



For the future you want



EQUALITY OUTCOME AND MAINSTREAMING PROGRESS REPORT APRIL 2019

EQUALITY OUTCOME AND MAINSTREAMING PROGRESS REPORT

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*As part of its specific reporting duties the college must report on the gender pay gap. Currently, this term is mainly used to refer to the difference between the pay of females/males. Sections of this report refer to the difference between the pay of females/males, about the gender balance of females/males and about the Gender Action Plan (concerning female/male representation in certain subject areas). However, the college recognises and respects that some people experience gender differently (for example, people who identify as transgender or non-binary). This report also highlights work we have been doing to better understand the experience of transgender people in the college and to respect and celebrate their identity.

A. INTRODUCTION

1. Equality at Edinburgh College

Edinburgh College is committed to equality of opportunity and to a culture that respects difference. We work to provide an inclusive ethos and environment, where everyone feels welcome, supported and respected.

As an employer and public body, we can play a leading part in the wider promotion of equality and diversity. Equality of access to education is crucial in unlocking many significant opportunities in life. We aim to help remove barriers, and advance equality for groups who experience disadvantage in our society.

The Public Sector Equality Duty created by the Equality Act 2010 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 (ED);
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not (AEO); and
- Foster good relations between people who share a protected characteristic and those who do not (FGR).

This report will highlight our work from April 2017 to date and our plans going forward in meeting these important equality duties.

The protected characteristics under the Equality Act 2010 are:

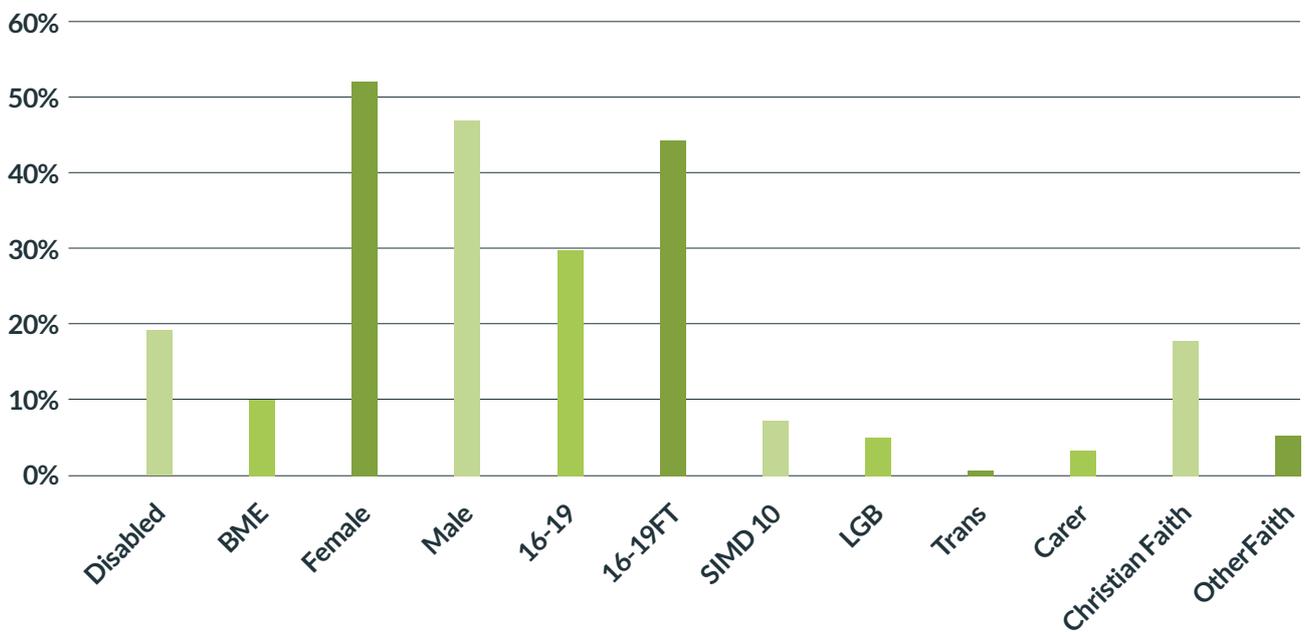
Age	Disability	Gender Reassignment
Pregnancy and Maternity	Marriage and Civil Partnership (in employment)	Race
Religion and Belief	Sex	Sexual Orientation

We also support people who may be vulnerable, through social exclusion or deprivation, through being care-experienced, being a young carer or for other reasons.

2. Our College

Edinburgh College is one of the largest colleges in Scotland, with over 23,000 student enrolments in 2018/19 and over 1,200 staff. It serves a widespread region which includes the City of Edinburgh, Midlothian and East Lothian. Further data about the student/local profile can be found in our [Regional Outcome Agreement 18-19](#)

Student Equality Profile 2018/19



3. Our Vision

A college that puts students at the heart of what we do and treats our students and staff as individual and valued contributors. We will provide excellent, highly effective education, training and skills that improves the life of our learners. We will support the community and help shape Edinburgh and the Lothians as a desirable place to learn, work and contribute to a vibrant successful economy.

4. Our Values

The college has agreed a set of values following consultation throughout 2016:

Student centred: We put student experience and welfare at the heart of all decisions we make and everything we do;

Trustworthy: We create an open and honest environment which fosters innovation, confidence and success;

Responsible: We take ownership for our actions, always work to high standards and towards continuous improvement;

Respectful: We value, support and care about everyone's ideas, opinions and their contribution;

Working together: We work professionally as one team and in partnership with others, sharing knowledge, skills and expertise.

5. Our Strategic Objectives

Every student recruited to Edinburgh College is a unique student, provided with an engaging high quality and tailored learning experience to support them towards the future they want.

Every member of staff working for and with Edinburgh College is a unique contributor to the college's success. They are valued and supported.

Edinburgh College works as one collective organisation with all of its community partners to provide local and national industry-relevant learning for the benefit of its citizens.

Edinburgh College communicates and collaborates with relevant agencies and employers as one voice to ensure our curriculum is relevant and agile.

Edinburgh College is a centre of excellence and a college of choice for successful learners in Scotland.

B. PROGRESS ON EQUALITY OUTCOMES 2017-19

1. Our Equality Outcomes

These are the changes we want to happen as a result of the actions we take to improve equality for individuals, communities or society. In April 2017, Edinburgh College set six new equality outcomes around the following themes:



For more information on how and why we set these outcomes, including why we concentrated on certain protected characteristics, please refer to page 5 onwards of our [Equality Report 2017](#)

2. Key Progress on our Equality Outcomes



Image: The Access and Continuing Education (ACE) Team were shortlisted in the 'Diversity through Education' category at The Herald and GenAnalytics Diversity Awards 2018.

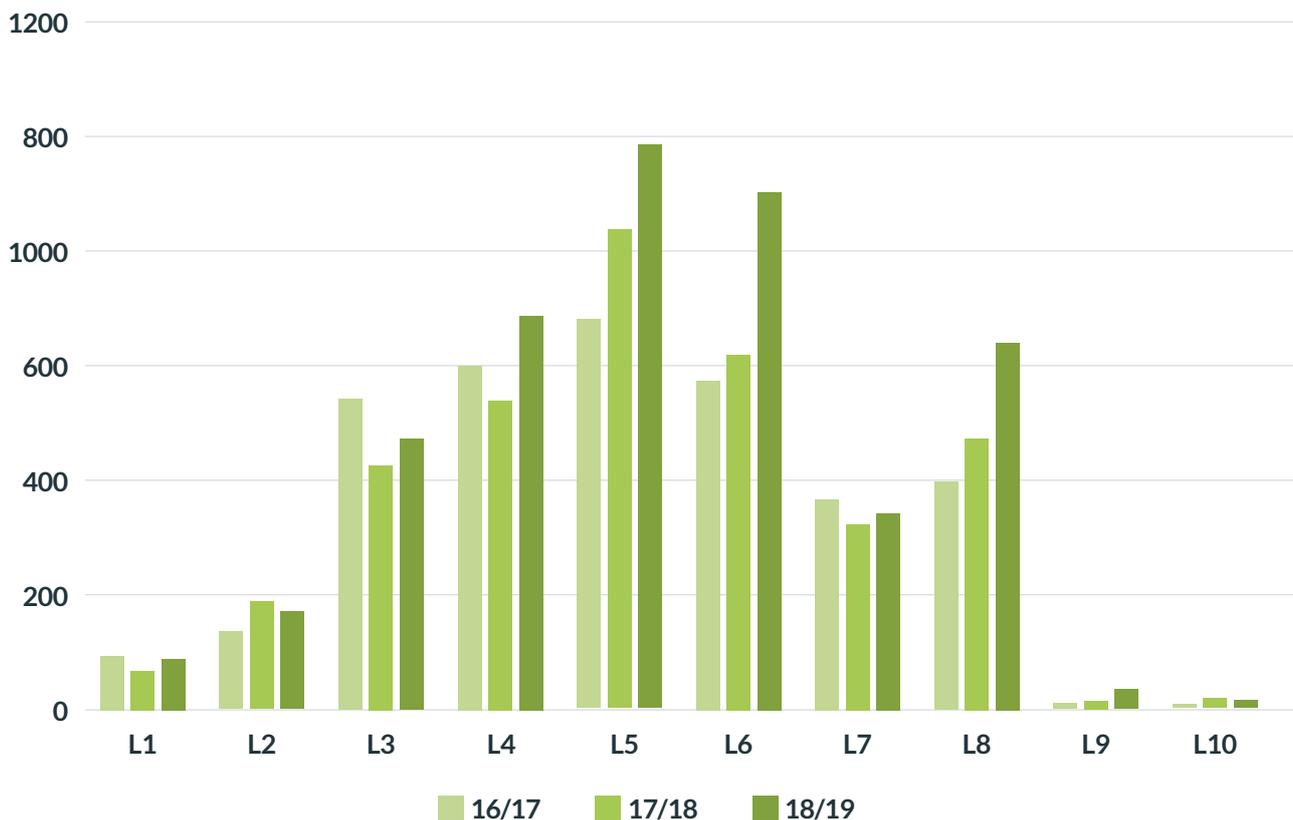
Equality Outcome 1

The participation of disabled people is increased where there is under-representation.

What have we done?	Short-term result (output)	Longer-term progress towards outcome.	What do we need to do?
Encouraged staff to participate in a Staff Audit in late 2017, explaining why we collect personal data.	In the 2017 Equality Report we reported that around 70% had not disclosed whether or not they were disabled. This has reduced by 24%. The percentage of staff declaring a disability increased from 4.6% to 9.6%.	Improved disclosure by staff assists us to quantify and address any under-representation of disabled people in our workforce.	As over half of staff have not declared whether or not they have a disability, so we need to encourage further disclosure.
Signed up to Disability Confident Level One in February 2018. Taking part in the Inclusion Scotland Scheme by offering an internship to a young person.	We are sending a clear message to prospective staff about our commitment to employing disabled people.	11% of job applicants declared a disability. The proportion of disabled people who are appointed is 2% higher than those who apply.	Move up to Disability Confident Level 2 and publicise more widely across the College. Considering other internship projects to offer work experience in the college.
Ongoing improvement of our college provision, offering more entry level courses and offering a clearer progression pathway for students.	For 2018/19 to date around 19% of students have declared a disability (in 2016/17 this figure was 17%).	Numbers of disabled students studying courses at Level 4 and above have improved since 2017 (see chart below). This is partly reflected in overall changes in student numbers but appears more significant in the case of disabled students.	Continue to ensure that disabled students progress onto a positive destination. Disabled students are around 7% less likely to be studying at HE level.

What have we done?	Short-term result (output)	Longer-term progress towards outcome.	What do we need to do?
<p>Our Access and Inclusion Strategy contains key actions around transition and support.</p> <p>The Mainstreaming section also highlights the work of the Transition Support Team Leader in Access and Continuing Education (ACE)</p>	<p>In our most recent Induction survey 97% of disabled students who are new agreed they felt welcome at the College and 92% agreed that they were made aware of the support available to them</p>	<p>Good transitions into college are essential to ensure disabled student are able to fully participate in class, engage and be retained. While the survey percentages are positive, they are still slightly lower than reported by students on average.</p>	<p>Our PI completed successful rates for disabled students are lower than for our students as a whole and are also lower than the rates for disabled students in other colleges.</p>
<p>We were involved in a cross-agency BSL event with local partners. After this, and further consultation, we published our BSL plan.</p>	<p>Over 75 views for BSL plan videos. Introductory BSL course running at Sighthill campus.</p>	<p>The long term aims of our BSL are intended to improve inclusion for Deaf people across all areas of college life.</p>	<p>Carrying out actions in our BSL plan.</p>

Numbers of Disabled Students by Course Level



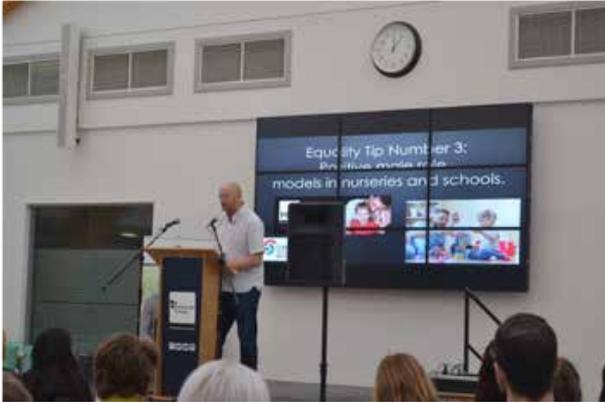


Image: Guest speaker Graham Andre (Primary Teacher featured in the BBC2 Documentary, ‘No more boys and girls’) at the CDN/College Sector Equality in the Early Years Conference hosted at Edinburgh College.

Equality Outcome 2

Female and male participation is increased in areas where there is under-representation. Further detailed actions relating to this outcome can be found in our [Gender Action Plan 2017](#).

Ongoing work is reported on via GAP Steering Groups, chaired by the AP Curriculum Design and Development. The mainstreaming section of this report contains further information about our innovative work with schools.

What have we done?	Short-term result (output)	Longer-term progress towards outcome.	What do we need to do?
HR Policy around maternity and paternity leave has been updated to a Family Friendly policy.	The new policy and the language used is more inclusive of same-sex couples and fathers.	Encouraging a culture change around parental and other family caring responsibilities.	Monitor parental leave to assess uptake. At present, Shared Parental Pay in the College matches Statutory (not Occupational) Maternity Pay.
Member of Fearless Edinburgh, a multi-agency partnership, tackling gender-based violence (GBV) in HE/FE.	Practitioner Event held in Dec 2018 shared good practice around tackling GBV in HE/FE and received very positive feedback from the participants.	GBV/Equally Safe work includes tackling the gender stereotypes that also impact on subject and career choice.	Further work to develop a multi-agency action plan, with a view to having a joint campaign/approach at the start of AY 2019/20.

Equality Outcome 3

Students across different age groups can equally access an engaging, high quality and tailored learning experience that will further their employment opportunities.

Our current [Regional Outcome Agreement](#) details work being done in the college to fulfil this outcome, including work around Developing the Young Workforce, SWAP (getting adult returners into higher education) and upskilling adults in employment through the Flexible Development Workforce Fund.

What have we done?	Short-term result (output)	Longer-term progress towards outcome.	What do we need to do?
Safeguarding policies and procedures have been updated and an online system of recording has been established.	Staff have a clear reporting process for safeguarding concerns. Safeguarding Champions have been recruited from staff members to support staff with the process.	Improved support that will assist our youngest students and most vulnerable adults to stay on course and progress.	Ongoing Safeguarding awareness-raising and training.
As reported in the mainstreaming section, we have set up a Student Wellbeing Service.	70% of the student who access counselling are in the 16-24 age group.	Improved support for young students (completed successful rates for those aged 16-19 particularly are lower than the college average).	Continue with Wellbeing and resilience work.



Image: Edinburgh College NC Social Science students participating in a therapeutic session designed to help reduce negative emotions and to improve confidence. Students left the session feeling a lot more positive and said they would use some of the tips at home.

Equality Outcome 4

The proportion of students with a mental health condition who have a positive outcome/experience is increased.

There has been a recent focus on Student Wellbeing, including the establishment of a Student Wellbeing Service and the development of a Student Mental Health and Wellbeing Policy. Further details can be found in the Mainstreaming Section of the report.

In the 2018 Induction Survey, 95.4% of students with a mental health condition agreed that overall they were satisfied with the college. This result is generally positive but is still around 2% lower than students as a whole. Completed successful rates for students who declare a mental health condition as their sole disability have slightly worsened (by around 1%) since 16/17 and in 17/18 were around 12% lower than for students as a whole. (However, for students with severe mental health conditions, deferring completion of their course can be the best/only option).

What have we done?	Short-term result (output)	Longer-term progress towards outcome.	What do we need to do?
Improved our quiet room provision across all campuses, partly in response to students identifying a need for this.	Some students have reported to the Student Experience Team that this has made a difference in deciding whether to continue at college.	It is difficult to quantify the long-term effect on retention but it is likely to improve the experience for students with mental ill-health, as well as other students.	Continue to monitor the needs of our students.
Mental Health First Aid Training and Mental Health First Aid: Young People.	Over 65 staff members have attended this training since August 2015.	The training gives staff the confidence and the tools to ask difficult questions about suicide and mental health.	Further improve staff confidence in supporting students with mental health needs.
ECSA have carried out a series of physical and mental wellbeing activities as part of the Health Body Healthy Mind award.	ECSA achieved 2 stars at the last award.	The award is designed to raise awareness, bring about structural change and engage hard to reach students.	ECSA will continue to raise awareness. They recent posted 'It's not just you videos' on social media of students sharing their own mental health experiences.



Image: We continue to mark key LGBT dates, such as Purple Friday, LGBT History Month and Transgender Awareness Week in the college. Edinburgh College Students' Association (ECSA) were awarded the LGBT Youth Scotland Bronze Charter Mark Award in late 2017, building on the College's Foundations Charter Mark success in September 2016.

Equality Outcome 5

The proportion of LGBT students who have a positive outcome/experience is increased.

What have we done?	Short-term result (output)	Longer-term progress towards outcome.	What do we need to do?
Student Wellbeing Team monitor self-referrals by protected characteristics.	33% of students self-referring have declared LGBTQI+ status (high numbers probably due to past experience of prejudice and bullying).	Improving the self-confidence of these students should increase the likelihood of them completing their course.	Continue to provide this valuable service.
Recently set up a LGBT working group.	Initial discussions on having LGBT Champions across each campus and a central LGBT resource for staff.	Giving staff increased confidence in supporting LGBT people.	Further actions include producing a LGBT awareness video.
Improved recording of withdrawals which allows the recording of additional reasons for withdrawal, such as mental health.	It is too early to quantify the impact. The completed successful rate for LGB and Trans students saw small improvements in 17/18 compared to 16/17.	As previously noted, it is too early to quantify the impact.	LGB and Trans students are around 9-10% less likely to succeed compared with students as a whole, often due to early withdrawal (common across the sector)
Transgender and Non-Binary Training during CPD events and to some curriculum teams.	Improved staff confidence in supporting students.	Gradual improvement in use of language inclusive of all genders.	Encourage harder- to-reach staff to engage with training.
After improvements to our policies, awareness-raising events and training, we submitted to Stonewall WEI 2019.	Our score improved to 50 (compared with 32 in 2017) and our rank to 289 out of 445 organisations (compared with 360/439 in 2017)	While the Stonewall Work Index focuses on staff inclusion, the improvement made will also support our work towards greater student inclusion.	The results from the Stonewall Staff Survey indicates we can do more to improve the experience of LGBT staff members.



Image: Njobo Productions with PASS students. The company ran workshops and performed their 'SoWhEreTo' show at Edinburgh College to celebrate Black History Month in October 2018. The performance was well attended by staff, students and local residents.

Equality Outcome 6

The proportion of staff from a BME background is increased to 3% by 2021.

What have we done?	Short-term result (output)	Longer-term progress towards outcome.	What do we need to do?
Carried out a staff audit	Only around 13% of staff have not declared their ethnicity.	2.8% of staff declare they are BME (compared to 1.5% in Feb 2017). However, it is difficult to know whether this is due to increased disclosure or an increase in numbers.	Almost 250 staff have not disclosed their ethnicity, so we should continue to encourage disclosure.
Improved our vacancy webpage to include an equal opportunities statement that specifically includes race and religion and belief, as well as the Living Wage logo.	11% of job applicants declared they were from a BME background (compared with 8% in 2017).	Staff turnover decreased by around 4% in 17/18. While positive in terms of stability, there is less opportunity to affect staff demographics.	Consider working towards Investors in Diversity award. Investigate the reasons why a lower proportion of BME people who apply are appointed.

Equality Outcome 6 continued

What have we done?	Short-term result (output)	Longer-term progress towards outcome.	What do we need to do?
Unconscious bias training was delivered to more than 60 lecturers, and to staff generally (including HR staff) in 17-18.	The staff who took part in the training were asked to take one action to counter bias in their workplace.	Greater staff awareness around biases helps to foster culture change.	Consult with BME staff members and local partners about further barriers. Take part in SREN's (Scottish Regional Equality Network) staff working group.
Further analysis of the BME makeup of our staff has been carried out.	People from Chinese or Pakistani ethnic backgrounds, in particular, are under-represented. (Locally, women from Pakistani ethnic backgrounds were the group least likely to be in work: Census 2011 data.)	ESOL provision & progression should have a long-term benefit to people under-represented in employment (e.g. in 17/18, 7% of female ESOL students were from Pakistani ethnic backgrounds compared to 2% in the whole college.)	Continue to build links with local community groups. ELREC (Edinburgh and Lothians Regional Equality Council) plan to hold an event at Granton in May, also giving an opportunity to showcase the College as an employer.

C. MAINSTREAMING REPORT, INCLUDING BOARD DIVERSITY INFORMATION

Mainstreaming the Public Sector Equality Duty means integrating equality into the day-to-day working of the College. This report is to explain the progress we have made in mainstreaming equality.

Mainstreaming in our College Structures

Improvements have been made to embed equalities more firmly in our College structures, including:

- ‘Mainstreaming equality and diversity’ is an objective of our 2013-18 Strategic Plan. The College Blueprint, designed to drive forward the Strategic Plan, is being reshaped to focus around new themes which represent important ambitions for the College. Equality Impact Assessment continues to be embedded into project delivery within the newly reshaped blueprint. The new themes are:
 - A College with a curriculum for the future.
 - A high performing digital College.
 - A resilient, agile College with reach and potential to grow.
- An updated [Equality, Diversity and Inclusion Policy](#) has been published, setting out the College’s overarching commitment to equality. The Board has published a [Modern Slavery Act Statement 2018](#)
- An Equalities Steering Group was set up in early 2018 to drive forward and oversee Equalities Work in the college. To streamline governance this group has now been merged with the Widening Access Group (WAX-ED). The group is chaired jointly by the Head of Hospitality, Tourism and Business and the Head of Corporate Development. It includes a wide range of members from teams including curriculum, student experience, facilities, HR, procurement and ECSA. It has already made progress around support for care-experienced young people and quiet room provision. The College recently hosted a ‘Tackling Poverty and Inequality’ Conference, bringing together representatives from the Scottish Government, College Development Network, Edinburgh Poverty Commission and other partners.
- Our Regional Outcome Agreement (ROA) further references our work on equalities and our outcomes for vulnerable groups.
- Our Self-Evaluation Process has been developed to align with the standards set out by the How Good is our College? Quality Framework. The process directs staff teams to reflect how they take account of equalities legislation, promote equality, diversity and inclusion and reduce/remove barriers to learning.
- ECSA continue to advocate for the rights of all students and have been a driving force behind the need for greater mental health support for students. They were awarded the NUS Scotland Education Award in 2018 and the NUS Scotland College Students’ Association in 2017.

- A clearer process for authorising policy documents prior to publication has been put in place, ensuring the Equality and GDPR considerations are taken into account. There is still work to be done in ensuring staff have a greater awareness of any equality implications during decision-making processes.
- Policies and resources around data protection produced by the College's Information Management Team has made colleagues more aware of the protection and management of special category (sensitive) data.
- Edinburgh College Development Trust is an independent charity which supports projects that improve the future employability of students, helps them to develop life skills, and promotes positive mental well-being. Two of the grants awarded last year were to ACE groups for an outward bound trip and for an ACE residential. The Trust has sourced funding for a three year scholarship scheme, where students are employed to support the P7 STEM Inspiration project.
- Travel and Tourism support a wide range of learners, including many with dyslexia. Their approach has been to be more inclusive (e.g. providing printing on a range of different coloured papers) rather than singling out one person. They have worked with Deaf Action, learning support staff and support workers to ensure an inclusive environment. Staff have provided materials in advance and have been flexible and student-led with regard to deadlines and assessment adjustments, where necessary.
- Enterprise and Commerce have developed their teaching methods to become more inclusive, in particular in respect of blind/visually impaired students, including training in new software. They have seen a slight increase in the number of disabled students applying for courses, completing their courses successfully, then progressing onto higher level courses.
- Community ESOL are aware of increased numbers of students with sensory impairments in their classes and use assistive technology and learning aids such as cuisinaire rods to support their learners. They have also had to support students with severe mental ill-health or students who have experienced traumatic situations in the past. Sometimes they must negotiate the balance between different equality groups and cultural experiences to ensure all students feel included.

Curriculum Teams around the college continue to promote inclusivity in the work they do. Further examples can be found in the Mainstreaming Section but for example:

- The PASS team continue to support college diversity events and provide inclusive environments for students. They embed equality into the curriculum, using thought-provoking material on mental health and gender identity.

Board Diversity Statement

The Edinburgh College Board currently provides a statement on board diversity, which is included in the Annual Report and Accounts to 31 July 2018. The statement is as follows:

Nominations Committee, on behalf of the Board, seeks to uphold the Equality and Diversity Policy of Edinburgh College, which reflects equality legislation and best practice. While recommendations for appointment are made wholly on the basis of merit, the Board's guiding principle is to advance equality of opportunity, and vacancies are advertised widely to encourage applications from under-represented groups. With regard to gender balance, at 31 July 2018 the Board comprised 56% women and 44% men.

A range of internal and external networks are utilised to advertise non-executive vacancies on the Board of Management, and all applicants are provided with comprehensive information about the role and the selection process. Applicants are asked to complete a brief application form and equal opportunities

monitoring form, and provide a CV. For shortlisting purposes candidates' first initials and surnames are used to reduce the risk of unconscious gender bias. The recruitment process is supported by the Board Secretary and, in deliberations, members of the interview panel are asked to consider gender balance and diversity; succession planning and the need for wisdom and continuity as well as fresh thinking going forward.

As of October 2018, the Nominations Committee agreed to ensure that at least one male and female applicant was shortlisted for interview.

In line with the Code of Good Governance for Scotland's Colleges guidance on board development and evaluation, the Board of Management have approved a Development Plan for 2018/19. Key objectives within the plan, as agreed by Board members, are to 'enhance succession planning to continue improve balance and representativeness of the Board' and 'achieve/maintain a gender balance'.

Gender Breakdown on Board Members

As of March 2019, the overall Board gender balance (including all 17 current members) is 65% female / 35% male (i.e. 11:6).

The overall gender balance of non-executive members of the Board stands at 73% female / 27% male (i.e. 8:3).

As of October 2018, the Board gender balance across all Scotland's colleges was approximately 56% male and 44% female,

whilst non-executive Board membership was 60% male and 40% female.

On 13 December 2016, the Board of Management agreed to participate in the 50/50 by 2020 initiative. It should be noted the pledge is voluntary and that the Edinburgh College Board has maintained a very good gender balance since merger in 2012.

Mainstreaming Successes and Case Studies

a) Transition Support for Young People with Additional Needs.

A Transition Support Team Leader has been recruited to the Access and Continuing Education Team. His role is to build relationships with local schools (including special schools) across Edinburgh, Midlothian and East Lothian, as well as other external partners, such as Social Work teams. He works with Senior Leadership teams within schools, Guidance and Support for Learning teachers, SDS Careers Advisers, Parent/Carers and Residential Care/Education providers such Spark of Genius.

So far, he has engaged with up to around 100 young people and has attended several Pupil review and 16+ meetings, held in schools across the regions. A face-to-face approach is taken, so young people can get onto the right course for them and receive personalised support before joining the college. This can include organising visits to, and tours of, our campuses, for both young people and their parents/carers.

Routes that young people might take include:

- Taking part in a programme of taster sessions, whether at college or in schools and other outreach venues. A high proportion of young people who took part in a taster session in Jan/Feb 2019 have confirmed an intention to come to college after the summer.

- A further two week Introduction to College taster session has resulted in a number of students in-filling into a course in Semester 2.
- ACE also work with the Prince's Trust offering outreach at a local community centre to young people not yet ready to attend at college.
- Building a relationship with Broughton High School has identified 10-12 students that would benefit for the Preparation to Employment course.

Benefits

- One young man transitioned from Special School, to an Introduction to College Course, onto Project Search (a College partnership project with NHS Lothian) onto a job at the Royal Infirmary.
- Another who joined the Introduction to College course, progressed through Prep for Employment First and Second Steps and is now on a mainstream, level 6 NC Creative Industries course.
- Another with a very challenging school-educational background has progressed from ACE to a Level 2 vocational course.

What more needs to be done?

The transition into college of young people has been well-co-ordinated as a result of the Transition Support Team Leader. A further step would be to strengthen the transition steps from college to employment.

b) Working Well – Putting wellbeing and positive mental health first.



In June 2017 we held a Working Well Staff Conference to encourage a culture of staff wellbeing and positive mental health. Dr Carol Craig, Director at the Centre for Confidence and Wellbeing (a Scottish Charity) and Jo Maher, the Principal and CE of Boston College delivered the keynote addresses and staff also took part in a wide range of workshops around mental wellbeing, resilience and mindfulness.

Benefits:

Around 800 staff members took part in the conference, many being introduced to new ways of improving mental wellbeing and resilience. Additionally, around 50 staff members, many with management responsibilities, have completed Mental Healthy Workplace training since June 2017, around identifying key factors in creating and maintaining a positive workplace environment.

What more needs to be done?

As a result of the positive feedback, it has been decided that a further Staff Wellbeing Day is to be held in June 2019. Other training, including Workshops in Stress Control, continue to be offered during the year. Further consultation with staff on their needs and concerns would be a welcome way of ensuring that staff have involvement in actions to support their mental wellbeing.

c) Gender diversity in our future workforces.



P7/S1 STEM Inspiration - Bringing STEM alive for hundreds of local young people through exciting college-based workshops. This Engineering/ Developing the Young Workforce project was a recent Herald Game Changer Award finalist.



Careers in Care (Kickers) Project - P6 pupils from local primary schools are introduced to the wide variety of roles available in the care sector, the skills needed to fulfil these roles and get some real-life work experience through a mini-work placement.



CABEC - The College played host to 50 local schools as it held the Edinburgh heat of the annual Construction and Build Environment Challenge (CABEC).

Benefits

- Engaging pupils that may not traditionally engage in particular subjects (for example, females and pupils from SIMD 10 areas with engineering; also encouraging a more diverse Early Year Practitioner workforce)
- Reduces the impact of gender and other stereotypes on children (as well on teachers and parents) and also builds greater awareness about the role of further education in advancing equality.
- These projects introduce pupils to the range of skills needed in different careers, including problem-solving, creative elements and soft skills.
- Increased awareness among Primary School pupils around the growing importance of and practical application of STEM (Science, Technology, Engineering and Maths) in many different careers.

What more needs to be done?

The evidence suggests that gender stereotypes and career expectations start early and are reinforced through a young person's life. Our work being done with younger pupils will need to be tracked and built on. The recommendations in the 15-24 Learner Journey for better careers advice and systems coherence should support this.

d) Student Wellbeing Team

 Seeing my progress from rock bottom to where I am now, back to myself again. How I can hear/say out loud what I was thinking in my head and not get judged.

 It has been really helpful. It has helped me become more aware of how to deal with my anxiety.

 It was very beneficial and eye opening. It changed a lot of my personal views which I'm grateful for.

(Quotes from students about the benefits of the counselling they received.)

The setting up of this new team in AY 2018/19 was an evidence-based response to the need for increased student mental health support. Work includes:

- Self-referral counselling on each campus (including an evening session at Granton). 180+ students have had first contact with the Counsellors and around 60 students have had or are engaged in individual work, based around a 6 session short-term counselling model (with some students needing more/some less).
- The Counsellors work in tandem with the Student Wellbeing Adviser (SWA), who teaches students techniques to understand and self-manage their own mental health. Students elect to have one or more appointments, based on their need.
- Work with Learning Development Tutors (LDTs) enhancing their skills in supporting student resilience and wellbeing. 3 LDTs have received Interpersonal Counselling training, with plans to rollout to more. SWA has also been working with classes directly during LDT sessions.
- At the start of session 18/19 Edinburgh College and Edinburgh Nightline set up a Service Level Agreement meaning that students of the college could access emotional and wellbeing support from Nightline. Nightline is a confidential listening service provided by trained student volunteers for students during term time from 8pm – 8am. They also have an instant messenger service.

Benefits:

- 100% of respondents strongly agreed that they would recommend the service to others.
- 83% of respondents strongly agreed that attending the counselling service had had a positive impact on their college course outcomes.
- 83% of respondents agreed or strongly agreed that counselling was a factor in them continuing with their college course
- Multi-faceted approach supports a range of mental wellbeing needs.
- Tools for supporting resilience are being extended to key areas of college.
- Disproportionately high levels of young students, LGBTQI+ students and those living in the 20% most deprived backgrounds have self-referred to counselling, meaning we are supporting some of our most vulnerable students.
- LDTs report that class time is freed up to concentrate on learning and teaching.
- The Service includes 4 trainee counsellors on placement from Edinburgh University and Persona, so we are also training the next cohort of counsellors.

What more needs to be done?

- The service is over-subscribed, showing it is providing a much-needed service.
- The team is small (1 Student Wellbeing Adviser and 2 x 0.5 Student Counsellors) so face challenges in providing a service over 4 campuses. Having the trainee counsellors supports the team (and for example, allows for one evening session) but the trained/trainee ratio is at a maximum, due to the mentoring support needed. A larger team would support more students.
- Generally, there are barriers to people with learning disabilities accessing counselling.
- The Team recognise the need to develop self-care for staff to be effective and prevent burnout. Some group work has already taken place with LDTs to improve their personal resilience but this is necessarily limited by the size of the team and the focus on students.

e) Sustainability/Community Garden



- Sighthill garden is undergoing development, involving students and staff. Accessible features include raised beds and hard-core surfacing.
- The Community Garden Coordinator has been offering work placements to students from Access and Continuing Education and ESOL curriculum areas.
- The Cycle Officer is organising adaptive bike sessions for March 2019, where participants will be able to learn how to use them/gain perspective on the barriers that disabled people face when cycling or trying active. Weekly sessions at Edinburgh ABC (All-ability Bike Centre) will be available to interested students.

- ECSA is running a Go Greener (Climate Challenge Fund) project, in partnership with the Development Trust (which sourced the funding and built in accompanied travel for ACE students into the remit of the project).

Benefits:

- The new community garden ensures greater accessibility, where students can benefit from an experimental learning approach to food growing and sustainability, in a relaxing, outdoor environment.
- The students on work placement use a wide range of skills and increase their confidence in their abilities and self-esteem, demonstrated by their growing engagement and the successful execution of their tasks.
- The planned adaptive cycling activity will be open to all, will enable participants with additional support needs to experience cycling and will foster good relations between members of our college community.

f) Support for Care-experienced Students

The Student Experience Team are taking a number of actions in order to support care-experienced students:

- Establishment of a Corporate Parent Forum made up of support and curriculum staff, plus external partners.
- Information on website, new application system and social media advising students how we can support them at college. The Student Experience Team and ECSA have been working together to reach and support students.
- We will be running a pilot event in Easter 2019 between Howdenhall Secure Services and the Hospitality team, taking the college to them as their young people can't access the School College Partnership programme.
- Edinburgh College is one of the HE/FE partners in HUB for Success (Support for University and College for Care Experienced in South-East Scotland) working together to encourage and support care-experienced people into FE and HE. The hub, based in central Edinburgh, provides individual information and advice on education opportunities.

Benefits

- Around 380 students in 2018/19 have disclosed they are care experienced and all of them have been contacted and offered the opportunity to meet with someone to ensure they are accessing the support they are entitled to
- Care Experienced Bursary for FE students was introduced in August 2018 and approximately 140 students have been assessed as eligible.
- The HUB for Success has already helped 28 care experienced people, providing impartial, up-to-date advice on the best pathways to their education with a specific aim of increasing retention.

What more needs to be done?

In 2017/18, the withdrawal rate for care-experienced students was just under 40%. While the extra measures put in place might for 2018/19 may help to improve this rate, we are aware of the range of barriers care-experienced people face. Informed by the work we have done so far, we will be reviewing our Corporate Parenting Plan.

D. GENDER PAY GAP INFORMATION (AS AT 28 FEB 2019)

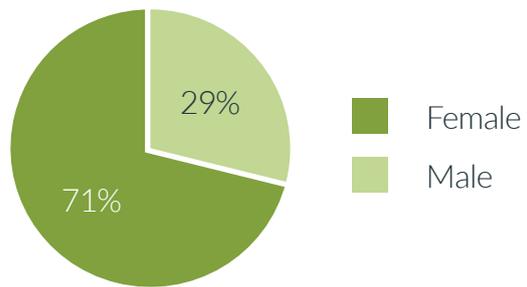
This section sometimes refers to gender, with regard to females/males only for reporting purposes. The college recognises and respects that some people experience gender differently (for example, people who identify as transgender or non-binary).

	All Staff	Full Time	Part Time
Female average hourly pay	18.0	18.1	17.9
Male average hourly pay	18.4	18.3	18.8
Mean Pay Gap 2019	2.2%	0.8%	4.8%
Mean Pay Gap 2017	3.80%	2.23%	6.31%
Mean Pay Gap 2015	3.25%	1.86%	4.76%

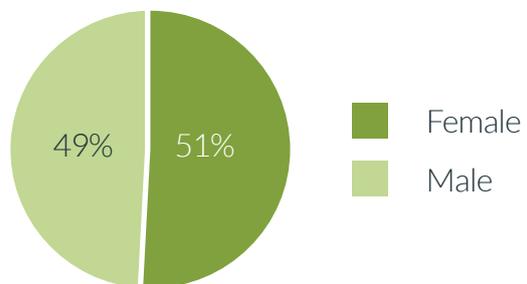
The gender pay gap is the difference between men’s and women’s average hourly earnings (excluding overtime).

The table above shows the mean (or average) gender pay gap. As can be seen, the mean gender pay gap has decreased significantly since 2017. This increase is fairly significant; the Scottish Government website suggests that any difference within +/- 1.5 percentage points of last year’s figure suggests that the position is more likely to be maintaining than showing any change. There is a -1.6% decrease since 2017 to 2.2%. While this is significantly lower than the (mean) gender pay gap in Scotland of 13.9% (2018 Annual Survey of Hours and Earnings provisional results), the pay gap does tend to be lower in the public sector. The gender pay gap remains wider for part-time workers in the college and as can be seen from the table below the majority of these are female, however, it has also decreased, by -1.5%. According to recent figures on the Close the Gap website, women account for 76% of all part-time workers in Scotland.

Part-time



Full-time



	All Staff	Full Time	Part Time
Female Average Hourly Pay	20.4	18.6	20.4
Male Average Hourly Pay	20.4	20.4	21.2
Pay Gap	0%	8.6%	3.7%

A further way of representing the gender pay gap is by using the median, or the middle number. The median is less affected by a few very large or small figures at either end of the pay scale, so has been seen as a more typical difference between employees. Our median gender pay gap is zero for all staff, but 8.6% for full-time and 3.7% for part-time. This may be because the pay gap is negative at executive level (female average pay higher) and zero for Senior Management and Teaching, but positive in support and middle manager.

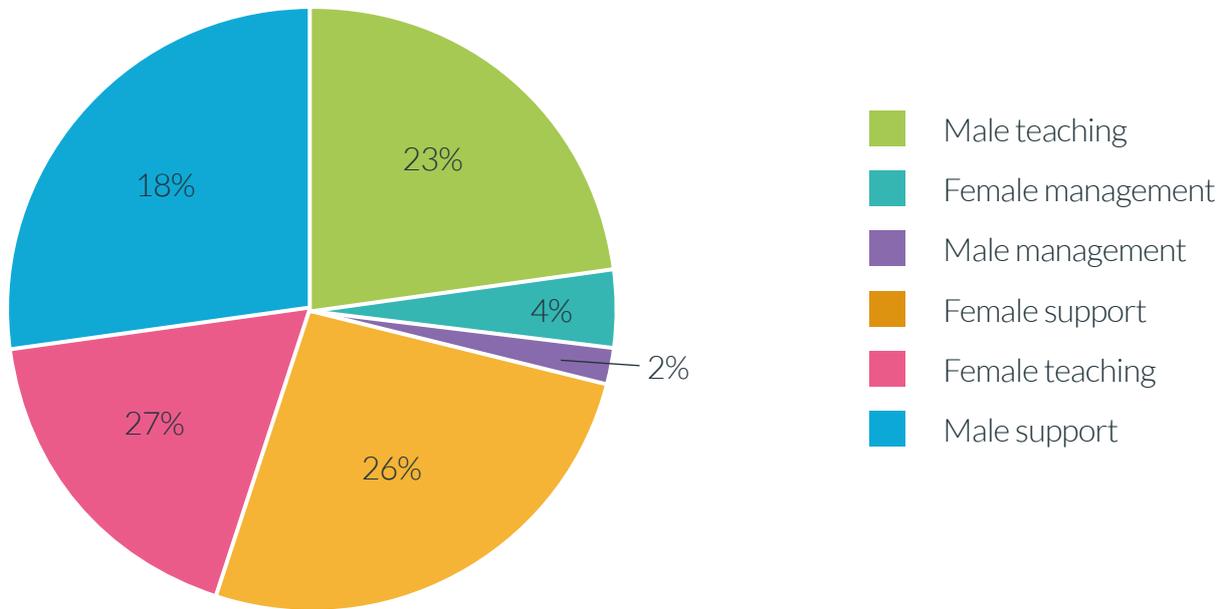
The main reasons for the gender pay gap are:

- Occupational, or job segregation, where women and men do different types of work, or women tend to be clustered at more junior grades within organisations.

- Lack of flexibility in working practices, which means that women who tend to have more caring responsibilities, find it hard to balance work and family life.
- Pay structures that have a different impact on women and men (e.g. ones that allow negotiations about a starting salary).

It is likely that occupational segregation is one cause of college's gender pay gap. While there are females in senior grades, there are also more females clustered in lower grades in the college. 26% of college staff are females in support roles, which are lower grades. Females are also much more likely to be part-time in the college than males, and being part-time can impact on career progression.

College staff by role/gender



The college has a flexible working scheme for support staff. As women are more likely to take on caring responsibilities, they are more likely to need to work in a job with flexibility. There are also policies/procedure on family friendly leave and leave of absence.

There were around 40 staff members taking maternity leave from March 17 – Feb 19. 58% of these took maternity leave of 39 weeks or less. Around 24% of the staff members who have now returned to work reduced their hours within 6 months of their return (this has reduced significantly from 45% during 2015-17). The loss of labour market experience due to females leaving work or reducing hours after the birth of their first child is one likely reason for the gender pay gap (Institute for Fiscal Studies report 2016).

There are currently two lecturer scale points. As a result of the national pay harmonisation award for lecturing staff, all lecturers appointed on or before 1 August 2014 were on the maximum college scale point (point 2), and are in the process of moving across to the maximum national scale point as of 1 April 2019 (national point 5).

The national pay harmonisation has superseded the pay increment system the college applied previously. Pay harmonisation (at a national level) may have been a factor in the zero median pay gap for teaching.

The support staff scale runs from Band A (lowest) to I. There are four scale points in each band that are applied yearly. The highest point of Band I is roughly equivalent to the lecturer scale point 1.

E. EMPLOYEE INFORMATION

Key Employee Equality Information

Staff can update their sensitive data via an online system, which now covers all of the protected characteristics.

We recently (at the end of 2018) added fields which enables us to ask for gender identity, trans history and caring responsibilities. However, many staff are unaware these options have been added so the data recorded is low (and not reportable at present) but these factors will be included in an employee audit later in 2019. Pregnancy and maternity data is collected separately to the online system.

An employee data audit in 2018 has led to significant improvements in disclosure levels on a number of protected characteristics, meaning we have a fuller picture of staff demographics although further improvements could still be achieved through a further employee audit in 2019. Where we now have better information, it appears that:

- The gender balance is very similar to 2017 and to the 2018 Scottish College sector figures;
- The majority of college staff are in the older age groups, as was the case in 2017;
- The college has a slightly higher number of staff from a BME background than the 2018 Scottish College sector, but this is significantly lower than local population figures;
- The number of college staff who have declared they have a disability is nearly double that of the 2018 Scottish college sector;
- Applicants who declare they have a disability, are LGBT, and/or have a non-Christian faith all applied in higher proportions than the College staff profile;
- The levels of non-disclosure by applicants is fairly low, however, there appears to be slightly higher levels of concern in disclosing disability, marital status, religion and sexual orientation;
- A higher proportion of men are appointed when compared with proportion of applicants;
- A smaller proportion of people from a BME background are appointed when compared to number of applicants;
- Similarly, the proportion of lesbian/gay woman, gay man, bisexual or other people who are appointed is 1% lower than those who apply (this remains unchanged from 2017);

- The cost per CPD is significantly higher than in 2017 but this is likely to be because higher cost training, such as TQFE, are included in recent figures;
- Proportionally more CPD is undertaken by women than men, but the cost per CPD is significantly higher for men;
- 38% of CPD was undertaken by those aged 50-59, but very little CPD is undertaken by the over 65 age group;
- A slightly higher proportion of females, and lower proportion of males left when compared with the College staff profile;
- The 50-59 age group makes up 30% of staff profile, but only 20% of leavers;
- There was a lower proportion of people leaving from a White UK background compared to the current college profile (around 20% fewer);
- The Gender Pay Gap has reduced from 3.8% to 2.2% since 2017, this is positive and very low compared to gender Pay gap figures for Scotland as a whole;
- The gender pay gap remains wider for part-time workers, the majority of which are female;
- Our median gender pay gap is zero for all staff (however this is less relevant for the college because 50% of all roles are academic and currently sit on 2 salary points);
- 26% of college staff are females (compared to 18% of males) in support roles, which are lower grades;
- 24% of the staff members who returned to work from maternity leave reduced their hours within 6 months of their return.

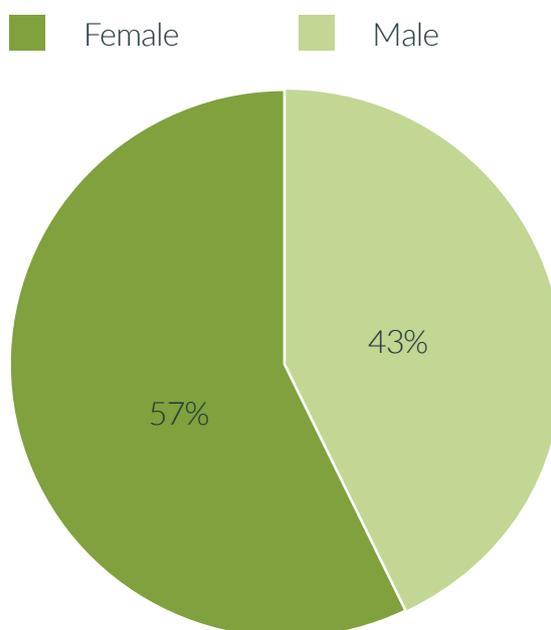
Staff profile

- Edinburgh College employed around 1,250 staff as at 28 February 2019.
- The gender balance is similar to that of April 2017: 57.5% to 42.5% (Female to Male) as opposed to 59% to 41% in April 2017. Females made up 61% of all college staff in Scotland in 2018 (Colleges Scotland Key facts 2018).
- The age profile of staff has not greatly altered since 2017. The majority of staff are aged 40 or over, with over a third aged 50 or over. Although it is not possible to make a direct comparison with the age profile across the Scottish college sector, our proportions of staff up to age 49 (60%) and aged 50 and over (40%) look similar.

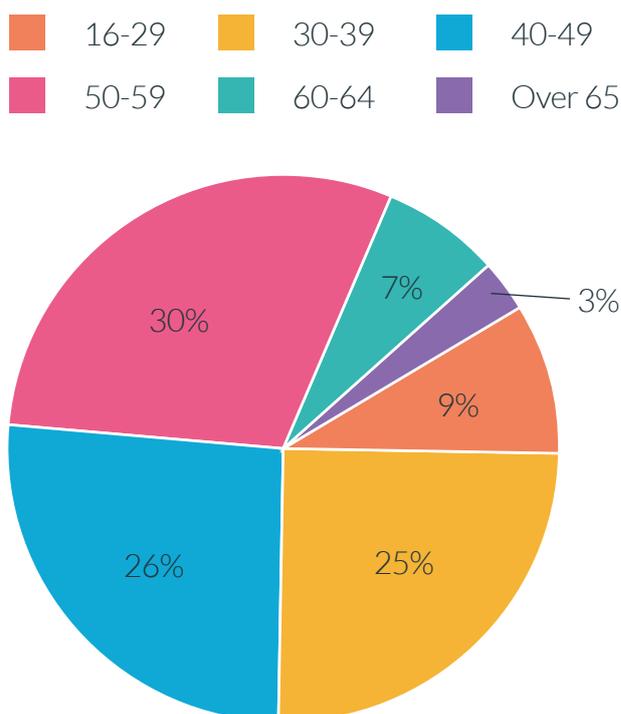
- The proportion of staff from a BME background is low, compared to both the student population and the local population. 35 staff declared that they have a BME background, which is around 2.8% of staff. There has been a slight increase in this percentage (+1.3%) since 2017. This is significantly lower than both our student population (around 10%) and the local population of around 8.3% in City of Edinburgh in 2011 (although under 2% in East Lothian and Midlothian). Around 13% either prefer not to say or have not disclosed their ethnicity, which is 9% less than in 2017. Across Scotland's colleges, the percentage of staff from a BME background was 2% in 2018, up from 1.6% in 2015/16.

- 5% of staff in Scotland's colleges declared a disability in 2018. Around 9.6% of our staff members declare a disability, which is more than double the level in 2017 (4.6%). 46% of staff continue to either record 'prefer not to say' or have not responded, however, this is 24% lower than the 2017 level, but further improvements in disclosure levels could be made in future. The rate of disclosure for protected characteristic groups except gender/sex, age and ethnicity is around 45% or lower. The college will continue to encourage staff to disclose. There are further details on other protected characteristics in the statistical tables at the end of this report.

Staff gender profile 2019



Staff age profile 2019



Staff Recruitment

These figures relate to a period from March 2017 to February 2019, where around 5,880 applicants applied for employment and around 450 people were successful (around 7.7%).

- The proportion of female to males who applied/were accepted for employment was similar to that of the college staff population.
- The proportion of applicants/appointments from those aged 16-29 were significantly higher than in the staff population, and slightly higher in the 30-39 age group. In all other age groups the applicant/appointment proportion was lower.
- 11% of applicants confirmed they were from a BME background, which is significantly higher than the proportion of current BME staff members but is generally in-line with the student population.
- The proportion of applicants who declare they are disabled was 11%, which is slightly higher than the college staff population.
- The proportion of applicants who declare they are LGB was 7%, and appointees were 5%, both of which are higher than the college staff population (2%).
- The proportion of applicants who declare they have a non-Christian faith was 5%, which is higher than the college staff population (2%), however, the number of appointees was in line with the college population.
- Less than 3.5% of job applicants did not respond with regard to ethnicity, age and gender. This rose to between 9% and 12% with regard to disability, marital status, religion and sexual orientation which suggests that applicants are more wary of disclosing this information. This reflects a significant change from 2017 where only disability was above 9%.
- We are now asking job applicants the question 'Does your gender match your sex as registered at birth?' However, our responses are inconclusive due to extremely small numbers. The Equality and Human Rights Commission commissioned research that suggests approximately 1% of the UK population experiences some degree of gender variance (EHRC 2012, reported in the Equality Challenge Unit's Trans Guidance 2016).
- The proportion of females who are appointed is 4% lower than those who apply, whereas for men the figure is 4% higher.

- The biggest difference between the proportion who applied and those appointed was in the 16-29 age group, but this group still made up around 25% of all appointments.
- A slightly higher proportion of people from a White background who apply (86%) are appointed (90%), whereas a smaller proportion of people from a BME background (4% lower) are appointed.
- The proportion of disabled people who are appointed is 2% higher than those who apply.
- The proportion of heterosexual/straight people who are appointed is 2% higher than those who apply.
- The proportion of lesbian/gay woman, gay man, bisexual or other people who are appointed is 1% lower than those who apply (this remains unchanged from 2017).
- Proportionately more CPD was undertaken by females, compared to the college staff profile. 71% of CPD was undertaken by females at an average cost of around £39.61 by males at an average cost of around £63.36.
- 38% of CPD was undertaken by those aged 50-59 at an average cost of around £36.87, a group that makes up 30% of the staff profile. The age groups 16-29, 30-39 and over 65 were slightly less likely to undertake CPD based on the college profile. The average cost of CPD for 16-29 was £66.87, for 30-39 was £75.88, however, for the over 65s it reduced to £6.25.
- CPD is taken up by the same proportion of staff who declare they are from a BME and White Other background than is in the staff profile. However, those from a White UK background make up around 79% of the CPD profile, while they make up around 74% of the declared staff profile.

Staff Development

- These figures relate to 2785 instances of Continuing Professional Development (CPD) in the period from March 2017 to February 2019. Staff apply to attend CPD through an online form which is then authorised by their Line Manager/Learning and Development. The average cost of CPD is around £46.
- Disabled people make up a higher percentage of the CPD profile (12%) than the staff profile (10%).
- People who declare as LGB also make up a higher proportion of the CPD profile (around 1% higher) than in the staff profile.
- People who prefer not to say/blank in regards to marital status are 9% lower than the staff profile. The CPD take-up amongst all other groups (with the exception of widowed) is proportionally higher than staff profile.

Staff Retention

The staff retention figures (about 450 leavers) relate to the period between March 2017 and February 2019.

- The proportion of leavers was 66% female to 34% male, which means that a slightly higher proportion of females, and lower proportion of males left compared to the current female/male balance of 57.5% to 42.5%. We are unable to report on transgender leavers due to low volume of data recorded.
- 19% of leavers were in the 16-29 age group. This group makes up around 9% of the current staff profile. There were also a higher proportion of leavers from the over 60s than is reflected in the staff profile. The 50-59 age group makes up 30% of staff profile, but only 20% of leavers.
- A slightly higher proportion of people from a BME background left compared to the current college profile but the difference was less than 1%. There was a lower proportion of people leaving from a White UK background compared to the current college profile (around 20% fewer), although a higher proportion from a White Other background left (1.6% more).
- There was a lower proportion of disabled staff leaving than compared to the current college population (5% lower) and a comparable proportion of non-disabled staff leaving (4% lower).
- The proportion of LGB staff leaving is in keeping with the current staff profile. A smaller proportion of those recording as heterosexual/straight left (-13%), but the opposite was the case for those who did not disclose (+13%).
- The proportion of staff from non-Christian faiths leaving is in keeping with the current staff profile. A smaller proportion of staff who recorded as Christian (-5%) or of no faith (-10%) left. The opposite was the case for those who did not disclose (+13%).
- A lower proportion of married people left than is reflected in the college profile (-13%). The opposite was the case for people who preferred not to say/blank (+16%). Figures for other groups are comparable with the college profile.

Staff Equality Tables as at 28 February 2019

Age	Count	Percentage
16 - 29	120	9%
30 - 39	315	25%
40 - 49	320	26%
50 - 59	380	30%
60 - 64	85	7%
Over 65	30	3%

Disability	Count	Percentage
Disabled	120	10%
None	560	45%
Prefer not to say/blank	575	46%

Ethnic Origin	Count	Percentage
BME	35	3%
Prefer not to say/blank	165	13%
White Other	120	10%
White UK	930	74%

Gender/Sex*	Count	Percentage
Female	720	57.5%
Male	530	42.5%

Marital Status	Count	Percentage
Civil Partnership	10	1%
Married	500	40%
Not married or in a civil partnership	260	21%
Other	85	6%
Prefer not to say/blank	385	31%
Widowed	10	1%

Religion	Count	Percentage
Christian	260	21%
None	410	33%
Other	10	2%
Prefer not to say/blank	560	45%

Sexual Orientation	Count	Percentage
Heterosexual/ Straight	655	53%
LGB	30	2%
Prefer not to say/not sure/blank	565	45%

N.B. To protect confidentiality and anonymity, the Higher Education Statistics Agency (HESA) rounding strategy has been used:

- All numbers are rounded to the nearest multiple of 5.
- Any number lower than 2.5 is rounded to 0.
- Halves are always rounded upwards (e.g. 2.5 is rounded to 5).
- Percentages based on fewer than 22.5 individuals are suppressed.



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