Engineering qualifications from Edinburgh College and take their place in the workforce. | * Audit College resources and facilities for barriers to women in construction and engineering. * Work in partnership with schools to attract more applications from female students. * Review marketing and communications strategy to encourage women applicants. * Identify and develop female staff mentors for women construction and engineering students. * Develop and implement a strategy to address staff gender imbalance. | * No formal audit for barriers has been undertaken – more action required going forward, in partnership with ECSA. * The female staff numbers in Construction and Engineering departments overall exceed 10% currently. * In Built Environment subjects, female staff visit schools, interview all applicants for courses, and act as successful role models for female students. However, there are subject areas with no female staff, where a there is need for links with female mentors from industry to be developed to support female students. * Schools College Partnership team and Engineering Academy team encourage females to apply for courses as part of their visits to schools. Construction lecturers developed a programme of tasters of the creative aspect of construction for secondary school pupils in Midlothian, to encourage female pupils, who made up half the cohort. More details of this can be found in the [Learning and Teaching area](#ExamplesLandT) of the mainstreaming report. * There are differences in success rates for female students in some areas which need to be analysed further. However, attracting applicants seems to be the main challenge facing the sector. * More qualitative evidence is required to gauge the personal experience of females success in finding work after study. * Marketing materials have been updated to include realistic images of women studying here, however, there is scope for more work to be done around testimonials and positive action. * A cross-sectoral approach is required to achieve the equality aspects of the Developing Scotland’s Young Workforce Strategy, and the College will embrace the opportunity to work with industry partners and others to implement the recommendations of the Wood report. | * The %age of women on Construction and Engineering courses (based on combined headcount of those studying under DPGs Construction, Engineering and Transport) has risen from 5% in 2012/13 to 5.4% in 2013/14 and to 6.4% 2014/15 to date. Females tend to study on the higher level Built Environment and Engineering courses rather than lower level trades courses. * Analysis of 2013-14 destination figures suggests no major differences between males and females when it comes to finding work, but the small numbers of women involved make it difficult to be sure that there are no barriers to employment. Anecdotal evidence suggest that there are still employers who do not provide a supportive working environment for women. |
| 3.2 Disabled graduates from Edinburgh College have improved chances of gaining employment. | * Continue to develop partnership working with City of Edinburgh Council and ENABLE to provide additional meaningful employment opportunities for disabled students.   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. * Continue to collaborate with external partners to develop additional work experience placements for students with learning disabilities. Monitor and review progress. | * The College continues to offer a programme of courses for students with learning disabilities, and to work with Edinburgh Council, ENABLE and others to increase employment opportunities for this group of students. More detail about the work of in this respect can be found in the [Access and Continuing Education area](#ACE) of the mainstreaming section. * It remains the case that disabled graduates have lower chances of employment than others. * Recommendations have recently been made by ECU on approaches to tackling this, based on research by Lead Scotland. The College will review and implement these where possible. * Analysis of destination data suggests that targeted support is needed to improve the employment prospects of specific groups of disabled students. * The College has been investigating the barriers faced by deaf students in going on to paid employment in their chosen field, and targeted efforts to improve this will be the focus of work over the next 2 sessions. The mainstreaming section on [Developing support for deaf students](#Deaf) covers this in more detail. | Analysis of 2013-14 student destinations shows that disabled students (excluding those with dyslexia) are less likely to progress to FT employment. For a more detailed analysis see the [stats overview.](#Statsoverview) |
| * Develop delivery of the integrated Employability Service contract to meet the particular needs of disabled unemployed | * The College’s Centre for Communities includes a team which delivers Edinburgh Council’s Integrated Employability Service (IES) across the City. It provides direct service delivery in the South, West and Centre of the City whilst its sub-contractor, Community Renewal, delivers the service in the North and East. * The IES is part of the City Council’s social inclusion strategy and its objectives are to engage with unemployed, excluded and disadvantaged people in the City and by developing their employability, assist them to move into work and to improve their economic and social circumstances. * WEACT works with a range of partners and signposts participants with disabilities where necessary to those agencies which can provide the specialist support required. More details of this work can be found in the [WEACT](#WEACT) area of the mainstreaming report. | * 57 out of 2347 participants in the WEACT project declared a disability, but 100% faced a barrier to employment of some kind. Overall 33% of total participants secured employment. |
| 1. **Edinburgh College Staff** | **Actions** | **Commentary / Progress** | **Outputs / Performance to date** |
| 4.1 Edinburgh College workforce represents the diversity of Scottish society and the communities we work in. | * Develop an organisational strategy that seeks to establish a workforce which represents the diversity of Scottish society. | * HR system was implemented November 2014, consequently we have been unable to fully analyse protected characteristics of staff to date. * At present, relatively few staff have completed their “sensitive” data, despite briefings and reminders. More effort is required to ensure staff understand why provision of this information is important and can help ensure fairness for everyone. * There remains gender segregation in some areas of the College, which is detailed in the separate Equal Pay and Staff profile report. * Although data has been captured from job applicants on some but not all of the protected characteristics, robust data has not been maintained on the relative success of applicants, so limited conclusions can be drawn from the data available. * Development of robust systems to capture and analyse this data will be implemented in the next 6 months. * The Scottish Government Consultation on the Introduction of Gender Quotas on Public Boards highlighted there is still significant gender inequality on public boards, with women comprising only 36% of board places and 21% of the current board chairs. The College Board recognizes that having a gender balance is good for governance and leads to better decision making. The Board’s recruitment process is reflective of this belief as 50% of Board places are held by women. | * Staff profile still to be analysed by protected characteristics and compared to census and other data on demographics. * Recruitment data to be analysed by protected characteristics and any patterns in application and success rates identified. * 50% of Board of Management members are female. |
| 4.2 Staff benefit from equal opportunities to develop and fulfil their potential. | * Develop a learning development strategy to ensure every member of staff has the opportunity to progress and develop their career.   Implement a biennial staff survey to establish:   * Staff profiling; * Staff perceptions of Edinburgh College; * Areas for improvement | * Between August 2013 and March 2015, there were 886 individual applications for CPD recorded by the college’s Organisational Development Team. Approximately 5% of these applications were refused on the grounds of: * CPD request was not pertinent to applicant's role * Multiple applications from staff within one team to attend same CPD activity * No funding available to support request * Application received too late * A centralized Learning and Development recording system via iTrent software has been established which should permit more robust and comprehensive monitoring of CPD opportunities once fuller equality data has been captured. * Staff Survey will be implemented in October 2015 | * Staff survey to be implemented and perceptions analysed by protected characteristic * The gender split for the CPD applications was 40% Male and 60% Female, which is in line with the college’s gender profile. |
| 4.3 People with all protected characteristics recognise Edinburgh College as an inclusive employer which promotes best employment practices. | * Implement Equal Pay Audit and job evaluation process to identify areas of inequality. * 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. * Use the outputs of equality impact assessments to promote best practice in HR policies and procedures | * The college is in the process of implementing phase two of the job evaluation system to assess the relative value of all roles across our organization. * The College submitted an entry to Stonewall Workplace Equality Index 2014 to secure baseline for developments to promote LGBT equality. The College has worked with Stonewall to identify actions to improve this ranking by the time of the next submission. * Disciplinary and Grievance polices have been Equality Impact Assessed * HR system was implemented November 2014, consequently we have been unable to fully analyse protected characteristics of staff to date. An analysis by age and gender can be found in the [Stats section.](#Statsoverview) | * The gender pay gap (April 2015) for Edinburgh College staff is 3.25%. * The gender pay gap has decreased by 1.65% since April 2013. |

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**4 Statistical overview**

Tables which provide more detail can be found in Appendix 3.

**Student profile**

Over the last three academic years, the equality profile of Edinburgh College has remained fairly stable

* Comparison with census figures suggests the College % of ethnic minority students largely reflects or exceeds the general population profile, although Indian students continue to be underrepresented.
* The ethnic minority population in Scotland doubled from 2001-2011 and will probably continue to rise. Local schools also report having more ethnic minority pupils, so the College will need to increase its numbers to maintain these representative percentages. As ethnic minority numbers rise, an increase in ESOL-related needs amongst students/potential students will be likely.
* The overall % of disabled students exceeds the national average, however, people with physical or sensory impairments, or mental health impairments, continue to be underrepresented across the FE sector.
* The % of students from the 10% most deprived areas has risen overall and also at HE level.
* The % of disabled students on HE courses rose slightly in 2013/14 and exceeded national average, however, this hasn’t been maintained in 2014/15 to date.
* The % of students with dyslexia exceeds that of the population at large.
* The overall % of female students across College in 2013-14 remained similar at 52.3%. Females continued to be underrepresented in Construction and Engineering, while there was a shortage of males in Childhood Practice and Hair, Beauty & Complementary Therapy. Comments in the pre-exit survey confirm that being the only male/female student in a class can feel isolating, which could negatively impact on retention.
* The %age of women on Construction and Engineering courses (based on combined headcount figures of those studying under DPGs Construction, Engineering and Transport) has risen from 5% in 12/13 to 5.4% in 13/14 and to 6.4% currently in 14/15 to date. Females tend to be drawn to the higher level Built Environment and Engineering courses rather than lower level trades courses. Analysis of application to enrolment conversion rates from women shows a positive correlation and no significant barriers. Analysis of 2013-14 destination figures suggests no major differences between males and females when it comes to finding work, but the small number of women involved makes it difficult to be sure that there are no barriers to employment. Anecdotal evidence suggest that there are still employers who do not provide a supportive working environment for women.
* 3.4% of students in 2014-15 to date describe themselves as LGB. However, 22% did not answer the sexual orientation question, and 5% chose the “Prefer not to say” option. This is the first session where this information has been requested from all students. More work will be required to help students understand how providing this information helps to make College fairer for all groups.
* 22.3% of home students (2014-5 enrolments to date) report being Christian (including Roman Catholic), a percentage which is 20-30% lower than in the local council areas. 63.5% report as being of no faith, a figure around 15-20% higher than in the local population. This difference is probably due to the higher proportion of younger people at the college. The next highest named faith amongst home students is Muslim, at 3.2%, a slightly higher rate than in the local population. Amongst overseas students, there are higher percentages of Muslims (14.9%), Buddhists (3.5%), and Hindus (1.8%) than in the student population as a whole. Overseas students are 10% more likely to report a named religion than home students and are more likely record “blank” or “prefer not to say” than to report ‘none’.

**Student retention and achievement**

* The success % for ethnic minority students overall is now higher than the College average. The groups whose outcomes at FT level gave cause for concern in 2011-12 have shown significant increases in success rates. There is still variation across groups - those from Any Other Black background still have an achievement rate well below average. Although very small numbers of students are involved, this will be followed up by further analysis to detect any significant patterns.
* In Edinburgh College, feedback from teaching and support staff, LDTs, and partners ELREC, suggests that lower achievement rates of ethnic minority students can be down to various factors including:
* Language difficulty which impacts on ability to paraphrase and take notes, especially where Scottish accents and dialects are involved;
* Family expectations - family may not support the choice of FE or see chosen subject as a proper profession.
* Students may be expected to prioritise more care for family members;
* Different expectations around learning and teaching, around attendance, and the sharing of work;
* Culturally specific pressures around disclosure of mental health or other support issues.
* Overseas student success rates have risen significantly and are now 8% above the College average.
* Success rates for students with disabilities on mainstream courses are still lower than those of non- disabled students by just under 5%. However, on FT courses, the gap has narrowed to 1.3%. Groups whose success rates continue to cause concern are students with mental health difficulties and deaf students.
* Despite a range of interventions over session 2013-14, success rates for students with declared mental health difficulties (MHD) on FT courses remain low, and their satisfaction rates in the Pre Exit survey were also lower than those of other groups. Often for students with MHD, deferring completion of a course is the best option for them, and this impacts on PIs. Extended Learning Support (ELS forms) will include students presenting with stress and anxiety who have not necessarily declared a MHD at application or enrolment stage. Analysis of ELS forms in future may provide more meaningful information to help with measuring the success rates of this wider group, and with identifying any differences in take up of support by protected groups.
* The gap between male and female success rates at FT HE level, has reduced from 10% in 2011-12 to 7% in 2013-14.Young male 20-24 HE learners tend to have lower achievement rates than older males. Discussions with lecturing staff suggest that young males particularly in areas such as sport and fitness and construction are less likely to seek additional support where required. This is borne out by ECU analysis of the take up of student services in the sector at large. Research suggests that men sometimes struggle with acknowledging issues that they believe might cause them to be perceived as vulnerable, or unable to manage and can be more reluctant than women to build socially supportive ‘bridging ties’ beyond their immediate circle. Informal service formats were found to encourage more men.
* The overall success rate for 16-19 year olds fell by 0.5% to 70.7% in 2013-14. This remains lower than the sector average (2012-13) by 3%. However the gap between this group’s rate and the college average has reduced.

**Student satisfaction**

* In the Pre Exit Survey May 2014, responses on the equality questions were:
* I feel welcome and respected at EC. 88%
* I believe all learners are treated fairly and equally. 77%
* I think the College does enough to promote equal opportunities and fair treatment for all learners. 81%
* I know who to speak to if I'm concerned about an equality and diversity issue (including unfair treatment, bullying, or harassment). 81%
* I'm confident I would be supported by the College if I complained of discriminatory treatment, bullying or harassment. 83%
* Through my course I’ve increased my understanding and appreciation of learners from different backgrounds. 83%
* My expectations of acceptable behaviour have changed following LDT led E&D tutorial sessions 78%
* The data for May 2014 showed a slight downward trend from 2012/13 with regard to all the equality and diversity questions, except for, “I know who to contact about an equality and diversity issue”. It is difficult to draw conclusions about the significance of the trend with a survey of this size. However, it corresponds with a downward trend in the pre-exit survey generally since 2012/13.
* The number of respondents who said they had experienced unfairness on grounds related to one or more protected characteristics was 143, or 6.7% of the total, a slight increase from the previous year. The increase in these figures can largely be accounted for by the increase of respondents citing unfairness relating to sex. Many of the comments relate to a series of derogatory remarks made by a group of male students at Granton Campus; a matter brought to the attention of staff which was dealt with by the College.
* The most common ground for unfairness was age, although this figure is very similar to the finding last year. Almost half of the students who answered that they had been treated unfairly on this ground were aged 16-19; if the 20-24 age group is added in the figure increases to around two-thirds. While this is in keeping with the age percentages that make up the respondent Profile, it is worth noting that some younger students comment that they can feel patronised by other students and staff members. One student commented that older students had more work placement opportunities. However, the remarks of some mature students suggest they can feel out of place in the College.
* The number of respondents who said they had experienced unfairness on grounds related to race or ethnicity, disability, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity remain broadly similar to last year. Although the numbers and percentages are small compared to the overall numbers who completed the survey, the students experiencing unfairness on the above grounds may well be in a minority group in College.
* Ethnic minority student satisfaction rate in the Pre Exit Survey was above the College average. Instances of reported unfairness on grounds of race fell from last year.
* However, LGB students and students with mental health difficulties are less satisfied with their experience than other groups. LGB students were less likely to agree that the College does enough to promote equal opportunities, with gay men being 13% less likely to agree. Focus group discussions with LGBT students suggested that more proactive work is required to promote LGBT equality, and to send a message that LGBT students are welcome, for example on the College website, and by holding LGBT events.
* Students who identify with a non-Christian faith also consistently record lower levels of satisfaction across the survey than those who describe themselves as Christian or of no faith. In particular they were less positive about the food and drink facilities.
* There were no significant differences in percentage responses to the equality and diversity questions between male and female respondents.
* As a whole, disabled students recorded slightly lower satisfaction than non-disabled students. However, those with mental health conditions in particular and those with physical impairments recorded much lower than the average.
* Students with disabilities tended to be less satisfied with the toilet facilities, social spaces and recreation facilities
* Students who reported having a mental health condition (who did not report any other disabilities) were 20% less likely to agree that the College does enough to promote equal opportunities. This represent a sharp drop from the previous session.
* This group also tended to answer support questions more negatively. For example, these students were 19% less likely to agree with the statement, “I was able to get help and support quickly”. It is interesting to note that amongst students with a mental health condition there was a higher number of responses confirming that support was sought from Student Services about bursaries (7% higher) and about Discretionary Funding (15% higher) than respondents as a whole. It may be that greater financial difficulties or difficulties in resolving financial problems affected the experience of these students.

**Student Destinations**

In analysing destination data for students who left college in June 2014, we focussed primarily on people with disabilities. Relatively small numbers are involved, however the analysis revealed differences between those with a specific learning disability such as dyslexia, compared to other disabled students:

* Disabled students are less likely to be in full-time work than students generally (9.4% of disabled students, compared with 11% of all students).
* If the figures are broken down by areas of disability, some groups are more affected than others. Whereas 13.6% of the students surveyed with a specific learning difficulty such as dyslexia were in full-time employment, only 5.2% of students with a mental health condition and 5% of those with another impairment were employed full-time.
* None of the students surveyed who had either a physical or mobility issue; were blind or visually impaired; or were Deaf or hearing impaired were in full-time employment.
* Disabled students are 1% more likely than students as a whole to be in part-time work.
* Of students who completed the Final Destination Survey, the percentage of disabled students who said their full-time work was related to their course was higher than for students as a whole. (68% compared with 58.5%). However, if the students with a specific learning difficulty such as dyslexia are excluded, the percentage for disabled students drops to 42.3% (or 3 out of seven students, all with another impairment).

**Staff profile**

* Edinburgh College employs 1,407 staff. While the merged College holds records for all of its employees, until November 2014, these were held in 3 separate systems, and there are unfortunately still gaps within our data capture. In November 2014, the college implemented a new HR system to enable the robust capture of staff data on ethnicity, sexual orientation, disability and religion and belief, however at present the rate of disclosure is low. We acknowledge more has to be done to encourage all staff to enter this data into the new system and help provide more evidence about how different groups experience life in Edinburgh College. Actions to address this have been added to the Action Plan which forms Appendix i.
* In terms of staff profile, there has been very little change in gender balance as a whole since April 2013. The gender balance is now 58%: 42% (Female: Male) as opposed to 59%:41% in April 2013. With regards to age profiling, again there has been very little change since April 2013. 47% of college staff are aged between 45 and 59, an increase of 2% since April 2013.
* Occupational segregation refers to the clustering of men and women into different levels of work (vertical segregation) and into different types of work (horizontal segregation). Considerable work has been undertaken to align the three merged College’s grading structures to identify and address any occupational segregation. In terms of vertical segregation, most occupation roles are in line with the College’s gender split, with a slight bias towards males in Support Staff supervisory roles. 50% of the Executive team and 65% of senior managers are female.
* There is significant gender segregation within Executive Support, Quality and Equalities, International, Organisational Development, Human Resources and Student Services roles which are largely being carried out by female employees. Some curriculum areas such as Tourism and Hospitality and Edinburgh Business School also have a significant number of female roles within these areas, while in ICT and the Construction and Building Crafts roles less than 20% are female.

**Staff development**

• Between August 2013 and March 2015, there were 886 individual applications for CPD recorded by the college’s Organisational Development Team. The gender split for the CPD applications was 40% Male and 60% Female, which is in line with the college’s gender profile.

Approximately 5% of these applications were refused on the grounds of:

* + CPD request was not pertinent to applicant's role
  + Multiple applications from staff within one team to attend same CPD activity
  + No funding available to support request
  + Application received too late

• A centralized Learning and Development recording system via iTrent software has been established which should permit more robust and comprehensive monitoring of CPD opportunities once fuller equality data has been captured.

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1. **Mainstreaming report**

Mainstreaming the equality duty (the Public Sector Equality Duty described in section 2 above) means integrating equality into the day-to-day working of the College. This means taking equality into account in the way the College exercises all its functions. In other words, equality should be a component of everything the College does.

The following report on progress with mainstreaming narrates:

1. The extent to which equality has been mainstreamed through Equality Impact Assessment;
2. How equality has been considered in the different functions of the College since 2013;
3. What key actions the College will take going forward to ensure that equality is routinely considered in the work of the different departments.

Equality of access to education is crucial in unlocking many significant opportunities in life. Much of the mainstreaming activity which is described in this report is focussed on ensuring that students have those opportunities. Delays in developing staff policies, and in harmonisation of terms and conditions, have meant that less progress has been made in relation to mainstreaming equality in staff related policies and processes, than anticipated. Some progress has been made in establishing robust systems to capture and analyse employee information which will allow more effective monitoring of recruitment, development and retention rates. Impact on staff of key decisions such as curriculum changes is increasingly being considered. The action plan going forward contains actions designed to ensure that that the College workforce represents the diversity of the communities we serve, that staff benefit from equal opportunities to develop and fulfil their potential and that Edinburgh College continues to be an inclusive employer.

**Mainstreaming Equality through Equality Impact Assessment**

The purpose of Equality Impact Assessment is to help the College better perform its Public Sector Equality Duty. The College has a duty to impact assess all policy and practice developments to identify any unintended negative impact on different groups, and any opportunities for advancing equality of opportunity

Awareness of the concept of Equality Impact Assessment (EIA) has increased significantly in College, both amongst senior and middle managers, and staff generally. This is partly as a result of training provided, and partly as a derivative of the merger process which has resulted in changes which impact on individual staff and students. Trades Unions are cognizant to the need to assess impact on staff of what may be unwelcome changes in some cases, and they prompt for EIA to take place as part of the decision making process. The student association, ECSA, perform a similar role in relation to impact on students and communities. All EIAs are reviewed by the Equalities Team and feedback is provided.

EIA has been deployed in College increasingly since the last mainstreaming report with 9 EIAs having been completed and the outcomes are now published on our website. EIA has resulted in a number of measures designed to mitigate negative impact on staff and students from different groups, for example the introduction of a permit system of car parking was developed to include procedures to ensure that anyone with health issues, a disability, and anyone who is pregnant or has caring responsibilities for child/relative, would receive a car parking permit. In the absence of robust statistical data, staff moving to new locations were surveyed on potential impact, and offered flexible working arrangements and help with travel costs for a fixed period. Staff Grievance and Disciplinary policies which are still under development were amended to make explicit the need for reasonable adjustments to the timescales and arrangements for hearings to accommodate the special needs of groups who might otherwise face disadvantage. Prompts have been included in other staff related processes, such as absence management and job evaluation, to consider the need for reasonable adjustments.

However, there are still instances of planning and decision making in the college where the need for EIA is considered late in the decision making process and not at the stage when it can influence plans effectively. While some staff in the college have the capacity to carry out the process robustly, evidence shows that capacity and confidence are still limited for many senior and middle managers. Discussions with staff reveal that although equality is considered in decision making, this is not always done systematically, and is often not recorded. Potential impact on disabled people is more likely to be considered than impact on people with other protected characteristics.

Lack of staff data segmented by protected characteristic has meant that evidence of potential impact of change cannot always be adequately assessed. There have also been delays in developing policies, and in harmonisation of terms and conditions, due to challenging relationships between management and the EIS-FELA Branch. Staff skills and confidence in considering impact have not been reinforced, and made routine, through policy development, to the extent anticipated in the last report.

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**Quality**

*Assessment*

Assessment forms a key part of the learning process. Taking steps to ensure that equality and diversity considerations are embedded in the development of assessment instruments supports efforts to advance equality of opportunity across all aspects of college life.

The College Assessment Policy developed by the Quality Enhancement team, stresses the need to accommodate the needs of students with additional support needs. It also highlights the requirement to use a variety of assessment methods (written, oral, practical tests, e-assessment etc.) thus providing a rich range of options to suit different student needs. The requirement to make reasonable adjustments is included in the Policy, as is the need to use a variety of methods of assessment. Both of these measures support accessible assessment which provides all students, regardless of any protected characteristic, the opportunity to succeed in assessment within the academic standards set.

The policy and procedure include the need to appoint appropriately qualified assessors, and also make provision for ongoing professional development of assessment practice through a comprehensive programme of CPD activities delivered by the Quality Enhancement Team. All of this supports the implementation of the policy and procedure to the benefit of all students.

The procedure also has the potential for removing or minimising disadvantage by incorporating the requirement that all assessments used comply with College Quality and Equality of Learning and Teaching Materials (QELTM) guidelines, which were redeveloped in December 2013 and embedded in the IV (Internal verification) process.

The Assessment and Appeals procedure requires assessors to use the Quality and Equality in Learning and Teaching Materials (QELTM) guidelines when developing and reviewing assessment instruments. These guidelines prompt staff to design content to advance equality and foster good relations between people from different groups. They also prompt staff to ensure that assessment instruments are accessible, readable and available in a variety of formats. Examples are provided to assist staff to develop materials to meet these criteria. The introduction of this requirement to the Assessment and Appeals Procedure was designed to help support the embedding of equality and diversity across assessment instruments.

The QE team has also introduced monitoring of the use of the QELTM guidelines and their impact on the development of effective instruments of assessment as part of the audit process, which checks if and how formative and summative assessment is carried out.

Edinburgh College Internal Verification Procedure complements the Assessment and Appeals Procedure, and is designed to ensure that all students entered for the same qualification are assessed consistently to the specified standard by ensuring that assessment decisions are valid, reliable, equitable and fair.

Three full time members of staff in the Quality team deliver 4 Assessor Verifier awards to a range of learning and teaching staff. In 2013-14, 43 staff achieved their award, in 2014-15 to date 66 staff are undergoing training. Each course includes 2 observations of assessment practice. Trainers emphasise the principles of equitable assessment, and encourage the use of blind marking in internal verification.

Trainers have developed CPD training in Equitable Assessment which has been offered to staff since June 2014 and which will be available on the Quality Enhancement Moodle site once launched in April 2015.

As part of Equality Impact Assessment of the Assessment policy and procedures, it was recognised that there was not enough evidence available to gauge the impact of the QELTM guidelines on the quality of assessment instruments. Anecdotal evidence suggests that there is low awareness beyond ticking the relevant boxes on the IV form. There has been one upheld complaint since April 2013 regarding stereotyping in teaching materials. This was addressed directly with the Department concerned, with a recommendation that training packs be sourced from a different supplier, or audited more carefully before use.

Further awareness raising to promote knowledge and understanding of the QELTM guidelines commenced via the Quality and Equalities bulletin, issued in March 2015, and the Equalities Moodle site planned to be launched in August will also be a vehicle.

**Moving forward**

The team will work with the Equalities team, learning technologists and teaching colleagues to

* Research and develop bad and good practice examples and suitable non tokenistic images which reflect diversity in positive light
* Redevelop training materials to support teaching staff
* Raise awareness of a better supported model of QELTM in December 2015.

*Self-evaluation*

As part of self-evaluation activity, every learning and teaching team is provided with student profile data broken down to course level by disability, ethnicity, gender, age and level of deprivation, and also a quality profile which shows the retention and achievement rates of these protected groups. This promotes awareness of the diverse nature and needs of our student community and is designed for use in self-evaluation and planning activity at team level.

Equality impact assessment is embedded explicitly in our self-evaluation procedures for learning and teaching teams, who are asked to evaluate the impact of their services on students. The self-evaluation framework and documentation require learning and teaching teams to take an evidence based approach to evaluate the inclusiveness of programmes, and the success rates of different groups of students.

Equality is also embedded explicitly in self-evaluation procedures for support teams, who are prompted to consider how their service has helped to advance equality for staff or students. However, relatively few teams have identified examples of good practice in their reports, which suggests the need for more examples of how equality could be built in to their day to day activities.

Teams are supported in the process by a full time member of staff in the Quality Enhancement team.

Managers and teams have struggled to engage fully with the self-evaluation process over the past 2 sessions. It has taken time for new managers to become embedded in their roles and develop an in depth understanding of their cohort both in respect of staff and students. In some cases low staff morale, and a lack of clarity about responsibilities for quality activity in learning and teaching areas, have presented significant challenges. The Self-evaluation model with its focus on impact and performance indicators was new to staff at some campuses. Course team meetings were not taking place in all areas which meant that the student voice was not being fully and systematically represented in review, self-evaluation and action planning for improvement at programme level.

The Quality Enhancement team has reviewed feedback from across the College, and responded by developing a simplified evaluation model which makes explicit the nature of evaluation activity to be carried out at different levels, and helps to ensure that feedback from Course Team Meetings is included in the self-evaluation process. The team has also developed a quality calendar, a regular quality bulletin and a Quality Manual to provide clarity to programme teams about how the overall quality system should operate. This was reinforced by a presentation to all staff in June 2014 Staff Development Day.

The Quality Enhancement team has worked with ECSA to develop a model of learner review, which commenced in session 2014-15. Learners in areas with low achievement or other areas of concern are targeted, to help inform measures to improve success rates. The impact of the initial approach will be evaluated in August 2015.

The Quality Enhancement Team have also invited interest in a Learning and Teaching Reflective practice network. The purpose is to provide a forum where staff can share teaching techniques, and discuss teaching approaches - this should help to promote discussion around breaking down barriers for groups which may experience disadvantage.

*Student surveys*

The Quality Enhancement team carries out 3 student satisfaction surveys at key points over each session. Equality related question are included at each stage. In addition, the equalities team analyse responses to all the survey questions by protected characteristics to identify if there are differences in satisfaction levels for any groups. The statistical analysis section contains more information about this.

During session 2014-15 the survey questions were reviewed with input from staff and students to make them more accessible. The QE team in their equality impact assessment of the survey process recognised the need for a more accessible version for students with additional support needs. They are now collaborating with the Access and Continuing Education team to develop an appropriate model which will allow a greater voice for that student group.

**L and T Professional Development team**

In the previous mainstreaming report in April 2013, we described fully the previous Learning, Teaching and Assessment Model which incorporates the principles of the Curriculum for Excellence which places emphasis on equality, diversity and inclusive practice in relation to learning and teaching processes. The current Learning and Teaching and Assessment strategy continues to incorporate these principles, with an emphasis on provision of a positive climate for learning where all students have equal opportunity to progress to a positive destination.

Personalisation of Learning is designed to improve the learning experience for all students through the use of differentiated learning and teaching strategies and preparation for learning activities. The principles of Personalisation of Learning are embedded in the Professional Development Awards undertaken by new or recent teaching staff. The College has five Teaching and Learning advisors (TLAs) who are responsible for delivery to staff of professional teaching qualifications such as the Teaching Qualification in Further Education (TQFE), Teaching in Colleges Today, Professional Development Award and others. They also provide support and guidance to teaching staff, LDTs, workshop instructors relating to TQFE, creative learning and teaching ideas, use of digital media in teaching, and research into current teaching practice. TLAs carry out teaching observations as part of the assessment process for the qualifications they deliver, and expect staff to show in their practice how they have considered the diverse nature of their student groups in planning learning activities, and developing inclusive assessment methodologies.

A Developing Teaching Excellence model has been established by the Learning & Teaching Professional Development team. Its aim is to create an “expansive” culture where teachers can be learners and participants in a wide reflective community of practice, collaborating with colleagues both within the College and across the sector.

There is currently no wider peer observation model operating within Edinburgh College. However, Education Scotland in their report of June 2014 found that “Teaching staff promote equality and diversity effectively. Almost all teaching staff plan well for the promotion of equality and diversity in lessons where opportunities occur. Examples of successful promotion include examining the stigma associated with mental health problems and discussion of inclusion issues for people with learning disabilities”.

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**Examples of mainstreaming equality, diversity and inclusiveness in learning and teaching processes and curriculum design:**

**In Construction:**

* The team are eager for school pupils to recognise that there is a wide range of creative, flexible jobs available in Construction which could be more attractive to women than working on building sites. Many still associate construction purely with heavy manual labour. During sessions 2013-14 and 2014-15, the College worked with Midlothian Council to deliver a series of 5 day Heritage Awareness Skills Programmes across a number of schools in Dalkeith and Newbattle. These offered a chance for S3-S4 school students to have experiential learning involving a range of skills required to maintain heritage sites, e.g. plastering, stonemasonry, decorative graining and marbling, picture framing etc. Pupils become more aware of built environment in their own area, and enjoy visits to historical sites, such as Rosslyn Chapel and St. Mary’s Episcopal Cathedral. Females have made up about half of the 12 pupils taking part on each programme. The hope is that these sessions which focus on technique and allow creative expression may encourage more women to think of construction in different terms.
* Four female lecturers carry out all interviews for the HN Architectural Technology and Civil Engineering qualifications. They have established and are building on constructive relationships with the large contractors and are in a position to influence the industry approach to employing and giving work placements for women. The College encourages students to engage with industry through bodies such as the RIAS, who also have been invited into College to talk to students.

**In Health and Social Care**

* Lecturers make effective use of Jane Elliott’s Brown Eyes, Blue Eyes materials to promote discussions and student reflection around gender, power, and assumed behaviours. This also helps people from different cultural backgrounds to talk about their own upbringing, and explore cultural differences.

**In Child Care:**

* The team work with Men in Childcare to encourage more males into their courses. In the current session, 18 men have signed up to 2 units, with a view to progressing to level 5/6 course. The team are developing a PT taster course, Access to HN Childcare, which will be helpful to many groups who may experience barriers in coming to College FT, e.g. single parents, employed people.

**In Social Sciences:**

* Community Work students are given placements within college, working with students on preparatory level courses and Special Programmes. They help deliver the units, and in doing so develop their group work skills and gain experience of the barriers and prejudices faced by people with a variety of support needs.
* Adult returner courses are offered at entry level through both full time and flexible part time provision which helps those who may have concerns about coming off benefits, to come to College. Small taster courses are provided, to encourage people to try out College before making a big commitment.

**In Sport and Fitness**

* The team have devised new ways to deliver practical sessions to fully involve a visually impaired student.
* During recruitment interviews, the team have made subtle changes to practical assessments for all candidates, to allow students with disabilities to show their potential but without standing out as a “special case”.
* The College works in partnership with a number of special schools to deliver inclusive sport provision.

**In Performing Arts**

* Staff and students have been involved in a number of events to advance equality – see [Events section](#CollEvents).
* The Dance team brought the inclusive dance group Epic Arts from Cambodia, to the College. The group uses the arts as a form of expression and empowerment, and to create a dialogue around disability issues. The group demonstrated vividly their commitment to a world where every person counts, and where people with disabilities are valued, accepted and respected. The students who attended the workshop were hugely positive about the experience.
* The Dance team work with colleagues across the UK education sector as part of the Dance and Disability initiative to encourage more disabled people into Dance.
* The College is working in partnership with Edinburgh Council Community Learning and Development on the “Making Connections - celebrating diversity” project, for schools. The “Our Scotland” production will celebrate the diversity of Scottish culture, explore the notion of identity, challenge perceptions and address issues of prejudice and discrimination.

**In Fine Art**

* Edinburgh College students came out top in the Show Racism the Red Card Scotland design competition, taking the top three spots in the Further Education category at an awards ceremony at Hampden Park
* A transgender student was supported through the arrangement of a secure private place at college for her to complete follow up care after her treatment, while studying. Adjustments were made to her programme of study to ensure that she could move through different stages of the course in a flexible way, to accommodate treatment.
* Fine Art Pathways courses are for students with learning disabilities. The team plan to exhibit their work in the Gallery on The Corner on Dundas Street, Edinburgh. This will ensure that Pathways students have the same external exposure in a professional gallery to highlight their work and launch their careers / employability skills. The exhibition will also promote the Access 1-3 courses to a wider range of potential candidates, key workers, families, and employers, which will help widen participation for these supported courses.
* Textiles and Theatre Costume staff have a partnership with a college in Bangladesh which involves sharing of good practice and improving cultural understanding, and different approaches to textiles, which help enrich the curriculum experience of their students.

**In Hair and Beauty**

* The team has taken steps to dispel the stereotype of Hair and Beauty being only for the young, female and white student and client. The team promote courses and services to male students, by having male evenings via the employability salon. Marketing and promotional materials include images of men as clients and as practitioners.
* The salons cater regularly for transgender clients, who are often referred by GP practices, and are working with LGBT Youth to offer makeup sessions for people transitioning. Moving forward, the team plan to re-introduce an electric epilation module into their subject area, a treatment which has been popular in the past amongst transgender clients.
* Female only evenings are provided to cater for Muslim women.
* Every six weeks, the barbering students go out to give haircuts to homeless people to prepare them for job interviews as part of an employability scheme.
* The team re-modelled an Access to Beauty course based at Cowgate to encourage progression. These students are often from deprived backgrounds who may have significant barriers to making progress in college. The class has been brought into college 2 days a week to gradually introduce them to the college environment. Some students from that cohort have progressed to HND level.
* As many Hair and Beauty students are single parents, courses are timetabled where possible to four full days and an evening, to make childcare more manageable.

**In Music**

* Music aims to be a highly inclusive subject area. Staff encourage students from outside the UK to talk to classes about their own backgrounds. They make extensive use of mixed group work and promote diversity in original work e.g. song writing. Role models of successful female promoters and rock musicians are shown to classes as the industry tends to be male dominated. Efforts are made to timetable sound production students with a female lecturer for at least one unit.
* The team have a good relationship with the Royal Blind School, with one of their pupils having just successfully completed the BA Music Course. The team has also supported a student with severe Asperger Syndrome to complete an HND and the student is returning to study a BA next session.

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**Work with** **Communities**

The College Community Centre help to ensure access for under-represented groups from the community to courses where they can do entry-level qualifications, job training, IT and computing courses and more. The overall aim of this is to increase confidence and employability among people who might otherwise have limited opportunities, ethnic minorities accessing our Community-based ESOL programmes, and young people at risk of disengaging, or already disengaged, from education. Ensuring accessibility and inclusivity in education is crucial to the work of the centre.

The Schools College Partnership (SCP) team offers a variety of college courses for S4, S5 and S6 pupils. Academies are also offered to school students and we have a variety of academies in various subjects and at different levels. The academy model is a partnership with schools, employers, the college and universities. The team works with all three local authorities and all schools and special schools, and undertakes regular visits to inform pupils and staff about opportunities and support available in College, both for SCP courses and beyond.

The SCP team take every opportunity to encourage applications from females into Construction and engineering subjects, and from male pupils into child care and health and beauty courses. Typically they present to mixed groups of pupils, and visit in response to school invitations.

The SCP team work with Skills Development Scotland to find college places for young people who are identified as not in education, training or employment. Out of 130 students, 20 to 30 have successfully retained a College place.

As part of its Community/Outreach work, the College works with a range of partners to deliver courses to other disadvantaged sections of the community including people recovering from drug and alcohol misuse, and female prison leavers.

*English for speakers of other languages (ESOL) in the community*

The students in College community outreach classes are permanently settled migrants who want to improve their lives and their ability to function independently as citizens of Edinburgh.  Learning practical conversational English and literacy opens up life in the community to students, giving them confidence in visits to the doctor, shopping trips and parents’ evenings.

The ESOL team work in partnership with Edinburgh Council Community Learning and Development (CLD) ESOL, as well as with BME (Black and Minority Ethnic) Support organisations across Edinburgh, such as Shakti Women’s Aid, allowing more efficient and joined up referral of students. Courses are offered across 23 outreach centres in areas where there are high numbers of families where English is not their first language. The team offer a learner centred approach, and match provision including timetabling to the specific needs of their client groups, many of whom are unable to come to campus to study, for a variety of reasons, including age and disability. Groups who require an ESOL level for citizenship are prioritised.

Community-based ESOL were approached in April 2013 by Saheliya, an NHS funded BME support organisation for women with mental health issues. Saheliya had identified low levels of ESOL as a major barrier for many of their clients, making it difficult for them to access some of the group work and classes run in their learning centre as well as giving them problems with using English in their everyday lives, requiring the use of interpreters for medical appointments, etc. and impacting on their employability. The College offered a 36 week class at Access 2/3 level and limited the numbers to 16 which allowed a more supportive environment.  The class was very successful and was followed up with an additional beginner level class, which started in October and continued for the rest of the year. In both cases, very experienced tutors were put in place. Feedback from Saheliya has been extremely positive. They have reported seeing noticeably increased confidence levels in all of the women who have been in the ESOL classes and also much higher levels of participation in their other activities.  Both these classes are continuing in 2014/15.

The ESOL Home Learning Scheme matched 82 students unable to attend ESOL classes for reasons such as health, carer responsibilities, etc. with trained volunteers who visited them in their homes to deliver ESOL lessons. After tuition a significant number of the students were able to operate more independently when dealing with issues relating to health services, their children’s schools and their jobs. Several volunteer tutors supported students preparing for SQA Intermediate 1 or Trinity B1 testing and the Life in the UK test for citizenship applications. Three tutors gained external awards for volunteering.

*Work with people with learning disabilities*

The Access and Continuing Education (ACE) team works with students with additional support needs, ensuring they have the backing and resources needed to succeed in their studies and in college life. The team help them develop the skills to do well so they are prepared for entering employment.

Feedback from parents, students and organisations has been that it is advantageous to have provision close to home. Efforts have been made to ensure that access level provision is available in every campus so all have the same opportunities. Over session 2013-14 the team developed a model which ensures that support is provided consistently across all campuses. The team work with the learning disability charity ENABLE Scotland to offer support in the workplace and provide a member of staff dedicated to helping our students find work.

The ACE courses include outdoor learning activities such as the Duke of Edinburgh and John Muir Awards.  Students get involved in activities in the college garden, college shops, the veggie bags project and a new bike maintenance venture at Sighthill Campus

Many of the ACE courses have a work placement element. The team tracks individual placements and ultimate destinations and there has been higher success than in the past.

The team has developed a partnership with City of Edinburgh Council with the aim of increasing work opportunities for people with autism, as part of the Project Search[[1]](#footnote-1) initiative. 12 individuals on the autistic spectrum have been recruited to work and be trained at CEC. They receive 2 hours a day teaching in College by lecturers, and 6 hours’ work experience a day in a real job with the Council. Over a year, the students experience work in 3 different areas of the Council. Feedback so far suggests that the placements have been successful, with 11 out of 12 starters retained on the programme. It is anticipated that at least 5 will be offered employment.

In 2014-15, the project will continue and expand to include Lothian Health Board as a provider of work placements.

*WEACT*

WEACT is an employability project sitting within the College’s Centre for Communities. It currently delivers the City of Edinburgh Council’s Integrated Employability Service (IES) across the City. It provides direct service delivery in the South, West and Centre of the City whist its sub-contractor, Community Renewal, delivers the service in the North and East. The IES is a central part of the City Council’s social inclusion strategy and its objectives are to engage with unemployed, excluded and disadvantaged people in the City and by developing their employability, to assist them to move into work and to improve their economic and social circumstances.

Table 1 below shows a breakdown of those that were engaged in the project during the period 1st April 2014 to 28th February 2015 into the main project target groups. The total number of clients engaged during the period was 2,347 and some participants will be counted in more than one category.

**Table 1. Target Group analysis of participants 1st April 2014 to 28th February 2015.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Target Group** | **Male** | **Female** | **Totals** |
| Homeless | 30 | 14 | 44 |
| Lone parent | 20 | 185 | 205 |
| History of substance abuse | 69 | 14 | 83 |
| History of alcohol abuse | 65 | 12 | 77 |
| Literacy and numeracy issues | 70 | 36 | 106 |
| Disabilities | 32 | 25 | 57 |
| Mental health problems | 76 | 57 | 133 |
| Family/caring responsibilities | 75 | 169 | 244 |
| Economically Inactive | 111 | 84 | 195 |
| Criminal record | 143 | 27 | 170 |
| No qualifications | 374 | 196 | 570 |
| EU migrant workers | 128 | 154 | 282 |
| Non EU migrant workers | 36 | 38 | 74 |
| Young people at risk of becoming MCMC on leaving school | 8 | 5 | 13 |
| Long term unemployed | 323 | 186 | 509 |
| Workforce Returner | 93 | 149 | 242 |
|  |  |  |  |

Table 2 below shows the further breakdown of these project participants into ethnic groups as they were selected by participants themselves. Ethnic minority and White Other groups are significantly over represented in the range of participants. 12.5% of male and 19.3% of female participants were ethnic minority, and 34.2% of participants described themselves as White Other.

**Table 2 Participants by Ethnic Group**

|  |  |  |  |
| --- | --- | --- | --- |
| **Ethnicity** | **Males** | **Females** | **TOTALS** |
| White (Scottish) | 669 | 444 | 1,113 |
| White (English) | 22 | 16 | 38 |
| White (Welsh) | 9 | 1 | 10 |
| White (Irish) | 10 | 5 | 15 |
| White (Other) | 441 | 361 | 802 |
| Black (Caribbean) | 3 | 3 | 6 |
| Black (African) | 36 | 35 | 71 |
| Black (Other) | 18 | 17 | 35 |
| Asian (Chinese) | 4 | 10 | 14 |
| Asian (Indian) | 7 | 16 | 23 |
| Asian (Pakistan) | 16 | 18 | 34 |
| Asian (Bangladesh) | 7 | 7 | 14 |
| Asian (Other) | 11 | 19 | 30 |
| Gypsy/Traveller | 1 | 2 | 3 |
| Mixed background | 8 | 12 | 20 |
| Other Ethnic background | 54 | 59 | 113 |
| Not Specified | 5 | 1 | 6 |
| **Total** | **1,321** | **1,026** | **2,347** |

In order to help people develop their employability and move into work the project works to identify specific barriers that will put them at disadvantage in the labour market and develops individual action plans that will overcome these factors. Table 3 gives a breakdown of these barriers as recorded by the project in the same timeframe as that in table 1. WEACT works with a range of partners and will signpost participants to those agencies which can provide the specialist support required. WEACT support lone parents with a dedicated project worker.

**Table 3. Barriers presented by participants 1st April 2014 to 28th February 2015**

|  |  |  |  |
| --- | --- | --- | --- |
| **Barriers** | **Male** | **Female** | **Totals** |
| Accommodation issues | 100 | 59 | 159 |
| Additional learning needs | 34 | 18 | 52 |
| Benefits issues/difficulties | 89 | 64 | 153 |
| Debt problems | 72 | 43 | 115 |
| Emotional/behavioural difficulty | 35 | 16 | 51 |
| Poor interview skills; CV etc. | 1010 | 747 | 1757 |
| Lacking IT skills | 436 | 237 | 673 |
| Low Vocational Skills/Qualifications | 214 | 150 | 364 |
| General motivational issues | 71 | 48 | 119 |
| Need assistance with English Language | 117 | 106 | 223 |
| Offender | 45 | 6 | 51 |
| Other attitudinal barriers | 12 | 12 | 24 |

In addition to recording and addressing the needs of our client groups in this way the project also uses the 5 Stage Skills Pipeline which is a national strategic tool for describing the current employability of participants.

WEACT works with clients at all pipeline stages including stage 1 although most of these individuals require other more specialist interventions first before their employability can be usefully developed. The table below shows the number of clients at each pipeline stage engaging with the programme over the last year, further supporting the fact that not only is the project is working with the more deprived and excluded groups within our local communities but that they are helping significant numbers to achieve successful outcomes.

**Table 4 Clients by Pipeline stage at initial engagement and projected end year outcomes.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Pipeline Stage** | **1** | **2** | **3** | **4** | **5** | **Total** |
|  |  |  |  |  |  |  |
| **Engagements** | 184 | 819 | 943 | 267 | 89 | 2354 |
|  |  |  |  |  |  |  |
| **Jobs (4 wk sustained)** | 27 | 227 | 373 | 142 | 25 | 793 |
|  |  |  |  |  |  |  |
| **Conversion Rate** | 14% | 28% | 40% | 53% | 28% | 33% |

In addition WEACT supports a range of students mostly from circumstances of social disadvantage to complete a Princes Trust award, including people with significant disabilities, such as cerebral palsy. In 2013-14, 31% of students enrolled on a Princes Trust award had a disability.

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**Student Services**

During session 2013-14, the **Student Support** team completed over 800 Personal Learning Support Plans for students with Additional Support needs across 4 campuses. This included students with a range of physical disabilities, sensory impairments, learning difficulties, and mental health issues. These students underwent an assessment of their needs; recommendations on how to support them were made to lecturing staff and other colleagues; adjustments were made in order to ensure they were not disadvantaged; support was given in a variety of different ways which reflected the needs of the individual student. The student support teams are accessible through both the drop in service offered at each of the four campuses and through an appointment based system. They encourage referrals from Learner Development Tutors and Lecturing staff. Students are made aware of the services available at induction, via the Student Support page on Moodle, on the staff internet and via the Student Portal.

Anecdotal evidence suggests that there has been a significant increase in the numbers of students presenting or being referred with stress and anxiety (which may or may not amount to a disability). Take up of support by male students studying construction and engineering has been low in the past but is increasing.

However, currently Student Services do not routinely collect and analyse data on patterns of use of the support service by people with different protected characteristics.

Moving forward, the team plan to:

* Develop a monitoring system which allows data to be captured centrally and used to identify trends in take up of services across the 4 campuses.
* Develop analysis tools(s) in order to gather information from PLSP’s.
* Develop flow chart and guidelines for completing Special Exam arrangement and assessment procedures
* Develop and implement an improved range of ‘feedback’ opportunities for students and staff who use Student Support Services.

The **Student Funding** team administer the college bursary and childcare, discretionary and educational maintenance allowance funds. The team also works closely with Student Support to ensure that students with a variety of disabilities can attend college. The College sets aside a notional amount each year to support such students, which includes provision of BSL signers to 7 FT deaf students in the current session.

The Funding team paid a series of visits to the organisation Saheliya to assist women from ethnic minority backgrounds, who were on Community based ESOL courses, to make their applications for childcare funding. The team helped women to open their own bank accounts, so that funding could be paid direct to them. This had a positive impact in that all the women involved received on time, and had control over, the childcare funding they needed.

The Discretionary Fund is used to benefit students who are experiencing hardship and might otherwise not be able to stay on their course. It has made a difference to a number of students who have had to cope with difficult personal circumstances such as homelessness, mental health issues and refugee status. One example was a student with severe mental health issues and anorexia, who received funds to help towards a special diet prescribed by a psychiatrist. The student was able to gain a little weight while on the course, and felt that the college had helped in the recovery process. That student hopes to return to college next session.

The **Information and Guidance team** have developed a partnership with Young Carers Scotland and have a representative attend their meetings. This has led to workshop delivery at the College’s staff conference and in Muirhouse Community Centre to their Young Carers group. This has doubly impacted in breaking down barriers to young people coming to college and raised awareness among the staff who will be working with them when they come on course.

Over session 2013-14, info and guidance staff have undergone training in: domestic violence from Scottish Women’s Aid; in getting it Right for Every Child from the Scottish Government National Implementation Support Group; Hate crime training from Police Scotland; training on child sex exploitation; Prevent initiative training.

A peer to peer mentoring project team for students with Asperger’s commenced in 2014-15, with securing coaching and mentoring training for 3 staff.

Moving forward, the team plan to:

* Establish peer to peer mentoring model for students with Asperger’s in 2015-16.
* Develop a service delivery charter for Young Carers working with the Student Support Team, College Development Network and Edinburgh Young Carers Project.
* Work with learning and teaching staff to provide a taster day across various subjects for Edinburgh Young carers during 2015-16.
* Secure corporate parenting training for key staff, from Who Cares Scotland during 2015-16.

**Developing Support for deaf students**

Analysis of achievement data shows that deaf students have consistently low achievement rates. Destination analysis shows that they are also unlikely to gain employment after leaving college**.**

The College currently supports 7 FT deaf students with British Sign Language interpreters. The students are studying catering and construction courses. Lecturers requested and have received training from Deaf Action to help them support the students better.

Discussion with the students concerned, with student support staff and with LDTs reveals that:

* Although students enjoy being in College and making new friends, they feel frustrated at the lack of apprenticeships and other job opportunities available. Concerns about health and safety implications mean employers lack confidence about taking on deaf employees;
* BSL users who have English as a second language face barriers in progressing to HE level courses where a higher level of written English is required;
* Shortage of BSL interpreters in Scotland has meant support has not always been immediately available for students at the start of their course;
* Core skills staff who provide literacy support might benefit from more training on teaching students with BSL as a first language;
* More deaf and BSL awareness among staff in the College generally would benefit students and staff.

Actions the College plans to address this will involve improving pre entry guidance around course choice for deaf students, researching and engaging with best practice employers, engaging with Donaldson’s school to help improve students’ preparedness for college, and identifying sources of funding to provide additional literacy support for deaf students in college.

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**Supporting students from care backgrounds**

The College achieved the Buttle Trust Quality Mark in 2014 for its work in supporting Looked after Young People and Care Leavers. The Quality Mark marks excellence recognising and celebrating the work institutions do, to raise aspirations among children and young people in and leaving care and to help them access and succeed in college, university and beyond.

In reporting to Buttle UK the College identified 51 students enrolled as Looked after Children/ Care Leavers. 21 (41%) of those learners achieved their learning aims, 11 (21%) achieved the qualification they had sought. The reasons for students withdrawing from their study are varied, but include challenging personal circumstances including pregnancy and tenancy issues. Some students did not enjoy the course they were on, but have subsequently enrolled on another course. Some students did not take up the offer of support to identify a positive destination.

The Student Support team work closely with Edinburgh City Council to ensure that a support package is in place in readiness for each care leaver who arrives in College. Each care leaver has a named person on each campus to offer support and guidance.

The online and paper Discretionary Fund Application form has been changed to include a checkbox for identification of Care Leavers and Young Carers so that the College can offer priority access to funds to support and student funds for these groups. The impact on retention, achievement and progression of these groups will be measured in October 2015 when stats are available for session 2014-15.

The College continues to offer an annual summer school for care leavers as an induction to College.

ECSA and Edinburgh College have developed a partnership with Who Cares? Scotland – a voluntary organisation that works directly with young people with experience of care. A Care Leavers’ Event in April 2014, which was primarily organised by an ECSA officer and care leaver saw young people from care backgrounds sharing their own stories about their educational journeys and what they have done to fight against the odds to succeed at college. The event exposed the common misconceptions attached to the care system and gave fellow students, staff and stakeholders the opportunity to hear the students’ experiences first hand. The event aimed to empower care leavers and underline that people from care backgrounds – who are often under-represented – should be given the same chances in life as everyone else. In order to secure a lasting impact and legacy, both ECSA and Edinburgh College signed the Who Cares? Scotland Pledge, which shows its commitment and continued support for care leavers.

Follow up workshops were delivered at the College All Staff Day in June 2014.

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**Support for students with Mental Health Issues**

The College student support service offers support with a range of issues including depression and anxiety, eating disorders, addiction and self-harm. They work in partnership with a range of organisations including Scottish Association for Mental Health, See Me Campaign, Health in Mind, Breathing Space, Saheliya, and Action on Depression**.** Anecdotal evidence suggests that increasing numbers of students are presenting with mental health problems, which can be challenging for untrained staff to recognise and support.

The College has sought to raise awareness of the signs of mental ill health, support those who have mental health issues, and take steps to tackle the stigma around mental ill health through a variety of approaches:

1. **Edinburgh College Mental Health Outreach Provision**

The College has a team based in Ballenden House and Inchkeith House in Edinburgh who work in partnership with the NHS Lothian Community Mental Health. The team offer Multi Subject workshops which allow people whose mental health problems have affected their ability to study, to gain qualifications and study skills and build confidence, at a pace that suits them, and with a timetable which agrees with their own particular circumstances. Students can:

* Join at any point during the year on a roll on, roll off basis for up to 3 years;
* Sit assessments in the community base rather than in college;
* Gradually work up to moving on to college if appropriate;
* Be supported to take the next step into HE, employment or volunteering.

The team also offer courses in Communication, Confidence Building and Assertiveness, Stress Management and literacy and numeracy.

Attendance is by referral from a health care professional or keyworker, and currently supports about 160 students a year.

The service has brought about positive change for a number of students who have been able to fulfil their aspirations. Examples include: one student competing successfully against 1500 others to gain an interview at Moray House for primary teaching; another has gained a place on an Edinburgh College of Art degree course; a third now has the confidence to work full-time as front of house for a named chef’s restaurant.

1. **Edinburgh College Mental Health & Suicide Prevention Training Programme**

The College worked in partnership with NHS Lothian to develop a sustainable mental health and suicide prevention training programme which could be delivered to both staff and students across Edinburgh College four campus sites. The purpose of the training programme was to:

* Raise awareness of mental health & wellbeing among both staff and students
* Increase confidence to talk openly about mental health and suicide
* Provide information on local resources, where and how to access help and support.

The programme was supported and monitored by the College’s Mental Health Working Group which includes student and staff representatives.

During session 2013-14, a pilot group of 12 staff and students was recruited. They undertook Scottish Mental Health First Aid Training, ASIST (Applied suicide intervention skills training). This was supplemented by Training for Trainers sessions delivered by experienced college and NHS staff, who will also provide ongoing support and mentoring to trainers through the lifetime of the project. This has equipped the trainees with the skills and materials to deliver a range of ‘Be Aware ‘3 hour workshops to staff and students on the topics of:

* Anxiety
* Depression
* Self-Harm
* Suicide

Roll out of the sessions commenced in 2013-14 and evaluations to date have been very positive, although only 9 workshops have been delivered so far. Participants in the Suicide Awareness sessions particularly valued the opportunity to discuss a difficult topic in a safe setting, and benefitted from learning new skills.

Evaluation of the pilot identified an issue with the student participants finding appropriate delivery opportunities. We may address this by encouraging the 4 Executive members of the Student Association to undertake the next tranche of training.

A Mental Health Trainers Manual has been developed as part of the project which will be made available as a resource on Moodle.

1. **Mental Health Awareness - Stories of Recovery events**

With the help of a small grant from the 12S partnership, and in partnership with the Edinburgh College Students’ Association, the College held a Mental Health Awareness event in Granton Campus in November 2013.

The event aimed to help dispel some of the myths, misunderstandings and stigma around mental health and raise awareness of the issues and health inequalities faced by a range of vulnerable groups, including the transgender community.

5 Individuals with lived experience of mental ill health and recovery, including a member of the transgender community, were invited to College. In a relaxed informal setting they met with small groups of students and staff to talk about their experiences. Staff from NHS Mental health services, community based support agencies, and other organisations also attended with information about support available.

**“Appreciated an LGBT aspect - particularly that there was a transgender person to chat to.”**

The event was well attended and feedback was very positive.

As is often the case with events such as this, the majority of students who attended were female. In order to attract more male students (who are less likely to approach student services for help with emotional issues) a similar event was held at Midlothian campus in March 2014 where engineering students are based. 2 Male speakers were included, one an ex-army veteran. Lecturers encouraged their students to attend, and we had some success in attracting more male participants (we also added some especially nice coffee, tea and cakes to the mixture!)

**“You aren't alone & there are people out there that can help.”**

**“We shouldn’t judge a book by its cover. We don’t know what is inside.”**

The intention is to continue to roll out these events under the strapline of ‘Stories of Recovery’ so that the messages are conveyed to a wider audience, and more individuals feel confident to come forward to seek support.

**I enjoyed seeing how respectful fellow class mates and students were. It was very informal and relaxing. It was nice to hear people’s stories. I struggle with depression, so was nice to speak/listen to someone else.**

**Staff member: I feel we are doing something worthwhile with this event, if even one person is prompted to come forward for help who otherwise wouldn’t.**

In addtion to the Stories of Recovery events, a number of other initiatives have taken place, including an event to raise awareness of eating disorders in December 2013, and a variety of health and wellbeing events which included advice about stress reduction, and other ways of enhancing mental health.

1. **Mental health and assessments**

As part of an Equality Challenge Unit engagement exercise, the College reviewed its practice around alternative assessment arrangements for students with mental health problems:

Although all students can experience heighted anxiety around exam time, the problem is particularly acute for those with a predisposition to mental ill health. The College looks for evidence in each case from a medical professional which is specific about how a mental health issue impacts on learning and concentration. A number of adjustments have been made for individuals including separate rooms, changes to room location, being seated near a window or door, extra time during the exam, rest periods during an exam. One candidate who might have been disadvantaged by their medication making them drowsy in the morning, was permitted to start the exam later than the others (this necessitated close supervision). Some students whose mental health problems prevent them from coming to college at all, are permitted to take exams at the College outreach provision in Ballenden House – this has involved careful planning with SQA to ensure that there is a secure safe, a separate area for invigilators, secure transport of papers, etc.

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**Admissions**

The College commenced a review of the admissions process with a Rapid Improvement Event in October 2014. The event brought together staff representing key areas within the College, together with student representatives, who spent an intensive week reviewing evidence and consulting widely. A number of outcomes and recommendations emerged from the process, including a decision to move away from the traditional “first come, first served” approach towards a closing date for applications. The process also highlighted the need for an equitable and transparent Admissions Policy and Process, which is now in development. During this process the College is drawing on the experiences of colleges and HEIs across the sector, and is informed by guidance from the Equality Challenge Unit and the Supporting Professionalism in Admissions Programme. Equality impact Assessment has started as part of the policy development process, informed by analysis of the college student profile and demographic information.

Lessons learned so far through EIA:

* Even with a fixed closing date for applications, some courses will be continue to be advertised as likely to close early because they are very popular. It is important when taking decisions to close some courses early, to communicate what the shorter date is, and not to disadvantage applicants who have additional support needs or other personal circumstances which mean they make take longer to apply than other groups, by imposing a very short window for applications.
* A “one size fits all” approach to scoring applications is unlikely to succeed, across the diversity of the curriculum. Broad guidelines on equitable scoring approaches will allow variation according to specific subject requirements.

**College Equality Events**

1. **Black History Month 2014**

**“**“An excellent start to a new annual event in the college calendar….” – Jakki Jeffery, Curriculum Manager Performing Arts

Edinburgh College music, acting and dance students collaborated in October 2014 to create a highly successful event which was free for students, staff and the wider community. Held in the Music Box at Sighthill campus, the event featured Walking in the Footsteps of Giants (a dance piece inspired by Nelson Mandela), 3 Blues Bands, Afro Cuban drumming, Poetry readings and a Gospel choir.

1. **Holocaust Memorial Day 2015**

Edinburgh College marked Holocaust Memorial Day on 27 January 2015.

“Treat others as you would treat yourself. Our blood is all the same, no matter our skin colour.”

“When the power of love beats the love of power, the world will be a better place”. Peace and Humanity.

Messages left by College staff and students on HM Day 2015

In the reception area of each campus were small displays, and an opportunity for staff and students to light electronic candles, and write their own prayer or reflection on the day. Prayers were hung on wooden trees created by the Carpentry staff and students, which were then placed in the Quiet room on the various campuses.

Information and Guidance staff created a small exhibition in the Learning Resource Centre at Granton, exhibition which provided more in depth information about the holocaust and other genocides, and included poetry and individual stories to read, Short films about survivors’ stories were screened in Student Services throughout the day.

1. **LGBT History Month 2015 - Café Culture event**

“It really is remarkable how times have changed, that I, as a college lecturer can sing with my gay choir to my students and no one thinks negatively of it.  In fact, the reaction is positive.

Here’s to the next time.”

Steven Wren, Lecturer, Performing Arts, Artistic Director EGMC

Students and staff from the Music and Acting areas embraced the LGBT History month theme in February 2015 with a well- judged mixture of serious and not so serious pieces drawn from the work of LGBT composers and poets, in a cabaret style entertainment supported by Edinburgh College Students’ Association. Food and Hospitality students provided food and service in the College’s Granton campus Apprentice Restaurant. Partners ELREC helped publicise the event to our local community, and supported it on the night with their photographic skills. Edinburgh Gay Men's Chorus delivered a rousing finale to the occasion with a suitable medley of songs. This was a good example of collaborative working which helped celebrate the lives and culture of LGBT people.

1. **International day for Elimination of Race Discrimination March 2015**

Every 21 March the UN reminds the leaders and communities of the world of the need to combat racism, racial discrimination, xenophobia and related intolerance. To mark it, Edinburgh College in partnership with Edinburgh and Lothians Regional Equality Council (ELREC) held a joint celebration event at the Music Box, Sighthill Campus.

Professor Sir Geoff Palmer, OBE, Honorary President of ELREC, was the keynote speaker, and gave an inspirational address to our students on the need to combat racism and intolerance in our society. The ECSA Student President spoke powerfully about the importance of eliminating racism in all its aspects from Edinburgh College.

The ELREC Young People against Hate team delivered a presentation on hate crime, and a member of the community spoke movingly about the impact of his own experience of racist hate crime.

“**It may be true that the law cannot change the heart but it can restrain the heartless.”**  
**– Martin Luther King, Jr.**

Edinburgh College music and dance students contributed a variety of performances celebrating cultural diversity, including a solo movement piece based on a Maya Angelou poem, performances of Blues, Rock N Roll, Motown and 60's Brit pop, an enjoyable and spirited performance of Bangladeshi songs by Thistle Shapla Cultural Group, and a beautifully expressive and sensitive performance of his own work by Majid Mokhberi, an Iranian musician.

Stall holders from Saheliya, Sikh Sanjog, ELREC, the Confucius Institute for Scotland in the University of Edinburgh, and Police Scotland all helped raise awareness of help and support available to ethnic minority communities in Edinburgh.

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**Edinburgh College Students’ Association (****ECSA)**

In close partnership with the College, ECSA has organised innovative projects to promote and celebrate diversity and equality within the college. Along the way, they have engaged with several leading organisations – including Who Cares? Scotland, the Scottish Refugee Council, local councils, high schools and Police Scotland – to help to create a lasting legacy of equality, diversity and inclusion at the college, including a range of projects. ECSA organised events to promote support and understanding for student groups including refugees and asylum seekers, and care leavers. Its commitment to promoting equality and diversity across all campuses was also cemented with the creation of the role of student women’s officer, the first role of its kind in Scotland.

ECSA has a base on every campus and the 4 sabbatical officers are supported by a Manager and 2 full time permanent staff. Their high visibility across College provides an important additional route for students to access information and advice, or raise concerns which may not otherwise come to the attention of the College. ECSA play a key role in the College Student Engagement Strategy and have held multiple engagement events with class reps, apprentices and other student groups to ensure that students’ views are heard and acted upon where appropriate.

In December 2014 ECSA, in response to reports from female students of sexist behaviours by male students in subjects traditionally dominated by men, undertook a sexism survey, among women students only. This should provide a baseline to measure the success of the planned ECSA Zero Tolerance campaign.

*ECSA events*

ECSA is the first college students’ association in Scotland to have a full-time women’s officer, a role focusing on issues specifically affecting female students and minority groups. Student Katy Nixon became the first elected vice president for women at the start of 2013/14.

As part of the role, the women’s officer has tackled the sensitive subject of ‘lad culture’. In response to NUS research, which found that 50 per cent of participants identified "prevailing sexism, 'laddism' and a culture of harassment" at educational institutions, ECSA ran lad culture workshops. This involved visiting courses that are traditionally male-orientated to challenge ideas of sexism through open discussion.

ECSA also engaged with external organisations and local schools to promote equality. During 2013-14, to celebrate Black History Month and the International Day of the Girl, ECSA screened a film called Girl Rising, a groundbreaking film that tells the stories of girls from all around the world. The film shines a light on millions of girls who aren’t in school and encourages those watching the film to take action to ensure that girls’ education is a part of everyday life. ECSA worked with Edinburgh & Lothians Regional Equality Council to screen the film at St Thomas of Aquins R C High School, Tynecastle High School and West Lothian Council. The screenings concluded with a valuable panel discussion at Edinburgh University, with Police Scotland and Africa UK on the broader issues of gender, education and empowerment in Scotland.

ECSA and Edinburgh College held an educational Refugee and Asylum Seeker event in partnership with the Scottish Refugee Council, in May 2014. The event celebrated the contributions these groups make to the community and how to ensure the college is a welcoming and supportive place for everyone.

Refugees, asylum seekers and immigrants shared their experiences and stories with students and staff. As well as getting an insight into the real lives of refugees, asylum seekers and immigrants in Scotland and the issues they can face, the event also served to educate people on the differences between these groups. The question and answer session focused on exposing the common misconceptions of these groups, and the negative rhetoric often reflected in the press, to educate people on the reasons why some people are forced to flee their country. In conjunction with the Refugee and Asylum Seeker event, ECSA and Edinburgh College became joint members of the Scottish Refugee Council.

During 2013-14, ECSA worked with Edinburgh College students to produce a radio show with original poetry discussing justice and equality in regards to gender based violence. ECSA interviewed Eve Ensler the founder of One Billion Rising, and with Scottish Women’s’ Aid who discussed prevention of domestic violence.

On December 1st 2014 World Aids Day ECSA worked with NHS Lothian and LGBT Youth on a joint day of action at Granton campus. Students were encouraged to sign up to ECSA pledge to tackle the stigma around aids & become better educated on the realities of aids & HIV. Over a 3 hour period they handed out over 3000 condoms and spoke to students around safe sex & getting tested.

The ‘I Heart Consent’ campaign is a joint initiative by NUS Women's Campaign and Sexpression UK. The campaign aims to facilitate positive, informed and inclusive conversations about consent in universities and colleges across the UK. In 2013-14 ECSA ran a small campaign under the “I Heart Consent” banner highlighting the issues around consent for women. The campaign is being continued in 2014-15 with a train the trainer scheme to train a cohort of I Heart Consent workshop facilitators who can then help raise awareness among students.

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**Marketing**

Students told the College that they wanted an honest true picture of our college in our marketing information, not just glossy magazine images. Marketing have renewed their photo library to be representative of real students and staff in the college. Opportunities have been taken to represent people with different protected characteristics in a non-tokenistic way. Under development are case studies, quotations, testimonials and other information to give a realistic picture of what it’s like to study at Edinburgh College. This will be supplemented by information on destinations, student satisfaction and similar relevant information which allows students to make a more fully informed decision on whether and what to study at Edinburgh College. This will help meet the needs of all communities, but greater transparency can be extended in other ways if students are encouraged to upload their own images and stories via the College social media. This could be of benefit in particular to the families and sponsors of International students.

The new College website is being built to W3C web accessibility guidelines, to be compatible with screen readers and relevant accessibility software, and open to personalisation. Regular focus groups conducted by the marketing team identified inaccessible language as an issue. The **Marketing team** have worked closely with the **student recruitment team** to develop new course pages which are easy to read and interpret. Improvements have been made to the way information is presented. More accessible fonts have been used and terminology simplified to reduce jargon and technical terms.

The Student portal was designed with the involvement of students, and many features developed in response to their feedback. The testing group included class reps, Edinburgh College Student Association and students with dyslexia.

Marketing have introduced plain English website writing style guidelines, which should benefit all website users.

Marketing use equality data to identify under-represented groups, and areas.

Moving forward, the team plan to:

* Set up a staff testing group for new developments in portals;
* Work with Communities team to develop customised layout, symbols, visuals and text for marketing Access courses;
* Develop extended curriculum and qualification maps to include older qualifications for the benefit of adult returners to education;
* Develop website search criteria to include terms which are relevant for different equality groups;
* Include equality organisations in their new Customer relationship Management system.

They are also seeking funding for a community outreach project to increase awareness of Edinburgh College, its services and provisions and to highlight the opportunities for our communities. This is intended to encourage people from the most disadvantaged communities to engage with College.

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**I****nternational**

International student numbers have fallen for a number of reasons, including significant changes in the UK student visa rules. However, International student achievement and satisfaction rates have risen since April 2013.

Changes have been made to recruitment processes. Entry requirements have been tightened to reflect new immigration requirements. A more rigorous process of interviewing using Skype has ensured that prospective students are better prepared before coming to College. Marketing of courses has been mainly directed towards countries whose prospective students are more likely to be granted permission to study in college, which has resulted in changes in the College’s International student profile.

The International team run a special induction programme for overseas students covering life in Scotland and support available in College including specialist ESOL support. They also deliver a social programme of day trips and outings throughout the year.

Once students start in college the international team monitor attendance rates weekly to ensure that any issues affecting attendance are swiftly addressed. International students are now integrated in classes with home students – this has proved to be a better model in fostering good relations on campus, and as part of a strategy for improving achievement rates for our International students. Retention rates have improved as a result of this approach.

The team work with a range of accommodation providers around Edinburgh. Focus groups conducted with a small group of students found that not all hosts were sensitive to the cultural difference between them and their guests. For session 2014-15 more personal information was gathered from students to inform accommodation placements. Safeguarding issues identified have been addressed with PVG checks carried out for all hosts.

Moving forward the team plan to:

* Develop and expand briefing information for prospective accommodation hosts on cultural differences and expectations, to reflect the changing student profile of International students;
* Work with curriculum colleagues to ensure that practical skills tests, where these are required, can be conducted abroad for all students to improve the rigour of the selection process.

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**English for Speakers of Other Languages (****ESOL)**

The ESOL team have developed 6 courses which offer work placements for ESOL learners. The team has also offered taster sessions to school pupils to encourage more young learners into college. They have developed a closer working partnership with Edinburgh City Council community learning team, which has led to improved links with schools.

Students from the NC ESOL for Employability visited school pupils as part of the SpeakEasy programme in early 2015. They then held an information event for local high school pupils who speak English as a second language at Sighthill campus in March 2015.

They set up the event to give the pupils information about the move from school to college. School pupils from around the city were invited to speak to the class.  Information available included general facts about the college; the advantages of studying to prepare for the future.

The purpose of this event was to build closer partnerships between school and college for young people for whom English is a second language and ease the progression for young students making the transfer from school to college. The students led the event, as frequently school pupils are more comfortable speaking to someone else who has had similar experiences.

Many of the school pupils face funding difficulties which operate as a barrier to their progressing to college.

Moving forward, the College plans to work with key partners, to lobby to develop better financial support for students such as refugees who may be disadvantaged by current residency requirements.

The ESOL team is also planning an employer engagement event in June 2015 to help create opportunities for ESOL students to progress into work.

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**ICT**

IT Operations and IT Development and Innovation teams work closely together to provide and maintain IT infrastructure, provide a student and staff IT support service, and develop systems to support the College strategic and operational aims.

Although ICT as an industry is male dominated, in College 6 out of 37 employees is female including the IT operations manager. The team offers placements to apprentices in partnership with QA Apprenticeships. This provides an opportunity to encourage more young women into the profession.

The ICT team recently with support from HR, carried out an Equality Impact Assessment of the decision to standardise working hours across the 4 campuses. Flexibility about start times and specialist equipment was offered to a member of staff with health issues. This helped raise awareness amongst the team of the need to consider impact of new processes on the equality groups. The Cylix online equality training had an impact on staff awareness and expectations. In consultation with HR and Occupational health, 2 staff members have been diagnosed with dyslexia and their needs assessed and catered for with assistive technology, provision of note taking equipment and Dictaphone.

Lessons were learned recently from the unintended negative impact on a member of staff who has dyslexia, of new marketing software which was developed and introduced to very short timescales, and without the usual accessibility testing processes being carried out. ICT team have now added the need for an EIA to the project sign off process for every new development.

Team have worked with Student Services to install as standard the assistive technology Read and Write Gold across all PCs in College for the benefit of staff and students. This provides a more inclusive environment which benefits everyone and minimises the need for special adjustments.

ICT have recognised that there is lack of expertise in their area of the full range of assistive technology available to benefit staff and students.

Moving forward, the team plan to work with Student services staff to develop ICT team increased awareness of up to date assistive technology, and deploy this where appropriate for the benefit of all staff and students.

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**Human Resources - recruitment**

The team operate anonymous recruiting procedures which reduce the risk of conscious or unconscious bias in recruitment. Mandatory scoring mechanisms are provided to recruiting staff to ensure that all applications are measured against clear and consistent criteria.

Edinburgh College guarantees to interview all disabled applicants who meet the minimum criteria for any vacancy under the “Two Ticks scheme”.

The recruitment team ensure that reasonable adjustments are made for those candidates who require them. Examples include allowing a candidate with Asperger’s to come early for an interview to build time to prepare for the competency based questions. Interviewing staff were provided with information about how Asperger’s can affect how a candidate may present at interview. Other adjustments made include assistive software, and hearing loops.

Analysis of data captured from job applicants shows that the number of white Scottish applicants is decreasing, particularly for lower level jobs, while numbers of Polish and Spanish are increasing. There are fewer ethnic minority applicants for higher level jobs.

Moving forward:

* A Talent Link Online recruitment system will be in place by December 2015 which will allow the College to monitor more rigorously applications, interviews and appointments by protected characteristic. Analysis of this evidence will help inform review staff recruitment strategy and practices.
* The team will advertise vacancies to local community groups via a weekly bulletin, to attract more applicants from minority and under- represented groups.

**Learner Development Tutors**

Learning development tutors (LDTs) provide a pivotal role between academic staff and support staff, and act as the main point of contact for full-time students studying up to and including HNC level. The LDT role is to deliver a tutorial programme over the academic year to classes and also carry out one-to-one tutorial sessions. LDTs broadly work with one subject area and a key part of their job is to tailor their tutorial sessions to the students that they work with. Their main focus is on employability, attendance monitoring and student retention, linking directly with the Strategic Plan aim Educating for the future.

The Education Scotland June 14 review recommended that the college should ensure that the LDT initiative is implemented consistently and effectively across the college. An action plan was put in place in May 2014 to address the issue. One action was for LDTs to work in assigned “project groups” starting from summer 2014 onwards to review best practice around each tutorial topic, and define aims and objectives for the tutorial programme for each level of course. A project group of LDTs met over the summer of 2014 with the Equalities team to develop a range of resources to allow all LDTs to develop contextualised content for equality tutorials, at different levels, for their various student groups. This provides a basic model for the tutorials but with scope to adapt for each subject area. Examples of how the tutorials are used with different student groups: Health and Social Care students undertook projects where they researched and developed presentations around their chosen topics, including Gay Marriage, Disability in Children’s books, and the Travelling community; Equality tutorials in Construction area were focussed on employability themes– human rights, age, and employment rights. Recent, relevant topics were used as a basis for class discussion. Equality was embedded in discussions around industry and atmosphere in the workplace, for example talking about differences in race and nationality. In Trades courses, class conversations took place about sexual orientation. Lower level Engineering students were more engaged by quizzes and practical tasks.

**Catering**

In response to student feedback in the Pre exit survey, the catering team have introduced themed menus with dishes from across the world, for example Italian week in February, Chinese food offers, and Taste of India every Thursday in March. Street food has been introduced at Sighthill campus, Students are invited to speak to chefs, and challenge them to produce their favourite dish. More ongoing feedback throughout the session is sought via an anonymous online feedback form.

Moving forward, the team plan to invite feedback via a dedicated Facebook site.

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**Appendix i**

**Action plan 2015-17**

**Abbreviations used:**

|  |  |  |  |
| --- | --- | --- | --- |
| **COMM** | Head of Community Centre | **INT** | Head of International development |
| **CON** | Head of Institute of Construction and Building Crafts. | **LDT** | Learner Development Tutor |
| **CPD** | Continuing professional development | **LGBT** | Lesbian, Gay, Bisexual, Transgender |
| **ECSA** | Edinburgh College Students’ Association | **LR** | Learning Resources manager |
| **EIS** | Educational Institute of Scotland, lecturers' Trade Union | **MARK** | Head of Marketing |
| **ELS** | Extended Learner Support | **MHWG** | Mental Health Working Group |
| **ENG** | Head of Engineering+ | **OD** | Head of Organisational Development |
| **EQ** | Equalities Manager | **PLSP** | Personal Learning Support Plan |
| **FAC** | Head of Resources and Facilities | **QE** | Head of Quality and Equalities |
| **HR** | Head of Human Resources | **SS** | Head of Student Services |
| **ICT** | Head of Information Technology |  |  |
|  |  |  |  |

| **E.O.** | **Area** | **Action** | **Date** | **Responsible Head** | **Short term output** | **Measures of success** | **Longer term impact** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 3.2 | COMM | Expand Project Search initiative for people with autism to include a second employer (NHS) | Aug 16 | COMM | Students’ employability enhanced through work experience | No. of students provided with work placement experience  Nos. of students who gain employment | More disabled people are in work, benefitting themselves and society. |
| 3.2 | COMM | Develop systems to track work placements and destinations for students with learning disabilities, to allow progress to be measured robustly. | Aug 15 | COMM | Improved evaluation of relative success of placement policy.  Students directed to employers who offer best opportunities. | No. of students provided with work placement experience.  No. of students who gain employment. | More disabled people are in work, benefitting themselves and society. |
| 1.3, 3.1 | COMM (SCP Team) | Deliver College taster sessions to school pupils across 10 curriculum areas. Guarantee 15 places per each school to ensure fairer distribution of opportunities across all schools. | Jun 15 | COMM | Increased awareness amongst school pupils and staff of range of opportunities available  More pupils from under represented areas and groups apply to college | No. of pupils from deprived areas going on to study in college  No. of female pupils going on to study in Construction and Engineering in college | More people from under represented areas and groups study successfully in college and take their place in the workforce. |
| 3.1 | CONENG | Develop a Peer support group for female students in Construction and Engineering | Jun16 | CON, ENG, working with ECSA | Supportive structures in place for women students.  Women students benefit from networking opportunities.  Improved feedback mechanism in place to evaluate women’s experiences of college life and of seeking work. | Peer support group established.  Feedback from participants is positive.  Student satisfaction,  retention and positive destination rates. | More women graduate from College with Construction and Engineering qualifications and take their place in the workforce |
| 3.1 | CONENG | Develop and establish Engineering clubs for S1-S2 school pupils in Midlothian, to attract wider participation and gender mix. | Dec 15 | ENG | Increased awareness amongst school pupils and staff of opportunities available in Engineering. | No. of Clubs established. No. of females participating.  Feedback from participants.  Long term, increase in % of females studying Engineering courses | More female school pupils go on to study Engineering at Edinburgh College. |
| 3.1 | CONENG | Improve Marketing materials by developing testimonials from successful female students | Aug 16 | CON, ENG | Increase in number of female applicants.  Women benefit from successful role models | Materials developed to include testimonials.  No. of female applicants | More women study Construction and Engineering courses at Edinburgh College |
| 3.1 | CONENG | Positive action - Deliver at least one Employer Engagement event for women in Engineering and Construction | Aug 16 | CON, ENG. | Increase in employer awareness of talent pool at Edinburgh College.  Increase in retention and satisfaction rates for women students.  College reputation enhanced. | No. of employers at event.  No. of females attending.  No. of females gaining employment in the sector. | More women graduate from College with Construction and Engineering qualifications and take their place in the workforce |
| 3.1 | CONENG | In subject areas where female staff mentors are not available, develop relationships with female mentors in industry and establish programme of visits to and from industry for female students. | Aug 16 | CON, ENG | Supportive structures in place for women students.  Women students benefit from networking with industry.  Increase in retention and satisfaction rates for women students.  College reputation enhanced. | No. of mentors established.  No. of visits.  No. of females gaining employment in the sector. | More women graduate from College with Construction and Engineering qualifications and take their place in the workforce |
| 3.1 | CONENG | Work with Scottish Association for Engineering Education (SAFEE) to encourage Primary Engineer organisation to develop a project in Scotland. | Dec 15 | ENG | More children inspired to consider careers in STEM related professions. | Project established in Scotland. | More young people enter STEM related professions |
| 1.1, 3.1 | CONENG | Develop College systems to allow accurate monitoring of work placement opportunities provided in gender segregated areas by gender, Black & Minority Ethnic groups, young people with disabilities and care leavers. | Aug 16 | CON, ENG | Improved evaluation of relative success of placements for different groups.  Areas of under representation identified.  Students directed to employers who offer best opportunities | Systems in place and baselines established for session 2016-17 | More people from under represented and disadvantaged groups take their place in the workforce. |
| 1.1, 1.2, 1.3 | EQ | Continue to develop analyses of student and staff survey data broken down by protected characteristic to identify any differences in satisfaction levels, and investigate further to determine root causes. | Mar 17 | EQ, working with QE and HR. | Improved understanding of issues affecting different groups in college.  Evidence used to improve services for staff and students | Analyses completed.  Actions taken to respond to issues.  Increase in satisfaction levels for students and staff | People with all protected characteristics feel welcome and included in Edinburgh College. |
| 1.1 | EQ | In collaboration with HR, EIS and Unison, develop staff briefings to encourage staff to self-declare across all protected characteristics | Jun 15 | EQ, working with HR, EIS and Unison | Improved evidence base for EIA and outcome setting  Evidence used to   * identify underrepresented groups and * review staff recruitment strategy and practices | Numbers of staff updating sensitive data.  %age of staff declaring across all protected characteristics | Improved staff demographic  All staff feel welcome and included in Edinburgh College.  All staff are confident that they will be treated fairly and equally at work |
| 1.2 | EQ | Achieve LGBT Youth Foundation charter mark | Feb 16 | Equalities team and LGBT Charter mark working group | LGBT champions trained.  LGBT Youth Foundation Charter Mark in place.  Increased awareness amongst staff and students of College equality values | Increase in satisfaction rates of LGBT students as measured through surveys and focus groups.  Increase in self-declaration of sexual orientation status by staff and students | LGBT students and staff feel welcome and supported in Edinburgh College. |
| 1.2 | EQ | Develop and deliver suite of staff workshops on acceptable language and challenging behaviours | Commence delivery June 15 | Equalities | Staff report greater confidence about discussing equality issues and challenging inappropriate behaviour. | No. of staff trained.  Staff feedback.  Increase in student and staff satisfaction rates. | People with all protected characteristics feel welcomed and supported in Edinburgh College. |
| 1.2 | EQ | Populate Equality Moodle site with information, guidance and resources for staff and students | Aug 15 | Equalities team | Staff report greater confidence in exercising rights and responsibilities in relation to equality.  Decline in no. of complaints. | Moodle site populated and launched.  Staff feedback on resources.  No. of hits on site. | Staff and students are confident in exercising their rights and responsibilities in relation to equality. |
| 1.1, 1.2 | EQ | As part of Moodle launch, survey lecturers to establish confidence in delivering equality induction, and what range of additional support or resources would be most helpful. | Aug 15 | EQ, working with Comms and ICT. | Lecturers more aware of support available.  Survey results inform planning to improve induction for PT students. | Survey launched.  No. of responses to survey.  Staff confidence levels baseline established. Plans developed to improve induction for PT students. | Induction for PT students effective in ensuring PT students are aware of their equality rights and responsibilities. |
| 1.2 | EQ | Deliver training on unconscious bias to recruiting staff. | First delivery Aug 15 | EQ | Student Admissions and staff recruitment processes are applied fairly and equitably. | Numbers of staff trained.  Staff report improved understanding of how unconscious bias can affect decision making and the systems required to eliminate it.  Staff and student recruitment data | Staff and student profiles reflect the diversity of the community. |
| 1.2 | EQ | Consult on and develop guidance on support for staff and students who are transitioning, or identify as transgender. | Mar 16 | EQ, working with HR and ECSA | Staff and students are aware of their rights and responsibilities in relation to transgender issues. | Guidance developed.  Awareness raising activities held.  Reported confidence levels of staff.  Complaints. | People who are transitioning or identify as trans feel welcome and supported in Edinburgh College. |
| 1.2, 2.2, 2.3, 2.4 | EQ | Work with Quality Enhancement team to develop staff confidence and capacity to use statistical data to inform self-evaluation and planning. | Jun 16 | EQ, QE | Staff awareness of and confidence in analysing relevant data improves.  Gaps in achievement for key groups identified and actions taken to address root causes. | Self-evaluation and operational plans show effective analysis of statistical data to improve the student experience. Retention and success rates of key groups. | Gaps in achievement rates for key groups are reduced. |
| 1.3 | EQ | Develop and implement strategy to improve destinations for deaf students, including   * researching and engaging with best practice employers * engaging with Donaldson’s school to help improve students’ preparedness for college * identifying sources of funding to provide additional literacy support for deaf students in college. | Mar 17 | EQ, working with SS, Core Skills team, curriculum colleagues and external partners | Deaf students better prepared for college and employment.  Increase in employer confidence in employing deaf people. | No. of deaf students gaining employment after graduating from College. | More deaf students achieve their awards and take their place in the workforce. |
| 1.3 | EQ | Review recent ECU and LEAD recommendations for improving progression for students with disabilities, and develop recommendations for implementation by Edinburgh College. | Aug 15 | EQ | Measures adopted are based on robust research.  Increase in staff awareness of barriers affecting disabled students | Plans to improve progression developed and implemented.  Destinations of disabled students. | More disabled people are in work, benefitting themselves and society. |
| 1.2 , 1.3 | EQ | Work with Student Support team to develop web content which makes more visible the college’s commitment to equality and the support which is offered to those with different protected characteristics. | Dec 15 | EQ,SS | Increase in awareness among prospective and current students and staff of College commitment to equality.  More students from minority groups access support from student services. | Improved ranking in Stonewall WEI;  Achievement of LGBT charter;  Nos. of people with disabilities who apply to College.  Satisfaction levels of different groups.  Retention and achievement rates.  Increased uptake of student support. | People with all protected characteristics feel welcome and supported in College. |
| 1.3 | EQ | Consult on and develop a breastfeeding policy for the College. | Aug 17 | EQ, working with SS and HS | Staff and students have increased awareness of support and facilities available for breastfeeding women. | Policy in place.  Awareness raising activities held.  Student satisfaction and retention rates. | Breastfeeding women feel welcome, respected and supported in college. |
| 1.3 | EQ | Implement Quiet room project plan   1. Establish suitable space at Midlothian campus and refurbish as necessary 2. Finalise refurbishment of Milton Road facility 3. Provide lockers for storage of religious texts and artefacts 4. Refresh décor at all venues and create distinctive portal style doorway with religious and non-religious symbols to clearly indicate use of the space 5. Add signage to all facilities to make it clear that space is for multiple use 6. Create Tree stands for contributing prayers, Big Question cards, Be Thankful tags etc. and responses to religious calendar e.g. Holocaust Day. 7. Develop notice board for publicising interfaith activities. 8. Establish User group to meet 2 x annually to monitor and review prayer room use and inform further developments 9. Establish online user group space with chat room 10. Publicise prayer rooms once refurbished via Student Portal , Quality Staff Bulletins 11. Establish Programme of Faith events and speakers to help foster good relations amongst different faith groups in college. | Mar 16 | EQ, working with SS, IT and FAC | Staff and students have increased awareness of purpose of Quiet rooms.  Quiet rooms’ facilities improved. | Quiet rooms refurbished.  User group established. Feedback from user group.  Programme of events established. | Staff and students of all faiths and none feel welcomed and supported in College. |
| 1.2, 1.3 | EQ | Re develop EIA procedure and template based on staff feedback including additional prompts and examples. Provide refresher training to Middle and Senior managers. | Commence delivery Oct 15 | Equalities | Staff confidence and capacity in considering potential impact increased.  Impact on different groups increasingly considered in College policy and decision making. Unintended negative impact reduced. | No. of staff trained.  Reports of staff confidence levels.  No. of EIAs completed.  Quality of EIAs.  Staff and student satisfaction rates. | The College in its policy, planning and decision making helps to remove barriers and advance equality for groups who experience disadvantage in our society. |
| 1.2, 1.3 | EQ | Develop analyses of student achievement rates by religion and belief and sexual orientation, and investigate causes of any gaps in achievement. | Dec 15 | EQ | Evidence used to improve services for staff and students. | Analyses complete.  Gaps identified.  Actions taken to respond to issues.  Retention and achievement trends. | Gaps in achievement reduced. |
| 4.3 | EQ | Consult on developing a staff equality and diversity network with representation of staff with different protected characteristics to act as a forum for identifying and promoting best practice. | Oct 15 | EQ, HR, OD | Increased staff awareness of EIA.  Staff feel more involved in decision making. | Feedback received on consultation.  Network established.  Quality of EIAs  Staff satisfaction. | The College in its policy, planning and decision making helps to remove barriers and advance equality for groups who experience disadvantage in our society. |
| 1.3 | FAC | In partnership with ECSA, complete audit of all campus buildings to identify any remaining barriers, and act on findings. Commence  Forthside Sep 15.  Sighthill June 16  Granton Oct 16  Milton Road Jan 17 | Sep-15  Jun-16  Oct-16  Jan-17 | EQ, FAC, ECSA, SS | Audits identify barriers  Staff awareness of barriers raised  Students report greater satisfaction with facilities | Barriers identified are removed or mitigated  Student satisfaction rates with resources and facilities | More people with disabilities enrol and complete their studies successfully |
| 1.3 | FAC | Identify and create a suitable space for a quiet room at Midlothian campus. | Mar 17 | FAC, working with EQ | Staff and students have increased awareness of purpose of Quiet rooms.  Quiet room facilities improved. | Quiet room space established.  Student and staff feedback on use of room.  Student and staff satisfaction levels. | Staff and students of all faiths and none feel welcomed and supported in College |
| 1.1 | HR | Develop improved systems to gather, record and report on staff recruitment and promotion by protected characteristic, including number of applicants, number of shortlisted applicants, number of applicants invited to interview, number of successful applicants.  Report and act on outcomes. | Jun 15  Oct 15  Mar 16 | HR | Evidence used to review staff recruitment strategy and practices.  Improved talent pool for college. | Improved Collection mechanisms in place by June 15.  Recording and reporting Systems in place by Oct 15. Reports produced and analysed from Mar 16.  Actions taken to address issues identified. | Staff and student profiles reflect the diversity of the community |
| 1.1, 4.3 | HR | Develop improved systems to record and report on staff disciplinary processes and grievances by protected characteristic. Report and act on outcomes.  Systems in place by October 2015. Reports commence Mar 2016 | Oct-15  Mar-16 | HR | Evidence available to monitor impact on and use of disciplinary and grievance processes, for different groups. | Robust data established.  Reports issued and analysed.  Staff satisfaction levels.  EIAs of processes. | Staff with all protected characteristics feel they are fairly treated in relevant processes. |
| 1.2, 4.3 | HR | Achieve year on year improvement scores in Stonewall Workplace Equality Index | Mar 17 | HR, EQ | Increased awareness amongst all staff of College equality values | Increase in self-declaration of sexual orientation status by staff  Increase in satisfaction rates of LGBT staff. | LGBT students and staff feel welcome and supported in Edinburgh College |
| 4.1 | HR | Use positive action for external recruitment to attract staff applicants from under-represented groups, for example targeting of job adverts within specific media and the use of our social media to advertise vacancies. | Aug 15 | HR | College is recognised as inclusive employer.  People from under-represented groups are encouraged to apply. | Profile of applicants for staff vacancies  Staffing profile | College workforce represents the diversity of Scottish society and local communities. |
| 4.3 | HR | Implement the Notice and resignation policy by offering an exit interview to all staff who resign or take voluntary severance. Analyse for any equality implications.  Exit interviews commence June 15. Reports commence Dec 15 | Jun 15  Dec 15 | HR | Staff feel respected and valued.  Confidence in fair treatment is reinforced.  Any underlying patterns are revealed and issues addressed. | Analysis of exit interviews  Staff satisfaction | College recognised by staff and community as inclusive employer. |
| 4.3 | HR | Develop and publish Equal Pay statements and information for disabled and minority ethnic staff | April 17 | HR | Pay gaps identified. | Reports published demonstrate compliance with Equality Act requirements.  Pay gaps identified.  Employee information analysed. | Pay gaps are eliminated. Staff with all protected characteristics feel they enjoy a fair and equitable pay structure. |
| 4.3 | HR | Take appropriate steps to raise awareness amongst staff about their rights to reasonable adjustments, and the procedures involved in requesting them | Dec 15 | HR | Increase in staff awareness of equality rights and responsibilities.  Staff feel valued and respected. | Reasonable adjustments in place.  No. and nature of requests. | Staff and wider community recognise college as inclusive employer. |
| 1.1, 4.1 | HR | Develop suite of reports from i-Trent HR self-service database which provide staff information broken down by protected characteristic, and by department, grade, contract type, FT/PT status and occupation. Analyse and act on outcomes. | Aug 15 | HR | Evidence used to identify underrepresented groups and review staff recruitment strategy and practices. | Reports issued and analyses completed.  Impact of implementation of actions to address issues identified.  Staff profile  Staff satisfaction levels. | College workforce represents the diversity of Scottish society and local communities.  Staff and wider community recognise college as inclusive employer. |
| 1.3 | ICT | Raise awareness of Read and Write Gold and provide Getting Started guide. | Dec 15 | ICT, working with SS | Increase in staff awareness of accessibility features available. | Staff feedback  No. of requests for assistive technology. | Barriers to staff fulfilling their potential are reduced or eliminated for all staff. |
| 1.3 | ICT | Work with Student services staff to develop ICT team increased awareness of up to date assistive technology, and deploy where appropriate for the benefit of all staff and students. | Jun 16 | ICT, SS | Increase in knowledge and capacity of ICT staff.  Improved service for staff and students. | ICT staff feedback  No. of staff and students using assistive technology provided | Barriers to staff and students fulfilling their potential are reduced or eliminated for all. |
| 1.3 | ICT | Recruit staff testing pool for new developments in portals to include staff across different disciplines and with a range of protected characteristics. | Jun 16 | ICT, MARK | Increased awareness amongst all staff of barriers faced by different groups. | Pool recruited.  EIAs completed.  User feedback. | Barriers to staff fulfilling their potential are reduced or eliminated for all. |
| 1.3 | ICT | Use google analytics to extract and analyse geographical information about who is accessing website from where, and their comparative ease of use | Mar 17 | ICT, MARK | Areas with low participation, identified. Barriers to ease of use identified.  Increase in staff awareness of barriers which may face some groups. | Reports developed and analysed for equality issues.  Plans developed to address issues arising. | People from all areas, and all protected characteristics, can find the information they need on the website easily. |
| 1.2, 2.4 | INT | Develop and expand briefing information for prospective accommodation hosts on cultural differences and expectations, to reflect the changing student profile of International students. | Aug 15 | INT | Increased understanding and appreciation amongst hosts of cultural differences.  Good relations between the College and the community fostered.  International students feel welcome in the wider community. | Briefings in place and delivered.  Satisfaction rates of International students, and hosts.  Retention and achievement rates of international students. | International students feel welcome and supported in the wider community, and fulfil their aspirations in coming to College. |
| 1.3 | INT | Work with curriculum colleagues to ensure that practical skills tests, where required for entry, can be conducted abroad for all overseas students. | Aug 16 | INT, working with curriculum | Overseas students have better understanding of the demands of their chosen course.  College recruits those students with best chance of achieving their chosen award. | Methodology in place for skill tests. Tests trialled.  Satisfaction rates of International students.  Retention and achievement rates of international students | International student recruitment is fair, transparent and equitable. |
| 1.3 | INT | Working with partners, lobby to develop better financial support for students from outside the EU who face barriers in coming to College. | Aug 16 | EQ, INT, SS | Barriers for students from outside the EU are minimised. Effective partnerships developed.  Good relations with community fostered. | No. of school students from outside the EU who are supported to come to College. | People from disadvantaged groups can attend College and achieve their chosen award. |
| 1.1, 1.3 | LDT | Develop system of recording student disciplinary incidents which allow effective monitoring by protected characteristic. | Aug 16 | SS, LDT manager, EQ | Staff and student awareness of issues affecting different groups enhanced.  Impact of disciplinary processes on protected groups understood. | System in place.  Reports analysed to assess impact of disciplinary processes on protected groups.  Student satisfaction rates.  Student complaints.  Staff feedback. | Students and staff with all protected characteristics have confidence that disciplinary processes are fair and equitable. |
| 1.3 | LR | Redevelop QELTM training materials to support teaching staff; Raise awareness of launch of a better supported model of QELTM | Dec 15 | EQ, QE, LR | Learning technologists, and teaching staff, have increased awareness of how learning and teaching materials can help advance equality, and promote understanding of different groups. | Materials developed.  No. of staff trained.  Staff feedback.  No. of packs scrutinised.  Student satisfaction.  Complaints. | Students with all protected characteristics feel welcome and supported in college, and achieve their chosen award. |
| 1.3 | MARK | Develop website search criteria to include terms which are relevant for different equality groups | Dec 15 | EQ, MARK | Increase in awareness among prospective and current students and staff of College commitment to equality.  More students from minority groups apply to College. | Improved ranking in Stonewall WEI;  Achievement of LGBT charter;  Nos. of people with disabilities who apply to College.  Satisfaction levels of different groups.  Retention and achievement rates.  Increased uptake of student support. | People with all protected characteristics feel welcome and supported in College. |
| 1.3 | MARK | Extend and develop curriculum and qualification maps to include older qualifications for the benefit of adult returners to education. | Dec 15 | MARK, working with QE, Student recruitment team and curriculum staff | Application and recruitment decisions are based on robust evidence. | Maps developed and published to staff and prospective students via website  Staff feedback.  No. of hits on relevant web pages.  Student complaints.  Student satisfaction. | Students enrol on the courses most suited to their needs. |
| 1.3 | MARK | Develop business case to secure funding to implement community outreach project, to increase awareness of Edinburgh College, its services and provisions and to highlight the opportunities for our communities. | Jun 16 | MARK |  | Business case developed and funding secured.  No. of students from key groups enrolled. | More people from disadvantaged and underrepresented communities apply to college and achieve their chosen awards. |
| 1.3 | MARK | Working with Communities team, develop customised layout, symbols, visuals and text for marketing Access courses. | Dec 15 | MARK, working with COMM | Students informed and empowered to make application decisions.  Staff awareness of accessibility issues faced by some groups increased. | Marketing approach developed and implemented.  Satisfaction levels of key student groups.  Staff and stakeholder feedback.  Student retention and achievement rates. | Students with learning disabilities have an improved experience in college and more achieve their chosen award. |
| 2.1 | MH | Working with partners, develop and implement a sustainable model of delivery of Train the Trainer workshops for Mental Health First Aid to maximise opportunities for delivery to staff and students | Dec 15 | MHWG | Increased confidence of staff and students about supporting people with mental health issues. | No. of workshops delivered.  No. of staff trained.  Staff feedback.  Student retention and achievement rates. | Staff and students benefit from an environment which recognises and supports people with mental health issues. |
| 2.1 | MH | Commence delivery of Mental Health First Aid for Young People workshops | From Aug 15 | SS | Increased confidence of staff and students about supporting people with mental health issues. | No. of workshops delivered.  No. of staff trained.  Staff feedback.  Student retention and achievement rates. | Staff and students benefit from an environment which recognises and supports people with mental health issues. |
| 2.1 | MH | Hold Stories of Discovery event at Milton Road Campus in May 2015; deliver 3 similar events across other campuses during 2015-16.  Milton Road May 15; 3 further events by Jun 16 | May 15  Jun 16 | MHWG | Staff and students have improved understanding and increased confidence about discussing impact of mental health issues.  Good relations fostered with community members. | No. of Events held;  Feedback from participant.  Increase in disclosure rates of support needs | Staff and students benefit from an environment which recognises and supports people with mental health issues. |
| 4.2 | OD | Develop robust systems to support collection and analysis of staff CPD opportunities by protected characteristic. Report annually March. | Mar 16 and Mar 17 | OD | Evidence available to monitor impact of CPD application process on different groups.  Staff have improved understanding of barriers faced by some groups. | System developed. Data captured.  Reports published and any issues identified.  Staff satisfaction. | Staff with all protected characteristics feel they are fairly treated in CPD application process, and have equal opportunities to develop and fulfil their potential. |
| 4.3 | OD | Implement a staff survey which includes questions which help measure staff perceptions of Edinburgh College as an inclusive employer. | Oct 15 | OD | College has improved understanding of issues affecting different groups.  Staff awareness of rights and responsibilities regarding equality increased. | Survey published to staff.  Results analysed.  Staff satisfaction levels.  Action plan developed to address issues identified. | People with all protected characteristics regard the College as an inclusive employer. |
| 1.1, 1.2 | QE | Develop and pilot an accessible survey for students with additional support needs. | Oct 15 | QE working with COMM, EQ, LR | Students with additional support needs feel respected and valued, and have greater opportunity to influence college planning.  Increased understanding among staff of barriers affecting some groups. | Survey developed and published to relevant groups.  No. of students completing survey.  Results analysed and issues identified addressed.  Student satisfaction levels. | People with all protected characteristics feel welcome and supported in college. |
| 1.2, 1.3 | QE | Work with Equalities team to develop examples of equality good practice to inform self-evaluation process | Oct 15 | QE, EQ | Increased understanding among staff of how to evaluate success in advancing equality.  Good practice in some areas adopted more widely. | Self-evaluation and operational plans show evidence of robust evaluation of efforts to advance equality. Retention and success rates of key groups. | Gaps in achievement rates for key groups are reduced. |
| 1.1 | SS | Develop system to enable monitoring of take up of Student support by protected characteristic. | Aug 16 | SS | Monitoring Systems in place across all campuses  Analysis completed and any issues identified | Information is reliable and robust and can inform future planning  Robust EIAs.  Student satisfaction rates | College student support services are tailored to meet the needs of individuals of all protected characteristics |
| 1.2 | SS | Secure corporate parenting training for key staff from Who cares Scotland during 2015-16. | June 16 | SS | Staff are confident in exercising their responsibilities in relation to corporate parenting Trained staff are confident to share key messages across College. | Training delivered to key staff.  Trained Staff feedback on confidence levels.  Key Messages identified and shared across all staff.  Student satisfaction, retention and achievement rates. | College meets the needs of looked after young people, or those who have left care, in the services it provides. |
| 1.3 | SS | Develop a service delivery charter for Young Carers working with the Student Support Team, College Development Network and Edinburgh Young Carers Project. | Jun 16 | SS, working with partners | Staff have increased understanding of the needs of young carers in college  College meets the needs of young carers, in the services it provides | Charter developed.  Staff reported confidence in implementing charter.  Student recruitment, satisfaction, retention and achievement rates. | More young carers are supported to access College services without barriers. |
| 1.3 | SS | Develop flow chart and guidelines for completing Special Exam arrangement and assessment procedures | Jun 16 | SS | Staff have greater awareness of barriers affecting some groups.  Processes operate more smoothly to ensure those who need them are offered special arrangements. | Flow chart and guidelines in place and communicated to learning and teaching staff. No. of alternative assessment arrangements made.  Feedback from staff.  Student retention and achievement rates.  Student complaints. | Barriers to achievement minimised for key groups. |
| 1.3 | SS | Establish peer to peer mentoring model for students with Asperger’s in 2015-16. | June 16 | SS | Students with Asperger’s benefit from interaction with peers, and learn new mentoring skills. Student voice captured more effectively. | Model developed.  Students identified and trained.  Student satisfaction, retention and achievement levels.  Staff feedback. | Students with Asperger’s feel welcome and supported in Edinburgh College |
| 1.3, 2.2 | SS | Develop communication approach to encourage more male students, and more ethnic minority students, to access support available. | March 16 | SS | More Male students and ethnic minority students access support.  Staff gain improved understanding of how to meet the needs of key groups. | Level of access of services by relevant groups.  Student satisfaction, retention and achievement levels. | Gaps in achievement levels minimised or reduced. |
| 1.3 | SS | Work with learning and teaching staff to provide a taster day across various subjects for Edinburgh Young carers during 2015-16. | June 16 | SS and curriculum heads | Young carers have increased awareness of opportunities available in college. Staff gain improved understanding of barriers affecting some groups. | Taster days delivered.  No. of young carers and curriculum staff taking part | More young carers are supported to access courses in College without barriers. |
| 2.1 | SS | Develop pre course information for schools about the different nature of Mental Health support available at college, emphasising the “empowerment” model. | Dec 15 | SS, working with COMM | Younger Students are better prepared for college life and aware of sources of support | Pre course information developed and communicated to key contacts in schools. | Younger Students enjoy college and achieve their chosen award |
| 1.2, 1.3 | SS | Develop and implement range of ‘feedback’ opportunities for students and staff who use Student Support Services, including students with mental health problems | Jun 16 | SS | Staff have improved understanding of the impact of their services on different groups. Students have more opportunities to influence how services are delivered. | No. of students delivering high quality feedback.  Improvements to services based on feedback.  Improved student satisfaction rates | College student support services are tailored to meet the needs of individuals of all protected characteristics |
| 1.1, 2.1 | SS | Develop analysis tools(s) in order to gather information from PLSP’s and ELS forms. | Jun 16 | SS | Staff have improved understanding of the impact of their services on different groups. | Analyses developed.  Improvements to services based on feedback.  Improved student satisfaction rates | College student support services are tailored to meet the needs of individuals of all protected characteristics |

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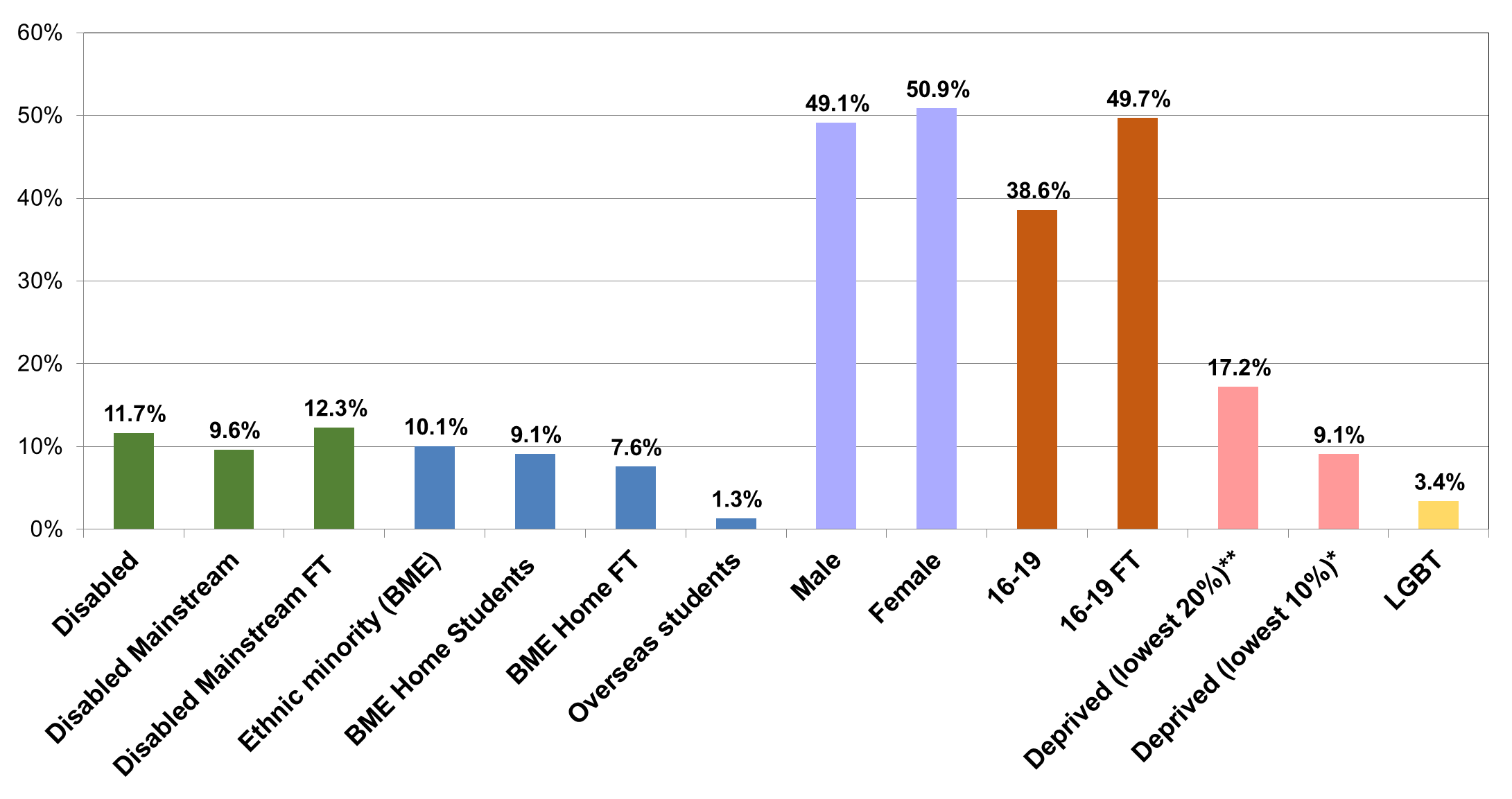
**Appendix ii**

**Glossary**

|  |  |
| --- | --- |
| **Abbreviation** | **Meaning** |
| **ACE** | Access and Continuing Education team |
| **ASIST** | Applied suicide intervention skills training |
| **BME** | Black and Minority Ethnic |
| **BSL** | British Sign Language |
| **COMM** | Head of Community Centre |
| **CON** | Head of Institute of Construction and Building Crafts. |
| **CPD** | Continuing professional development |
| **DPG** | Dominant Program Group, a subject classification used by the SFC |
| **EC** | Edinburgh College |
| **ECSA** | Edinburgh College Students’ Association |
| **ECU** | Equality Challenge Unit, which supports colleges and universities in meeting their equality duties |
| **EIA** | Equality Impact Assessment, a process to ensure that impact on protected groups is fully considered in decision making |
| **EIS** | Educational Institute of Scotland, lecturers' Trade Union |
| **ELREC** | Edinburgh and Lothians Regional Equality Council |
| **ELS** | Extended Learner Support, a service for students requiring extra help with their studies |
| **ELS** | Extended Learning Support |
| **ENG** | Head of Engineering+ |
| **EQ** | Equalities Manager |
| **ESOL** | English for Speakers of Other Languages |
| **FAC** | Head of Resources and Facilities |
| **FE** | Further Education |
| **FT** | Fulltime |
| **HE** | Higher Education |
| **HND** | Higher National Diploma |
| **HR** | Head of Human Resources |
| **HR** | Human Resources |
| **ICT** | Head of Information Technology |
| **ICT** | Information Technology |
| **IES** | Edinburgh Council’s Integrated Employability Service |
| **INT** | Head of International Development |
| **LA** | Local Authority |
| **LDT** | Learner Development Tutor |
| **LGBT** | Lesbian, Gay, Bisexual, Transgender |
| **LR** | Learning Resources manager |
| **MARK** | Head of Marketing |
| **MHD** | Mental health difficulties |
| **MHWG** | Mental Health Working Group |
| **NC** | National Certificate qualification |
| **OD** | Head of Organisational Development |
| **PT** | Part-time |
| **QE** | Head of Quality and Equalities |
| **QELTM** | Quality and Equality in Learning and Teaching Materials - College guidelines |
| **RIAS** | Royal Incorporation of Architects in Scotland |
| **SCQF** | Scottish Credit and Qualification Framework, Scotland’s national qualifications framework |
| **SFC** | Scottish Funding Council, the body which funds colleges to support Scottish Government national priorities |
| **SIMD** | Scottish Index of Multiple Deprivation, identifies small area concentrations of multiple deprivation across all of Scotland |
| **SS** | Head of Student Services |
| **TLA** | Teaching and learning Adviser |
| **TQFE** | Teaching Qualification in Further Education |
| **WEACT** | The Edinburgh College team who deliver the IES for Edinburgh |

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**Appendix iii Edinburgh College Student and Staff Statistics as at March 2015**

1. **Edinburgh College Student Profile 2014-15.**

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

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

1. **Summary – Edinburgh College student enrolment percentages 2012-13 to 2014-15.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Percentage of Total Enrolments** | | |
|  | **2012-13** | **2013-14** | **2014-15** |
| **Disabled** | 13.4% | 16.3% | 11.7% |
| **Disabled on mainstream courses** | 10.7% | 12.9% | 9.6% |
| **Disabled mainstream FT courses** | 11.7% | 14.6% | 12.3% |
| **Ethnic minority (BME)** | 9.0% | 10.7% | 10.1% |
| **BME Home Students** | 7.8% | 10.0% | 9.1% |
| **BME Home on FT courses** | 6.9% | 7.2% | 7.6% |
| **Overseas students** | 1.4% | 1.0% | 1.3% |
| **Male** | 49.0% | 47.7% | 49.1% |
| **Female** | 50.9% | 52.3% | 50.9% |
| **16-19** | 36.9% | 38.2% | 38.6% |
| **16-19 FT** | 51.6% | 56.5% | 49.7% |
| **Deprived (lowest 20%)** | 16.2% | 17.2% | 17.2% |
| **Deprived (lowest 10%)** | 8.8% | 9.2% | 9.1% |
| **LGBT\*** | - | - | 3.4% |

\*Edinburgh College began collecting LGBT enrolment figures in 2014-15. 5% of students recorded under ‘Prefer not to say’ or ‘Refused’. The College is taking further steps to better explain to students why the information is collected and to encourage accurate reporting.

1. **Edinburgh College disabled student percentage profile 2012-13 to 2014-15.**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2012-13 Enrolments** | | **2013-14 Enrolments** | | | **2014-15 Enrolments** | | |
| **Disability Type\*** | **FE** | **HE** | | **FE** | **HE** | | **FE** | **HE** |
| **A long standing illness** | - | - | | 0.2% | 0.1% | | 0.9% | 0.8% |
| **A mental health condition** | 1.6% | 0.6% | | 2.2% | 1.0% | | 2.7% | 1.3% |
| **A physical impairment or mobility issue** | 0.5% | 0.1% | | 0.7% | 0.2% | | 0.7% | 0.4% |
| **A social/communication impairment** | - | - | | 0.0% | 0.0% | | 0.3% | 0.1% |
| **A specific learning difficulty (e.g. dyslexia)** | 4.9% | 5.0% | | 5.4% | 6.0% | | 3.9% | 4.7% |
| **Blind or visual impairment** | 0.3% | 0.2% | | 0.3% | 0.2% | | 0.3% | 0.4% |
| **Deaf or hearing impairment** | 0.5% | 0.2% | | 0.4% | 0.3% | | 0.4% | 0.3% |
| **No known disability** | 76.1% | 86.3% | | 86.2% | 88.3% | | 82.3% | 88.7% |
| **Other impairment not listed above** | - | - | | 3.6% | 3.6% | | 2.6% | 1.6% |
| **Two or more impairments** | 1.0% | 0.4% | | 1.0% | 0.2% | | 0.5% | 0.1% |
| **Blank/Unknown/Refused** | 9.3% | 4.0% | | 0.0% | 0.0% | | 5.4% | 1.8% |

\*Disability categories have recently changed. 2012-13 data has been included where there is a reasonable match but categories do not overlap exactly.

1. **Edinburgh College ethnic minority student percentage profile 2012-13 to 2014-15 (includes overseas students).**

|  | **2012-13 Enrolments** | | **2013-14 Enrolments** | | **2014-15 Enrolments** | |
| --- | --- | --- | --- | --- | --- | --- |
| **Ethnic Group** | **FE** | **HE** | **FE** | **HE** | **FE** | **HE** |
| **Non UK White** | 12.8% | 11.6% | 16.3% | 12.7% | 16.7% | 14.4% |
| **African** | 1.7% | 1.2% | 2.4% | 1.3% | 2.0% | 1.7% |
| **Pakistani** | 1.2% | 1.1% | 1.9% | 1.1% | 1.9% | 1.4% |
| **Chinese** | 1.5% | 0.9% | 1.5% | 0.6% | 1.4% | 0.6% |
| **Any other Asian background** | 1.4% | 3.9% | 1.3% | 1.7% | 1.3% | 0.8% |
| **Any mixed background** | 0.9% | 1.1% | 1.4% | 1.9% | 1.2% | 1.5% |
| **Any other background** | 1.1% | 0.5% | 0.9% | 0.3% | 0.9% | 0.4% |
| **Bangladeshi** | 0.1% | 0.3% | 0.5% | 0.3% | 0.5% | 0.2% |
| **Indian** | 0.3% | 1.5% | 0.4% | 0.6% | 0.5% | 0.3% |
| **Any other Black background** | 0.2% | 0.1% | 0.2% | 0.1% | 0.2% | 0.1% |
| **Caribbean** | 0.1% | 0.1% | 0.2% | 0.1% | 0.2% | 0.1% |

1. **Edinburgh College Overseas student enrolment numbers by country 2014-15.**

|  |  |  |
| --- | --- | --- |
| **Country** | **FE Enrolments** | **HE Enrolments** |
| **China** | 50 | 4 |
| **Saudi Arabia** | 35 | 0 |
| **Japan** | 29 | 1 |
| **Panama** | 20 | 0 |
| **Italy** | 16 | 0 |
| **France** | 13 | 0 |
| **Other (32 countries)** | 61 | 29 |
| **Not Known** | 19 | 2 |

1. **Edinburgh College religion or belief percentage profile 2014-15.**

| **Religion** | **FE Enrolments** | **HE Enrolments** |
| --- | --- | --- |
| **Blank** | 24.7% | 12.8% |
| **None** | 48.2% | 56.4% |
| **Church of Scotland** | 4.7% | 7.1% |
| **Roman Catholic** | 8.9% | 10.2% |
| **Other Christian** | 5.0% | 5.9% |
| **Muslim** | 3.1% | 2.4% |
| **Buddhist** | 0.5% | 0.5% |
| **Sikh** | 0.2% | 0.1% |
| **Jewish** | 0.0% | 0.1% |
| **Hindu** | 0.2% | 0.1% |
| **Another** | 1.5% | 2.2% |
| **Prefer not to say** | 2.7% | 1.6% |
| **Spiritual** | 0.3% | 0.6% |

1. **Edinburgh College percentage profile by Age group 2012-13 to 2014-15**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2012-13 Enrolments** | | **2013-14 Enrolments** | | **2014-15 Enrolments** | |
| **Age Group** | **FE** | **HE** | **FE** | **HE** | **FE** | **HE** |
| **Under 16** | 6.6% | 0.0% | 7.7% | 0.3% | 6.4% | 1.4% |
| **16-19** | 37.1% | 36.3% | 36.5% | 41.4% | 37.9% | 40.9% |
| **20-24** | 15.8% | 28.6% | 16.4% | 26.6% | 18.4% | 25.0% |
| **25-59** | 39.2% | 34.8% | 37.8% | 31.6% | 36.2% | 32.6% |
| **60+** | 1.3% | 0.2% | 1.6% | 0.2% | 1.1% | 0.2% |

1. **Edinburgh College percentage profile by Age group 2012-13 to 2014-15 – FT courses**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2012-13 Enrolments** | | **2013-14 Enrolments** | | **2014-15 Enrolments** | |
| **Age Group** | **FE** | **HE** | **FE** | **HE** | **FE** | **HE** |
| **Under 16** | 3.3% | 0.0% | 2.9% | 0.0% | 3.3% | 0.0% |
| **16-19** | 56.6% | 44.5% | 56.7% | 47.9% | 52.4% | 45.9% |
| **20-24** | 19.5% | 29.9% | 20.3% | 27.4% | 21.7% | 27.5% |
| **25-59** | 20.5% | 25.5% | 20.0% | 24.6% | 22.5% | 26.5% |
| **60+** | 0.1% | 0.1% | 0.1% | 0.1% | 0.1% | 0.1% |

1. **Edinburgh College Enrolments by DPG subject and gender 2012-13 to 2014-15.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2012-13 Enrolments** | | **2013-14 Enrolments** | | **2014-15 Enrolments** | |
| **DPG Subject** | **Female** | **Male** | **Female** | **Male** | **Female** | **Male** |
| **01: Agriculture & Horticulture** | 94.5% | 5.5% | 91.0% | 9.0% | 68.2% | 31.8% |
| **02: Business & Management** | 52.3% | 47.7% | 59.8% | 40.2% | 56.1% | 43.9% |
| **03: Food Technology & Catering** | 52.7% | 47.3% | 53.2% | 46.8% | 57.3% | 42.7% |
| **04: Computing** | 30.7% | 69.3% | 26.8% | 73.2% | 20.3% | 79.7% |
| **05: Construction** | 4.7% | 95.3% | 5.2% | 94.8% | 5.4% | 94.6% |
| **06: Art & Design** | 57.0% | 43.0% | 55.3% | 44.7% | 54.6% | 45.4% |
| **07: Engineering** | 3.1% | 96.9% | 4.8% | 95.2% | 5.3% | 94.7% |
| **08: Health** | 74.8% | 25.2% | 86.0% | 14.0% | 86.2% | 13.8% |
| **09: Minerals & Materials** | 86.1% | 13.9% | 57.6% | 42.4% | 70.8% | 29.2% |
| **10: Personal Development** | 59.0% | 41.0% | 51.3% | 48.7% | 36.0% | 64.0% |
| **12: Science & Maths** | 57.8% | 42.2% | 71.6% | 28.4% | 60.9% | 39.1% |
| **13: Office & Secretarial** | 76.9% | 23.1% | 76.7% | 23.3% | 78.2% | 21.8% |
| **14: Social Studies** | 68.0% | 32.0% | 64.5% | 35.5% | 65.5% | 34.5% |
| **15: Social Work** | 86.1% | 13.9% | 87.3% | 12.7% | 88.9% | 11.1% |
| **16: Sport & Recreation** | 35.5% | 64.5% | 36.9% | 63.1% | 34.3% | 65.7% |
| **17: Transport** | 3.9% | 96.1% | 5.2% | 94.8% | 6.1% | 93.9% |
| **18: Special Programmes** | 45.5% | 54.5% | 48.7% | 51.3% | 46.9% | 53.1% |

**11. Summary – Edinburgh College student completion and success rates 2011-12 to 2013-14 – all courses**

|  | **2011-12** | | **2012-13** | | **2013-14** | |
| --- | --- | --- | --- | --- | --- | --- |
|  | **completion** | **success** | **completion** | **success** | **completion** | **success** |
| **College average** | 89.2% | 79.9% | 89.4% | 76.7% | 89.4% | 74.8% |
| **Disabled** | 87.9% | 78.6% | 89.4% | 77.2% | 87.2% | 72.3% |
| **Disabled mainstream** | 85.8% | 74.9% | 87.5% | 73.4% | 85.5% | 70.0% |
| **Ethnic minority (BME)** | 90.2% | 79.0% | 90.3% | 76.9% | 90.3% | 77.9% |
| **BME Home** | 90.3% | 80.3% | 90.0% | 76.5% | 90.4% | 77.4% |
| **Overseas students** | 87.6% | 71.2% | 91.3% | 78.9% | 89.6% | 82.9% |
| **Male** | 89.5% | 80.4% | 89.7% | 76.9% | 87.9% | 74.2% |
| **Female** | 89.0% | 79.5% | 89.2% | 76.4% | 88.4% | 75.3% |
| **16-19** | 85.6% | 73.7% | 86.2% | 71.2% | 84.8% | 70.7% |
| **Deprived (lowest 20%)** | 87.2% | 76.0% | 86.5% | 71.5% | 86.4% | 72.5% |
| **Deprived (lowest 10%)** | 87.3% | 75.6% | 86.4% | 71.2% | 86.5% | 71.9% |

**11. Summary - Edinburgh College student success rates 2011-12 to 2013-14 – FT courses**

|  | **2011-12** | | | **2012-13** | | | **2013-14** | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Success All FT** | **Success FE FT** | **Success HE FT** | **Success All FT** | **Success FE FT** | **Success HE FT** | **Success All FT** | **Success FE FT** | **Success HE FT** |
| **College average** | 68.2% | 64.6% | 73.3% | 69.6% | 67.0% | 73.1% | 68.2% | 65.0% | 72.6% |
| **Disabled** | 65.9% | 63.7% | 70.6% | 67.8% | 65.3% | 72.4% | 67.0% | 64.3% | 71.7% |
| **Disabled mainstream** | 64.0% | 60.0% | 70.6% | 66.3% | 62.1% | 72.4% | 67.0% | 63.6% | 71.7% |
| **Mental health difficulties** | 48.8% | 48.3% | 50.0% | 57.8% | 51.2% | 69.6% | 53.8% | 50.5% | 63.2% |
| **BME** | 63.6% | 61.8% | 64.9% | 70.0% | 66.5% | 72.5% | 67.4% | 63.9% | 71.3% |
| **BME Home** | 63.9% | 58.8% | 72.1% | 67.8% | 66.8% | 69.4% | 65.2% | 63.4% | 67.8% |
| **Overseas** | 62.0% | 72.2% | 60.5% | 75.3% | 66.7% | 75.5% | 83.7% | 69.2% | 89.4% |
| **Male** | 65.7% | 63.8% | 68.3% | 67.1% | 65.3% | 69.1% | 65.9% | 63.6% | 69.1% |
| **Female** | 70.5% | 65.3% | 78.5% | 72.1% | 68.5% | 77.5% | 70.4% | 66.4% | 76.1% |
| **16-19** | 67.0% | 63.1% | 73.8% | 67.4% | 65.5% | 70.5% | 66.6% | 63.3% | 72.2% |
| **Deprived (lowest 20%)** | 64.1% | 62.8% | 68.7% | 64.9% | 63.3% | 68.2% | 62.3% | 60.7% | 66.4% |
| **Deprived (lowest 10%)** | 63.3% | 62.8% | 65.3% | 64.9% | 63.3% | 68.2% | 63.8% | 61.5% | 69.5% |

**12. Edinburgh College student completion and success rates 2011-12 to 2013-14 by disability – mainstream courses**

|  | **2011-12** | | **2012-13** | | **2013-14** | |
| --- | --- | --- | --- | --- | --- | --- |
| **Disability\*** | **completion** | **success** | **completion** | **success** | **completion** | **success** |
| **Mental health** | 79.1% | 65.4% | 81.3% | 67.6% | 82.0% | 65.9% |
| **Physical/mobility** | 88.6% | 82.3% | 88.6% | 68.4% | 96.1% | 77.5% |
| **Specific learning diff )e.g. dyslexia)** | 87.8% | 76.5% | 87.6% | 73.8% | 86.7% | 72.3% |
| **Blind/visual impairment** | 84.2% | 78.9% | 94.2% | 76.9% | 86.0% | 73.7% |
| **Deaf/hearing impairment** | 80.0% | 70.0% | 85.7% | 69.4% | 85.7% | 72.6% |
| **No known disability** | 89.0% | 76.5% | 89.4% | 77.0% | 88.3% | 75.2% |
| **Two plus impairments** | 85.9% | 66.7% | 89.4% | 69.4% | 90.4% | 77.4% |
| **Long standing illness** | - | - | - | - | 90.5% | 76.2% |
| **Social/communication** | - | - | - | - | 87.5% | 50.0%\*\* |
| **Other impairment** | - | - | - | - | 88.6% | 73.6% |

\*2011-12 and 2012-13 data matched to new disability categories, but not possible to have an exact match across categories.

\*\*Student numbers less than 10.

**13. Edinburgh College student completion and success rates 2011-12** **to 2013-14 by ethnicity – Home students**

|  | **2011-12** | | **2012-13** | | **2013-14** | |
| --- | --- | --- | --- | --- | --- | --- |
| **Ethnicity – Home students** | **completion** | **success** | **completion** | **success** | **completion** | **success** |
| **Non UK white** | 90.4% | 83.0% | 90.8% | 80.8% | 90.4% | 80.3% |
| **African** | 88.5% | 76.9% | 91.8% | 78.9% | 90.6% | 77.1% |
| **Chinese** | 95.7% | 88.0% | 93.1% | 82.8% | 92.7% | 83.8% |
| **Other Asian background** | 91.0% | 81.7% | 91.1% | 79.4% | 87.8% | 76.1% |
| **Pakistani** | 87.5% | 69.6% | 89.9% | 75.2% | 90.7% | 76.9% |
| **Other background** | 91.5% | 85.7% | 88.0% | 76.6% | 90.7% | 79.5% |
| **Any mixed background** | 89.4% | 81.1% | 84.2% | 69.6% | 88.2% | 73.4% |
| **Indian** | 82.2% | 68.5% | 89.6% | 67.9% | 89.2% | 73.1% |
| **Other Black background** | 83.7% | 71.4% | 90.2% | 73.2% | 81.6% | 61.2% |
| **Bangladeshi** | 88.9% | 80.0% | 90.0% | 79.0% | 97.1% | 84.6% |
| **Caribbean** | 84.0% | 76.0% | 94.7% | 68.4% | 87.2% | 69.2% |

**14. Edinburgh College student completion and success rates 2011-12** **to 2013-14 by Age group – all courses**

|  | **2011-12** | | **2012-13** | | **2013-14** | |
| --- | --- | --- | --- | --- | --- | --- |
| **Age group** | **completion** | **success** | **completion** | **success** | **completion** | **success** |
| **Under 16** | 89.3% | 79.1% | 85.2% | 73.1% | 88.7% | 76.8% |
| **16-19** | 85.6% | 73.7% | 86.2% | 71.2% | 84.8% | 70.7% |
| **20-24** | 87.7% | 78.4% | 88.5% | 76.3% | 87.7% | 74.7% |
| **25-59** | 92.4% | 85.2% | 93.1% | 81.9% | 91.6% | 78.7% |
| **60+** | 98.0% | 92.2% | 96.4% | 85.0% | 95.7% | 76.1% |

**15. Edinburgh College staff profile by gender and age.**

| **Age/gender** | **%** |
| --- | --- |
| **Female** | 58% |
| **Male** | 42% |
| **17-24** | 2% |
| **25-34** | 19% |
| **35-44** | 23% |
| **45-59** | 47% |
| **60+** | 9% |

**16. Edinburgh College staff gender balance by function**

|  |  |  |
| --- | --- | --- |
| **Department / Team** | **% Female** | **% Male** |
| **College Communities** | 74% | 26% |
| **Communications** | 50% | 50% |
| **Construction & Building Crafts** | 10% | 90% |
| **Creative Industries** | 36% | 64% |
| **Edinburgh Business School** | 80% | 20% |
| **Edinburgh College Student Association** | 50% | 50% |
| **Engineering** | 24% | 76% |
| **Executive Support** | 83% | 17% |
| **Executive Team** | 50% | 50% |
| **Finance** | 67% | 33% |
| **Health, Wellbeing & Social Sciences** | 71% | 29% |
| **Human Resources** | 82% | 18% |
| **ICT** | 14% | 86% |
| **International** | 80% | 20% |
| **Leadership** | 65% | 35% |
| **Learning & Teaching** | 74% | 26% |
| **Learning Resources** | 67% | 33% |
| **Marketing** | 63% | 38% |
| **Middle Manager** | 63% | 37% |
| **MIS** | 65% | 35% |
| **Organisational Development** | 89% | 11% |
| **Quality & Equalities** | 88% | 12% |
| **Resources & Facilities** | 45% | 55% |
| **Student Services** | 79% | 21% |
| **Tourism & Hospitality Academy** | 75% | 25% |

**17. Edinburgh College staff gender balance by level**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade /Level** | **Female** | **Male** | **% Female** | **% male** |
| **Executive** | 3 | 3 | 50.0% | 50.0% |
| **Senior Manager** | 13 | 7 | 65.0% | 35.0% |
| **Middle Manager** | 42 | 25 | 62.7% | 37.3% |
| **Main Grade Teaching Staff** | 378 | 291 | 56.5% | 43.5% |
| **Supervisory Support Staff** | 11 | 18 | 37.9% | 62.1% |
| **Main Grade Support Staff** | 371 | 244 | 60.3% | 39.7% |

**18 Edinburgh College staff development by gender.**

|  |  |
| --- | --- |
| **Aug 2013 - July 2014** |  |
| Total number of applications from males | 218 |
| Total number of applications from females | 367 |
| Total number of individual CPD applications received | 585 |
|  | |
| **Aug 2014 - to Mar 15** |  |
| Total number of applications from males | 136 |
| Total number of applications from females | 165 |
| Total number of individual CPD applications received | 301 |

1. Project SEARCH is an initiative originated in the United States and now licensed by the Scottish Government. It brings together a partnership of an employer (The City of Edinburgh Council and NHS Lothian), an educational provider (Edinburgh College) and a supported employment specialist (IntoWork) to work with young people aged 16-24 on the autistic spectrum who want to move into employment [↑](#footnote-ref-1)