



For the future you want

# EQUALITY OUTCOME REPORTS

Equality Mainstreaming  
and Equal Pay Report



April 2017

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This report is to fulfil Edinburgh College's specific reporting duties under the Public Sector Equality Duty. It contains:

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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 are committed to providing an inclusive ethos and environment, where everyone feels welcome, supported and respected.

We believe that, as an employer and public body, we can play a leading part in the promotion of equality and diversity more widely. We recognise that 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 to date and in going forward in meeting these important equality duties.

The protected characteristic groups under the Equality Act are age, disability, gender reassignment, pregnancy and maternity, race, religion and belief, sex, sexual orientation, marriage and civil partnership (in employment). We also realise that other people 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 21,000 student enrolments in 2015/16 and over 1,300 staff. It serves a widespread region which includes the City of Edinburgh, Midlothian and East Lothian.

Our first Equality Outcomes were published in 2013, soon after the college was formed from the three legacy colleges of Jewel and Esk, Telford and Stevenson. In January 2016, the College outlined a Transformation Plan to develop a new business and finance model to ensure the college is the right size, has the right scope and sets the right targets for the region, while continuing to provide a positive learning experience for students.

While the past few years of integration and restructuring have been challenging, dedicated lecturing and support staff have made great efforts to sustain a positive learning experience for all students and to advance equality in their work.

- In the 2016 Induction Survey, 98.6% of students agreed that they felt welcome on their first day at college (91.6% in 2015/16) and 98.4% agreed that they feel safe at college (93.2% in 2015-16).
- We were awarded the LGBT Youth Foundations Charter Mark in September 2016 for supporting lesbian, gay, bisexual and transgender (LGBT) students and staff.
- Edinburgh College Students' Association (ECSA) continues as a strong and visible Students' Association with a commitment to equality. ECSA is working towards the Healthy Body, Healthy Mind award. ECSA was awarded the 2017 College Students' Association of the Year at the NUS Scotland Awards recently.
- We are advancing equality of opportunity through the curriculum, such as the Codespace CSI project run by the computing curriculum team with crime investigation themed sessions to engage young women in digital skills.
- We have raised mental health awareness and worked to improve mental wellbeing, including our involvement in 2015/16 in SANE's Black Dog campaign.

### 3. Our Vision, Values and Strategic Objectives

#### **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, world class 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.

#### **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.

#### **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.

Edinburgh College will deliver effectively on national policy as detailed in the Regional Outcome Agreement which forms part of the transformational plan.



## B. Equality Outcomes 2017-21

The Equality Outcomes of an organisation are the changes it wants to happen as a result of actions taken to improve equality for individuals, communities or society. Edinburgh College has set six equality outcomes and will take action to work towards these changes.

In deciding on these outcomes and the action plan that supports them, we have:

- Consulted with students, staff and external partners through focus groups, events and conversations. Used information from the focus group consultations about the new college values.
- Considered initiatives such as Developing the Young Workforce, the Scottish Funding Council's Gender Action Plan, Equalities Action Plan for Modern Apprenticeships (Skills Development Scotland), Education Scotland's new Quality Framework, the Race Equality Framework and the forthcoming BSL National Plan.
- Aligned these outcomes with work already being planned/done in the College around these initiatives and in connection with the Access and Inclusion Strategy and the Transformation Plan.
- Used evidence and research we have developed in the college, as well as external information.

The outcomes for 2017-21 are:

<b>Equality Outcome 1</b>	<b>The participation of disabled people is increased where there is under-representation.</b>
<b>Background</b>	<ul style="list-style-type: none"> <li>• According to Skills Development Scotland, in 2015-16, young people with a disability were less likely to be in positive destinations. 82.8% of 16-19 year olds identified as having a disability were participating in education, employment, training or other development, compared to 90.6% of those not identified as having a disability.</li> <li>• There was a smaller proportion of young people with a disability participating in education (64.4% compared to 71.5%) and employment (12.0% compared to 17.0%).</li> <li>• 3.9% of Modern Apprenticeship starts declared they were disabled in 2015/16</li> <li>• In our local council areas, disabled people are between 22-25% more likely to be unemployed than on average.</li> <li>• In 2010, degrees were held by 12.5% of disabled persons, half of the rate of the non-disabled group.</li> <li>• While the percentage of disabled students in our population (17.3% - 2016/17 enrolments) is higher than the sector average, the above data suggests that disabled people, including disabled young people, are still underrepresented in the college and that education to employment routes need to be further strengthened. Disabled students in the college are also around 9% less likely to be studying at HE level compared to students on average.</li> <li>• Currently around 4.6% of staff declare a disability, which is lower than the local average of around 16-19% (people with a long-term activity-limiting health problem or disability).</li> </ul>
<b>Links</b>	<ul style="list-style-type: none"> <li>• This aligns to our college values of being student-centred, responsible and respectful and our objectives of treating each student and staff member as unique.</li> <li>• The outcome also links with our DYW strategy, our curriculum review on widening access among vulnerable groups and our Access &amp; Inclusion strategy.</li> </ul>
<b>Protected Characteristic</b>	Disability
<b>General Equality Duty</b>	ED AEO FGR

<b>Equality Outcome 2</b>	<b>Female and male participation is increased in areas where there is under-representation.</b>
<b>Background</b>	<ul style="list-style-type: none"> <li>• Equate Scotland reports that by 2020, Scotland needs 140,000 new engineers and there will be skills gap shortages in construction and tech careers, so that greater workforce diversity makes good economic sense.</li> <li>• Greater diversity in early years and childcare, would offer children with a range of positive role models, while attracting a wider range of people with the right skills in the profession.</li> <li>• To support a national plan to tackle the gender imbalances in certain subject areas, each college has been asked to publish their own Gender Action Plan by July 2017. The College's Gender Action Plan will set out the college's plans to tackle gender imbalance in more detail. Specific actions include encouraging females into engineering through the Primary Schools engineering project, developing our Men into Childcare initiatives, tackling unconscious bias and working with employers and other partners. We are being supported by the Equality Challenge Unit's 'Attracting Diversity Project' in our efforts to tackle gender imbalance.</li> <li>• Additional to the Gender Action Plan, work will continue on reshaping the curriculum, tackling under-representation, challenging stereotypes and widening opportunities for female/male students.</li> <li>• We continue to have staff gender imbalances in subject areas and will address this as part of our long-term efforts to tackle under-representation.</li> </ul>
<b>Links</b>	<ul style="list-style-type: none"> <li>• Valuing our staff and students as unique, being student-centred, respectful, responsible and working together.</li> <li>• Gender Action Plan, curriculum review measures and the STEM Manifesto (preparing students for modern careers in evolving industries). Equal Pay/Occupational segregation measures.</li> <li>• The college is also mindful of the fact that some people experience gender differently (for example, people who identify as transgender or non-binary). Their opportunities and representation in different subject areas will also be considered.</li> </ul>
<b>Protected Characteristic</b>	Sex (and also Pregnancy and Maternity in relation to workplace measures).
<b>General Equality Duty</b>	ED AEO FGR

<b>Equality Outcome 3</b>	<b>Students across different age groups can equally access an engaging, high quality and tailored learning experience that will further their employment opportunities.</b>
<b>Background</b>	<ul style="list-style-type: none"> <li>• According to the DYW report, unemployment when young can affect a person's wages throughout their life and can make a person more vulnerable to further unemployment. The college will continue to take action on tackling youth unemployment through DYW and SCP work, modern apprenticeships and foundation apprenticeships. As some students may have had difficult experiences in education in the past, staff are to be offered training to develop the relevant skills needed to support these young people. The achievement rate of these students tends to be lower than the college average.</li> <li>• Since around 2009/10 there has been a significant reduction in the numbers of part-time students (particularly amongst females and those over 25). As part of widening participation, the college is looking into the needs of older adult returners, to support them through college and into employment.</li> </ul>
<b>Links</b>	<ul style="list-style-type: none"> <li>• Our student-centred approach. Treating every student as a unique student, provided with an engaging high quality and tailored learning experience to support them towards the future they want.</li> <li>• DYW, Modern Apprenticeship Equalities Action Plan, curriculum review and STEM manifesto work. Learning, Teaching and Assessment Strategy and Quality Framework.</li> </ul>
<b>Protected Characteristic</b>	Age (but also relevant to sex, disability, pregnancy & maternity and race, for example, with regard to improving diversity in apprenticeships).
<b>General Equality Duty</b>	AEO FGR

<b>Equality Outcome 4</b>	<b>The proportion of students with a mental health condition who have a positive outcome/experience is increased.</b>
<b>Background</b>	<ul style="list-style-type: none"> <li>• In 2015-16, students who declared a mental health condition as their sole disability were around 9% less likely to complete their course successfully. For full-time FE students this gap rose to 12% and around 4 out of 10 of these students withdrew without completing their course. For some students, deferring their course can be the best option but further tracking of these students would be useful.</li> <li>• We are also seeing a year-on-year increase of students declaring a mental health condition. In 2016-17, students declaring a mental health condition as their sole condition made up around 22% of our disabled student population. (In 2014/15, the equivalent figure across the sector was 14.2% - ECU statistical report).</li> <li>• At ECSA's class rep conference, one of the five key issues raised was the need for more support for students with mental health conditions.</li> </ul>

<b>Links</b>	<ul style="list-style-type: none"> <li>• This reflects our objective that 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.</li> <li>• This outcome links in with the Access and Inclusion Strategy and with the development of a Mental Health Strategy for the college. The Learning, Teaching and Assessment Strategy and Quality Framework.</li> </ul>
<b>Protected Characteristic</b>	Disability
<b>General Equality Duty</b>	ED AEO

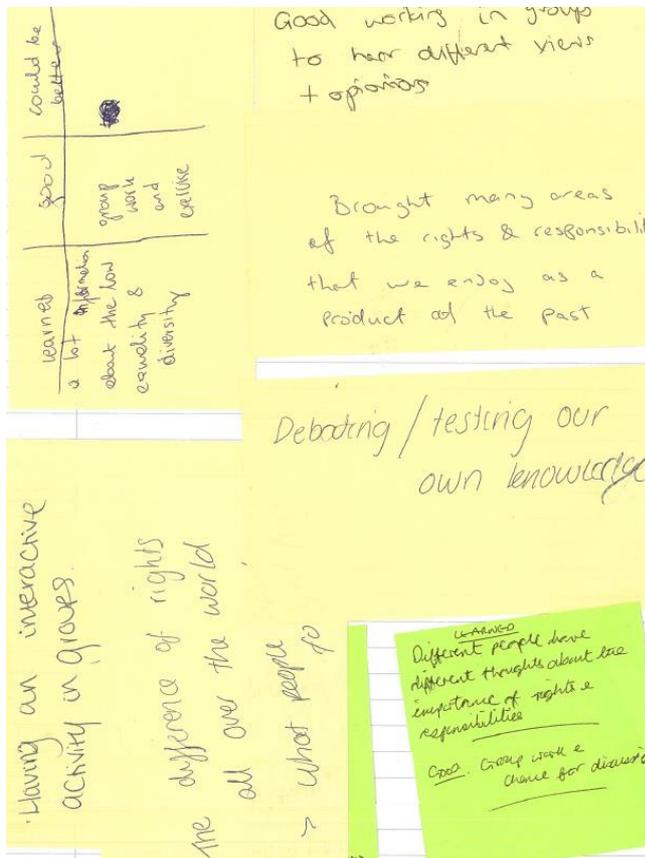
<b>Equality Outcome 5</b>	<b>The proportion of LGBT students who have a positive outcome/experience is increased.</b>
<b>Background</b>	In 2015/16, lesbian, gay and bisexual students were around 6% more likely to withdraw before completing their course, compared with students as a whole. Anecdotal evidence suggest that some students can feel overwhelmed even when the experience of coming out and being accepted at college is positive, so we need to ensure these students are supported to continue/return to their studies. The experience of LGB and Transgender students can be mixed and while some report extremely positive experiences at college, there are instances of students feeling unwelcome and suffering from name-calling, etc. In the 2016 Induction Survey, students who chose the option of describing their gender 'in another way' were 11.7% less likely to agree that overall they were satisfied with the college.
<b>Links</b>	<ul style="list-style-type: none"> <li>• Our student centred, respectful and responsible approach.</li> <li>• LGBT Youth Charter Work (and Stonewall Workplace Equality Index work to support inclusive practice generally). Learning, Teaching and Assessment Strategy and Quality Framework.</li> </ul>
<b>Protected Characteristic</b>	Sexual orientation, gender reassignment (and supporting people who identify as transgender and non-binary).
<b>General Equality Duty</b>	ED AEO FGR

<b>Equality Outcome 6</b>	<b>The proportion of staff from a BME background is increased to 3% by 2021.</b>
<b>Background</b>	Currently, around 1.5% of our staff are from a Black or minority ethnic background. This is significantly lower than both our student population (around 11%) and the local population of around 8.3% in City of Edinburgh in 2011 (although under 2% in East Lothian and Midlothian). We have a fairly high level of staff disclosure for this protected characteristic (78%) so we can be confident that we do have under-representation in this area. The employment rate for BME people in Scotland in 2015 was 59%, compared to 74% for White people. However, there are positive signs of improvement in this area, in that around 8% of college job applicants between November 2015 and February 2017 confirmed they were from a BME background.
<b>Links</b>	<ul style="list-style-type: none"> <li>• Valuing and supporting the unique contribution of staff members, being responsible, respectful and working together.</li> <li>• Race Equality Framework</li> </ul>
<b>Protected Characteristic</b>	Race
<b>General Equality Duty</b>	ED AEO FGR

These equality outcomes are designed to focus our work on specific areas where we have identified a need.

The above equality outcomes do not specifically cover the protected characteristics of Pregnancy and Maternity, Marriage or Civil Partnership, or Religion and Belief. In respect to Religion and Belief, the evidence we have analysed, for example, in relation to student achievement or satisfaction do not suggest any specific areas to focus an outcome upon. For Pregnancy and Maternity and Marriage and Civil Partnership, we need to take actions to improve our analysis of data surrounding these areas to fully inform our outcome setting process going forward. The equality outcomes do not directly cover Race in relation to students (although there are some indirect links) as our evidence around student representation, satisfaction and overall achievement is mainly positive.

A more detailed action plan on our equality outcome work will be made available soon, as well as more information on how we intend to mainstream and promote equality, diversity and inclusion across all of the protected characteristic areas.



One million Armenians fled Turkey between 1915 and 1923 to escape persecution and genocide



**HOW EMPLOYERS CAN SUPPORT TRANS PEOPLE AT WORK**

**Good Communication** - Make it clear to staff about the acceptance and support for different forms of gender identity and that discrimination, is unlawful

**Support** - Discuss with the person how they would like their colleagues to be told about their transition



Does the 'promotion of a fair and equal society' mean treating everyone the same?



Top left: Student feedback from an Equality and Diversity LDT session.

Top right and centre: Extract from students' Equality and Diversity Presentations.

Bottom: Slide from LDT's Equality and Diversity session.

## C. Progress on Equality Outcomes 2013-17

This section evidences the progress we have made in meeting our previous equality outcomes and what we still need to do.

1.1	<b>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.</b>
What we have done	<ul style="list-style-type: none"> <li>• Student surveys are analysed by protected characteristics (including the above) allowing comparisons and informing planning, such as setting new equality outcomes. Key issues are fed back to curriculum and support staff as part of the self-evaluation process.</li> <li>• The application process captures protected characteristic information, including on sexual orientation, religion/belief and gender identity, which enables effective monitoring and informs planning.</li> <li>• Retention and achievement data is analysed by protected characteristics, which also assists in further planning.</li> <li>• Protected characteristic data (except pregnancy) is collected on job application.</li> <li>• Staff can update sensitive data at any time through a secure online portal.</li> </ul>
Work to do	<ul style="list-style-type: none"> <li>• Ensure staff have the confidence to use student data to set actions.</li> <li>• Improve the reliability of application to enrolment data.</li> <li>• Improve student disclosure. The 2016 Induction Survey indicated students were less likely to answer monitoring questions on religion/belief (13% left blank/preferred not to say), disability (10%) and sexual orientation (6%).</li> <li>• Improve staff disclosure of protected characteristics (see Section E for more details).</li> <li>• More analysis on staff data around retention, progression, etc.</li> </ul>
1.2	<b>People with all protected characteristics are welcomed and supported in Edinburgh College.</b>
1.3.	<b>People with all protected characteristics are able to access Edinburgh College and its services free from architectural, environmental and geographical barriers.</b>
What we have done	<ul style="list-style-type: none"> <li>• We were awarded the LGBT Youth Charter Mark Foundations Award by meeting the criteria outlined within the Charter Mark standards. We developed materials and practice to support students/staff to challenge homophobia, biphobia and transphobia. We undertook awareness-raising activities and ensured that policies and resources were in place at all campuses. We campaigned for people to 'Speak Out' against homophobic, biphobic and transphobic language and behaviour. As a part of this campaign, we recorded a short video featuring the ECSA LGBT officer, students and Jan Irvine (former student and participant of BBC Scotland's 'Transsexual Stories' documentary). Staff and students to pledged support for the campaign, with written messages and photos. LGBT Youth Scotland delivered training to key staff in September 2015 and February</li> </ul>

2017, including transgender awareness training. Key messages, including Transgender Respect Guidelines, were written and circulated to all staff. A change of name/gender procedure for students was also developed. ECSA is further working towards the Bronze LGBT Youth Charter Mark.

- We have increased by 3% our provision of entry level courses in 2016/17 compared with the previous year.
- Full-time students continue to receive a standard induction, including equality, from their Learning Development Tutor (LDT). Lecturers are responsible for similar inductions for part-time students. The 2016 Induction Survey found that 98.6% of students agreed that they felt welcome on their first day at college (91.6% in 2015/16) and 98.4% agreed that they feel safe at college (93.2%).
- Our new equalities leaflet gives students information about equality and diversity in the college, plus rights and responsibilities.
- LDTs continue to deliver equality and diversity tutorials, adapted to the needs of their cohort from standard tutorials developed for 3 different levels. In 2016, 73% of students surveyed reported that they found these tutorials useful and enjoyable. Although this figure has reduced since 2014 (78%), the wording of the survey question has changed and it is difficult to make a direct comparison.
- LDTs were recently offered 'Coaching for Diversity' training from an external training agency, which gave them techniques to embed equality and diversity issues into one-to-one coaching sessions with students.
- ECSA provides class rep training and their class rep handbook has signposting in relation to bullying. ECSA's website now contains a dedicated equalities page and a web page with links to support and equality organisations.
- Equality at work talks were delivered to a number of ESOL and access courses by the Equalities Team and these sessions have been well received (for example, feedback from one student group averaged a score of 4 where 0 was 'learned nothing and 5 was 'learned a lot'.)
- The majority of staff have completed mandatory compliance online training in Equality Essentials, which also covers unconscious bias and challenging unacceptable behaviours. In June 2016, only around 5% had not completed compliance training, which was deemed reasonable taking account of staff turnover, long term absence, etc.
- An Academic Orientation programme is now in place for new staff, which includes an Equality and Diversity session delivered by the Equalities Team. This session features videos recorded with lecturers about how they embed equalities into their practice. These videos are also available on the shared drive for staff to watch/use.
- The Equalities Team have developed and delivered workshops on reasonable adjustments, equality impact assessments, challenging unacceptable language/behaviour and gender identity/non-binary training to over 100 staff members since 2015. Responses to these workshop have been mainly positive and constructive feedback has enable the team to adapt the training as necessary.

- Hate crime awareness refresher training was delivered by Police Scotland in February 2017.
- Other training workshops delivered by appropriate staff members or external agencies since April 2015 have covered: mental health/stress, safeguarding, substance abuse, dyspraxia, sensory impairment, autism/severe learning difficulties and carers.
- While the development of an online equality learning resource on Moodle has been delayed due to staff shortages, resources are currently available on a shared drive. The Quality and Equalities Bulletin also continues to inform staff about equality.
- Staff were recently consulted as part of the college values development process.
- The Quality Enhancement Team continue to encourage teaching staff in the use of QELTM (Quality and Equality in Learning and Teaching Materials) guidelines in developing and auditing learning resources.
- Midlothian campus was previously audited by Midlothian Council Joint Physical Disability Planning Group partners with no significant access issues. Consultations with disabled students at Granton and Sighthill have occurred and improvements will be included in the new equalities action plan. An equality FAQs handout has been produced for each campus with information about accessibility and facilities, which is available at each reception.
- Research has been carried out on student travel to campus patterns (2015/16) showing that students travel around 5-7 miles on average. This research will inform the curriculum review process. Students with disabilities or caring responsibilities benefit from accessible travel routes.
- Following a consultation process, a new college website was developed with improved accessibility features, such as the use of icons as well as words. The next step is to extend these accessibility features to the online student application system.
- The Marketing team continue to follow plain English and style guidelines for web content and marketing material, while using photos of actual students and images that represent people with different protected characteristics in a non-tokenistic way.
- The college continues to celebrate equality events, involving staff, students and community and including consultation on equality matters. The mainstreaming report provides more details of this.
- The mainstreaming report contains further commentary on the roles of Student Services and LDTs. 78% of students reported in May 2016 that they were pleased with the help and support provided by Student Services (73% in May 2014). 84% students further reported that their Learning Development Tutor had supported them and their learning (78% in 2014).
- There is now a dedicated webpage on the college website for care leavers, including a specific student support contact for each campus.
- The ESOL team continues to offer NC ESOL for Employability course at Levels 4 and 5 designed for young learners (16-18) and focusing on language and employability skills.

	<ul style="list-style-type: none"> <li>The percentage of disabled students on HE courses appears to have risen slightly over the last two sessions to reach 12%. This compares favourably with the sector average of around 9% (2014/15 figures from the Equality Challenge statistical report 2016).</li> </ul>
Work to do	<ul style="list-style-type: none"> <li>The take-up of equality training tends to be amongst staff members who already have an interest/background in equality but work still needs to be done to encourage the participation of other staff members. An action going forward is to survey lecturers on their confidence in delivering equality materials and what range of additional support or resources would be most helpful.</li> <li>Further work needs to be done with regard to gender neutral signage for selected toilets and on refreshing quiet rooms. A pregnancy and maternity policy is currently being developed.</li> <li>The percentage of students from the 10% most deprived areas studying at HE level has not improved (around 6%) and this group is still significantly less likely to study at HE level than other groups.</li> <li>Student satisfaction levels with regard to funding have improved. For example 80% of students reported in October 2017 that they received good advice on financial help compared with 64% on October 2015. Also 66% of students reported in October 2017 that financial support was in place at the start of their course (59% in October 2015). However, funding advice and student perceptions continue to be an area of concern, especially for key groups, such as those in need of childcare funding.</li> <li>While there has been no progress made in establishing an equalities forum, smaller working groups were successful in driving change, such as the Mental Health Working Group and LGBT Champions Group.</li> </ul>
2.1	<p><b>Students with mental health difficulties have an improved experience in Edinburgh College and have a greater chance of successfully achieving their chosen award.</b></p>
What we have done	<ul style="list-style-type: none"> <li>The college worked with the mental health charity SANE, in order to raise mental health awareness, end the stigma surrounding mental ill-health and offer support and signposting services. As part of SANE's Black Dog campaign, the charity loaned one of its black dog statues, Angus, which visited each campus in 2015-16 and a number of themed events were held. For one event we collaborated with the b-eat charity to raise awareness around eating disorders. At another session, we launched our 'Speak Out' campaign, to draw attention to the additional mental health pressures that LGBT people can experience due to discrimination. This initiative came out of the Mental Health Working Group which included representatives from Student Services, LDT, ECSA, Curriculum, Equalities and Health and Safety teams. ECSA have continued this work with a Health and Wellbeing Fair and their work towards the Healthy Body, Healthy Mind Award. They have also developed a series of short messages around daily steps to support mental wellbeing on cards and for the information screens. There has been an increase in students declaring</li> </ul>

	<p>mental health conditions, which may have been partly due to this awareness-raising.</p> <ul style="list-style-type: none"> <li>• In the most recent Induction Survey 2016, 93% of students with a mental health condition as their sole reported condition confirmed that overall they were satisfied with the college. While this is lower than the 96.6% reported by students overall, the percentage figure is an improvement on previous surveys.</li> <li>• Student Support have engaged with partners such as The Junction who offer a monthly drop-in at Granton Campus to support students. They have joined the 8S group run by NHS Lothian to promote Mental Health and Wellbeing in Colleges and Universities in Lothian and are updating their resources to support staff and students. Student support have also delivered a number of staff development sessions on Mental Health Awareness, Depression and Anxiety Awareness.</li> <li>• The completed successful rate for full-time HE students who declare a mental health condition as their sole disability improved significantly in 2015/16 to be only around 1% lower than students on average.</li> </ul>
<p>Work to do</p>	<ul style="list-style-type: none"> <li>• The completed successful rate has improved for full-time FE students with a mental health condition but is still significantly lower than students as a whole (mainly due to higher numbers of students withdrawing before completing their course). However, for some students, deferring completion of a course can be the best option.</li> <li>• While the increased disclosure rates are positive, staff suggest that more students are needing support, and that their needs are more complex, requiring more time. A Mental Health Strategy is being developed for the College and the resourcing of support staff is being looked into.</li> </ul>
<p>2.2</p>	<p><b>There is no significant gap between male and female achievement rates on FT HE courses.</b></p>
<p>What we have done</p>	<ul style="list-style-type: none"> <li>• Lecturing staff suggest that young males (particularly those studying subjects such as sport or construction) are less likely to seek additional support. Much of ECSA's work supporting mental wellbeing has concentrated on healthy living and encouraging activity, as a way to appeal to a wider range of students.</li> <li>• Analysis of the Learning and Teaching Survey 2015/16 indicated that both males and females on full-time HE courses score lower in the general learning and teaching questions than on average (with females recording slightly lower than males). Strengthening the student voice has been central to ECSA's Learner Engagement Framework (LEF), which won an education award from NUS Scotland in 2016. Key features are staff/student course self-evaluation days and regular class rep conferences. The resulting student feedback is shared with senior management and was instrumental in the engagement of two extra support staff members. ECSA encourages all students to participate.</li> </ul>

	<ul style="list-style-type: none"> <li>Overall, there has been a steady year-on-year increase in the number of students articulating to degree-level courses from the college, with 827 from 2009-2010 rising to 1,056 in 2014-2015.</li> </ul>
Work to Do	<ul style="list-style-type: none"> <li>While we better understand and have tried to redress some of the barriers to achievement, the gap on FT HE was still around 9% in 2015/16.</li> </ul>
2.3	<b>An increased number of 16-19 year old students successfully complete their programme of study.</b>
What we have done	<ul style="list-style-type: none"> <li>All curriculum teams are provided with retention and achievement data for courses within their area, broken down by equality strands including age. As part of the self-evaluation process, teams are prompted to analyse this information and use it to inform planning.</li> <li>LDTs are supported in monitoring attendance rates of key groups for FT courses by online ProMonitor software.</li> <li>Evidence from 2014/15 and 2015/6 suggests that this group is more likely to withdraw some way into their course.</li> </ul>
Work to Do	<ul style="list-style-type: none"> <li>While the self-evaluation process has become streamlined and more effective, it is still the case that many teams lack the capacity and confidence to use retention and achievement data to develop actions.</li> <li>The overall success rate for this group has not improved.</li> </ul>
2.4	<b>Ethnic minority students have an improved experience in Edinburgh College and have a greater chance of successfully achieving their chosen award.</b>
What we have done	<ul style="list-style-type: none"> <li>A higher percentage of minority ethnic students completed their course successfully in 2015-16 than students as a whole. The completed successful rate of overseas students is also higher than on average. This is the continuation of a trend over the last few years.</li> <li>It is also the case that minority ethnic and International students tend to record satisfaction rates comparable to students as a whole. In the 2016 Induction Survey, 96.1% of minority ethnic respondents and 97.6% of International students agreed that overall, they were satisfied with the course (compared with 96.6% on average).</li> <li>We continue to celebrate significant equality dates, such as Black History Month and work in collaboration with Edinburgh and Lothians Regional Equality Council (ELREC), the Pilton Community Health Project 'Living in Harmony' group and other community organisations.</li> </ul>
Work to Do	<ul style="list-style-type: none"> <li>There is still variation across groups. Students from 'Any Other Black' background still continue to have an achievement rate well below average.</li> </ul>
3.1	<b>An increased number of women graduate with Construction and Engineering qualifications from Edinburgh College and take their place in the workforce.</b>
What we have done	<ul style="list-style-type: none"> <li>Female staff make up around 18% of the Construction and Engineering departments, so in certain subject areas, we have successful role models for students and prospective students.</li> </ul>

	<ul style="list-style-type: none"> <li>• The college is participating in the Equality Challenge Unit's 'Attracting Diversity' project which works on the redressing the gender balance in unbalanced subject areas. Focus group research with a number of female students have led to a number of the initiatives that are being developed as part of the College's Gender Action Plan.</li> <li>• 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, course title and content information.</li> <li>• The percentage of female enrolments in Construction has increased from 5.4% in 2014/15 to 6.4% in 2016/17 to date and in Engineering from 5.3% to 8.7% (old DPG areas). Females tend to study on the higher level Built Environment and Engineering courses rather than lower level trades courses.</li> <li>• We have already started work around the Gender Action Plan, such as our Primary Schools engineering project to encourage more diversity in engineering. The College has developed a new STEM Manifesto as part of our commitment to prepare students for modern careers in evolving industries.</li> </ul>
Work to Do	<ul style="list-style-type: none"> <li>• There has been work done on analysing recruitment and achievement rates of females students, however, this work has been fairly inconclusive due to low numbers. Attracting applicants seems to be the main challenge facing the sector.</li> </ul>
3.2	<p><b>Disabled graduates from Edinburgh College have improved chances of gaining employment.</b></p>
What we have done	<ul style="list-style-type: none"> <li>• The Access and Continuing Education Team deliver a range of employability courses and have had good results in supporting students into employment through the Project Search initiative. More details of this can be found in the mainstreaming section.</li> <li>• 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.</li> <li>• 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.</li> <li>• WEACTION also 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 WEACTION area of the mainstreaming report.</li> </ul>
Work to Do	<ul style="list-style-type: none"> <li>• In 2014-15 our disabled students were slightly less likely to enter a positive destination than on average (97% compared to 99%). Disabled students were slightly less likely to be in full time work but were slightly more likely to be in part-time work. The specific disability groups most</li> </ul>

	likely to go into full-time/part time work were those with those with Deafness/serious hearing impairment or a specific learning difficulty (e.g. dyslexia). However, there was a high level of unconfirmed destinations (32%) which could have affected the reliability of the data. Evidence for the DYW report and from elsewhere highlights the barriers to employment still experienced by disabled people.
4.1	<b>Edinburgh College workforce represents the diversity of Scottish society and the communities we work in.</b>
4.2	<b>Staff benefit from equal opportunities to develop and fulfil their potential</b>
4.3	<b>People with all protected characteristics recognise Edinburgh College as an inclusive employer which promotes best employment practices.</b>
	<ul style="list-style-type: none"> <li>• Further information relating to these outcomes can be found in Section E.</li> </ul>
<b>What we have done</b>	<ul style="list-style-type: none"> <li>• Our HR recording systems are now integrated, so that staff numbers by different protected characteristics are now available, as is information around job applications.</li> <li>• As of 31 March 2017, the overall gender balance of the Edinburgh College Board of Management is 50/50.</li> <li>• Phase two of our job evaluation process has taken place.</li> <li>• We submitted an entry to Stonewall's Workplace Equality Index in 2017 and improved our points to 32 points, compared with 24 in 2016. Our ranking in 2017 was 360 out of 439 organisations (UK wide).</li> <li>• From December 2016, staff can access the employee assistance programme PAM Assist. It has a free, confidential 24 hour advice line, a website for wellbeing topics and provides telephone, face-to-face and online counselling.</li> </ul>
<b>Work to Do</b>	<ul style="list-style-type: none"> <li>• Although we are now in a position to collect staff equality data, we still have work to do in analysing application to employment data.</li> <li>• Our staff declaration rate is low, particularly in relation to certain protected characteristics. However, the evidence we have suggests there is an under-representation of minority ethnic employees in the workforce.</li> </ul>



## D. Mainstreaming Report

Mainstreaming the Public Sector Equality Duty (as described the Introduction) 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. It contains

1. Mainstreaming in our college structures;
2. Case studies highlighting how we have integrated equality;
3. A mainstreaming grid giving an overview of our progress;
4. Board Diversity Information;
5. Employee equality information;

### 1. Mainstreaming Equality through Strategies, Policy and Equality Impact Assessment

'Mainstreaming equality and diversity' is one of the objectives of our 2013-18 Strategic Plan and in our Regional Outcome Agreement we further reference our work on equalities and our outcomes for vulnerable groups. In the current reporting cycle the links between the Regional Outcome Agreement and the Equality Outcome Report have been strengthened and there is now the requirement to Equality Impact Assess the Regional Outcome Agreement.

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. The Trade Unions and ECSA can act as advocates for staff and students in prompting for EIAs to take place so that the impact of changes can be assessed. EIAs are reviewed by the Equalities Team and feedback is provided.

Some staff in the college have the capacity to carry out the process robustly. However, on other occasions, even when equality is considered in decision-making, this is not always done systematically or recorded.

Around the time of the last mainstreaming report in April 2015, a number of EIAs were being/had been carried out in relation to campus course moves/course changes in Health and Social Care, STEM, Hair & Beauty, Art and Design, Photography, Accounting, Admin & IT. Further EIAs have been carried out on the Tuition Fee policy, the Waste Management Policy and the Fairtrade policy.

## 2. Case Studies

### Eliminating unlawful discrimination, harassment and victimisation/Advancing Equality – Equality Videos



In 2016, a series of videos were filmed featuring lecturing staff discussing how they mainstreamed equality into their learning and teaching, as well as people from local community groups. Topics that were covered included:

- Improving awareness of the Equality Act 2010.
- Challenging homophobic or other discriminatory language through classroom discussion (and, where appropriate, well-chosen humour).
- Using current news stories to highlight equality issues.
- Embedding curriculum materials that show positive messages, for example, acknowledging same-sex marriage or challenging stereotypes.
- How it is not enough to avoid being discriminatory, rather that we must make positive steps to advance equality.

- Raising awareness of Independent Living, the need to consult with disabled people when providing services and removing barriers to accessibility.
- A former student's experience of being made welcome in the college as a transgender student.
- Involving students with the wider community.
- The support needs of ESOL students.

These videos are an invaluable training resource as they give staff concrete examples how to embed equality into their practice.

### Fostering Good Relations by Promoting Partnership Working

The Sport and Fitness Department have been working closely with local community partnerships, including Pilton Health Community Partnership (PHCP) in the north of Edinburgh, providing valuable experience for both the students and the local people.

- Year 2 Students from HND Fitness Health and Exercise were trained by PHCP, to plan and deliver seated exercise sessions for infirm older adults in the local community. Following the training, the students have been delivering fun, educational sessions to 5 local groups. Feedback from both the community groups and the students has been extremely positive. The session not only help increase physical functional ability but co-ordination, balance and memory.



- The Department has also been working closely with PHCP to help teach Sport and Fitness students about nutrition and health. The students have been learning how to make healthy meals to aid performance in fitness and sport. Groups of students have been cooking various curries and pasta dishes with a Community Development Worker.



## Advancing Equality of Opportunity – Codespace CSI

An Edinburgh College computing suite became a (mock) crime scene as 21 students from local schools attended Codespace CSI, a pilot scheme developed by the computing team to engage young women in digital skills.

Over four afternoons, the pupils learned a variety of digital skills. The final afternoon was an immersive murder mystery experience with real crime scene photos, boxes of evidence bagged and tagged and digital forensic evidence to work through. The pupils worked in teams to build a case for a double murder against one of the five suspects.

Sam Blyth, curriculum manager for Computing at Edinburgh College, coordinated the Codespace CSI event. She said: "The event worked really well and the feedback we had from the pupils who took part was tremendous. Many of them are now keen to work in the field or study at college on courses such as BEng Security, forensics, digital media and games development. They all said they would come back and do another college initiative in the future too.

"We were also pleased that 80% of the participants were girls aged between 14-17 as this was our target audience."

The participants were presented with their certificates at the College's Creative Industries Employability Day on 8 February and were also invited to join college students to hear from industry experts and panellists working in digital and creative industries.

## Advancing Equality of Opportunity: Delivering Modern Languages in an Open/Blended Learning Context.

In an example of widening participation, the Modern Languages Team have been delivering Highers both in Edinburgh and as far afield as Lewis, Orkney, Perthshire and Inverness-shire.

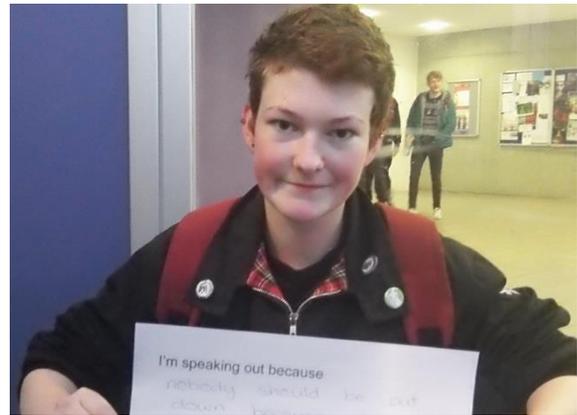
This widening access project is enabling people

in rural areas, or where there is limited provision, to study other languages and cultures. Outside of Edinburgh, the courses are delivered as Open Learning with online materials, including bespoke videos to support students in understanding more difficult concepts. In some cases, teaching staff have visited to give face-to-face sessions, but mainly students have regular skype calls and/or conferences with tutors. The Edinburgh courses, delivered as part of the Schools College Partnership, have been transformed into blended learning with less time in college and students having



access to the open learning materials. The teaching staff who have developed this model believe that it is one that could be used in other areas, and that it could particularly benefit some disabled students, or students with caring responsibilities. There have been some challenges in respect to broadband speeds that the team have learned to adapt to.

### Celebrating Equality and Diversity



The college has held a number of equality-related events over the last two years, involving students, ECSA and staff. Examples of these included:

- Campaigning work to support LGBT equality and end mental health stigma.
- The 'Black Dog' events and ECSA's Health and Wellbeing Fair.
- Donation scheme of essential items to Syrian refugees run by ECSA.
- An art exhibition and performance event organised by students on the N6 and HNC Working with Communities courses to raise awareness about domestic violence.
- Music, dance, poetry and talks, marking equalities events such as LGBT History Month, Transgender Awareness Week and International Day for the Elimination of Racial Discrimination.
- ECSA Active's 'Give it a go' sessions to encourage everyone to be more active.

- Jackie Kay, the Scottish Makar, performed at a poetry event at the college to launch her national tour.
- The College's Dance Team worked in partnership with Edinburgh Council Community Learning and Development on the "Making Connections - celebrating diversity" project for schools. The "Our Scotland" production took place in a local school in June 2015 and involved performers, college students and school pupils.

Overall, these events help to fulfil the three general equality duties by campaigning to eliminate discrimination, advancing equality of opportunity by encouraging student-led activities and fostering good relations by bringing people together. We also maintain close links with a range of local equality groups (e.g. Edinburgh and Lothians Regional Equality Council (ELREC) and LGBT Youth Scotland), community organisations, Police Scotland and NHS Lothian, who are regularly invited in to the college to promote their work. The college sends a representative to LGBT Youth Scotland's Regional Development Group and to Midlothian Council's Physical Disability Planning Group/Sensory Impairment Sub-Group.

## Mainstreaming Grid

Department	Progress on Mainstreaming	Impact	Link to Equality Duty
Access and Continuing Education (ACE)	The team work with students with additional support needs to prepare them for employment or further study. To deliver these skills, they work with ENABLE, Leonard Cheshire, Project Search, IntoWork, John Muir Trust and Rural Skills Scotland. ACE works with schools and young people's projects, who refer prospective students to them.	This joined-up approach means that students are supported into FE and that they benefit from expertise in different areas.	ED AEO
	Project Search offers young people with autism or with additional support needs the opportunity to gain both training and work experience. The College is working with two employers (City of Edinburgh Council and NHS Lothian) plus the supported employment agency IntoWork. The 24 students are well supported by full-time staff members.	All 24 young persons on Project Search last year gained employment.	AEO
	ACE are working with local secondary schools and a special school in Midlothian to 'bring the college experience into schools' offering sessions in areas such as environmental arts.	Gives young people with additional support needs access to college subjects that they might otherwise not experience.	AEO FGR
	Project with TEENS+ (a transitional education service for young people with complex and severe communication needs, such as autism) and SLEEP Scotland. Young people from TEENS+ come to sessions at the college.	A supported transition for young people, who can then progress to an ACE course.	AEO FGR
	Travel, Tourism and Modern Languages	To address the under-representation of males in Travel and Tourism, the team provide an Activity and Adventure NC (Level 6).	The 2017 cohort is 41% male, higher than the average in this area.
In Retail, males are more likely to study at management level, while females enter employment earlier. All students are encouraged to progress through to HN and some will return to study after time out at work.		The current HND Retail Management cohort is around 65% female.	AEO
To encourage students from more diverse backgrounds (e.g. males, SIMD 10, BME) into Events Management, the team offer a Level 4 Introductory course which includes Events. They have also strengthened progression routes from Level 5 through to Level 7 in Events and other subject areas.		In the current cohort, the percentages of disabled students and students from BME backgrounds are higher than the college average.	ED AEO

	They support many students with caring responsibilities for children or older relatives and work to be sensitive to these students' needs (e.g. for flexible timings) without alienating other students in the group.	Students able to continue with studies.	AEO FGR
	They often have a diverse age range of students, from 15 to over 75. The team understand that an older applicant might have industry-experience but fewer qualifications, and will put them at a course level that reflects this.	Creates a good range of ages and experiences.	ED AEO FGR
	Tourism minimise withdrawals due to the seasonal nature of tourism work in a number of ways. They run some 'short fat' courses that finish earlier, allow students to complete their course while working or allow students to finish off modules after the tourist season is over.	Supports students to continue learning.	AEO
	Travel and Tourism enhance student learning with educational visits around Scotland and beyond. They have experience in making reasonable adjustments for students with disabilities, including those with mobility difficulties/wheelchair users. The team put a lot of effort into ensuring all students get a great experience.	Gained excellent feedback from a disabled student and their parent about an enjoyable trip.	AEO FGR
	Transferred student with a visual impairment to more suitable course (plus link-up with local RNIB office). Reasonable adjustments made, such as large print handouts in advance.	Student back on track with studies.	AEO
	Events Management courses cover accessibility and making reasonable adjustments in planning events.	Providing with students practical and theoretical knowledge of equality matters.	ED FGR
	Events Management students are also involved in the college's application for Fairtrade status and have been organising events, including a Fairtrade conference. Over the last two years, Event Management students have raised over £37,000 for charity as part of their coursework.	Giving students a greater awareness of equity in a wider sense and of community.	FGR
	In Modern Languages, staff foster an inclusive atmosphere between the diverse nationalities, so that informal chats between students in different languages supports formal learning. They work with Marketing so that publicity materials reflect this diversity.	They continue to attract a diverse cohort.	FGR
<b>Sport and Fitness</b>	Flexible interview process for students, where the practical session can be adapted to make it more accessible to disabled students, for example. Or a student with learning difficulties will be given more time in written areas.	Widening access by making reasonable adjustments.	ED AEO

	<p>A current student is a GB team-level wheelchair basketball player.</p> <p>Student satisfied with facilities on campus.</p>	<p>Positive role model to encourage others to consider applying (student appears in course prospectus).</p> <p>Have student feedback on facilities for a wheelchair user.</p>	<p>ED</p> <p>AEO</p>
	<p>The team (in conjunction with ACE) also offers dedicated courses for students with additional support needs.</p>	<p>Proportion of disabled students in this area comparable to college average.</p>	<p>AEO</p>
	<p>Have links with local community organisations (see case study above on work with older adults). Also links with local youth football project.</p>	<p>Benefits to the students and the wider community.</p>	<p>FGR</p>
	<p>The team has linked up with dance team, ECSA, SAMH (Scottish Association for Mental Health) and student support to create a short working group on mental health and wellbeing.</p>	<p>Advocating mental wellbeing through activity.</p> <p>Working in partnership to mainstream equality.</p>	<p>AEO</p>
	<p>Year 2 sports coaches have had an introduction to inclusive sports provision (six hours), and next year will be involved in the boccia games (a Paralympic sport). They are have started studying an HN inclusive sport provision unit in inclusive tennis, which will culminate in a two day session in Jan/Feb 2018.</p>	<p>Long term impact of equipping the next generation of coaches with skills in inclusive sport</p>	<p>AEO</p> <p>FGR</p>
<p>Performing Arts/Music &amp; Sound Production</p>	<p>The Performing Arts team and the Music team have been central to performance events to celebrate LGBT History Month, International Day for the Elimination of Racial Discrimination, etc. We have invited local musicians and community groups like Edinburgh Gay Men's Chorus to perform as well as students. We also invite members of the local community groups to share in the celebrations.</p>	<p>Positive feedback which comments on the importance of holding equality events. The Equalities Team also receives suggestions about further events that should be celebrated.</p>	<p>ED</p> <p>FGR</p>
	<p>The team work with Indepen-dance, an inclusive dance company, to deliver sessions for wheelchair users run by ex-graduates of the college. Team currently working to improve take-up of this opportunity.</p>	<p>Challenging stereotypes and advancing equality.</p>	<p>ED</p> <p>AEO</p> <p>FGR</p>
	<p>Running a Community Dance project with the over 60s at a local community centre.</p>	<p>Helping to mitigate social isolation and health issues among older people</p>	<p>FGR</p>

	<p>The Technical Theatre Team have been running short courses (in collaboration with Just Theatre) since summer 2015, offering opportunities for unemployed people aged 16-24. The summer course piloted with 10 students, then 20 in 2016; the winter course piloted last year with a further 10, with the intention to grow to 20 in 2017. The projects tie in with the Fringe/Student Arts Festival. A further project has links to Egypt.</p>	<p>So far 3 people from this project are studying HND Technical Theatre and 2 more have recently applied</p>	<p>AEO FGR</p>
	<p>The Performing Arts team have experience in supporting students with different needs, such as transgender students and BSL users. The team have developed close links with the BSL Communication Support Worker, and have built on their understanding of the needs of BSL users, such as work placement adjustments and BSL-signed performances.</p>	<p>Supporting student progression to a higher level.</p>	<p>ED AEO</p>
	<p>Music and Sound Production have links with Drake Music, a charity who create opportunities for children and adults with disabilities to learn, compose and perform music independently. They also work in partnership with Dads Rock, a social enterprise dedicated to enabling families spend more quality time together. HND music students volunteer to teach music to families, with over sixty learners taking part.</p>	<p>'The students and staff from Edinburgh College have been amazing, the level of dedication the students bring exceeded our expectations.' Dads Rock Academy Director.</p>	<p>ED FGR</p>
	<p>Have supported students with a range of support needs including students who are disabled, transgender or who have childcare responsibilities. Learning from experience, teaching staff meet with Student Support and the LDT at the earliest opportunity to provide the support needed, for example the student needing scribes or other reasonable adjustments.</p>	<p>This joint approach is known to have made a definite difference in retaining one disabled student and it likely to have made a difference to others.</p>	<p>AEO</p>
Broadcast Media and Photography	<p>Accessible equipment is already available, such as supports that can enable wheelchair users to access the photography course.</p>	<p>Measures already in place to offer inclusive learning.</p>	<p>ED AEO</p>
	<p>While there has been a culture shift in the industry and they have a good gender balance on their courses, teaching staff use the 'the bechdel test' and the 'seejane' website to inform the students about gender balance issues within film and TV. They also cover other social, political and cultural issues as a part of courses.</p>	<p>Providing students with a greater awareness of equality issues and encouraging debate on important matters.</p>	<p>ED FGR</p>
	<p>Links with local community training agencies Media Education, Screen Education Edinburgh and Access to Industry.</p>	<p>Community and employability links.</p>	<p>AEO FGR</p>

WEACT	WEACT is an employability project which delivers the City of Edinburgh Council's Integrated Employability Service (IES) across the City (both directly and through a sub-contractor, Community Renewal) 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.	Job outcomes - 452 Education/training - 77 Vocational training - 201  (Figures from 01.04.16 to 13.03.17 although may include some clients from previous quarter).	ED AEO
	WEACT receives European Social Fund funding for working with people, for example, who are unemployed, disabled, lone parents, refugees, carers, care experienced, have low skills, housing issues, substance-related problems or who have criminal convictions. As part of the new 2020 funding changes, they also receive funding to upskill people in temporary, low-paid work. While the funding changes can expand their clientele, it can also create challenges if funding is stopped for groups they have previously worked with.	Allows them to target many vulnerable groups. Around 54.8% of their clients are male, 21.4% are from a minority ethnic background and 9.1% are disabled (mainly a physical or a mental health condition).	ED AEO
	WEACT also run outreach employability courses within the main college provision. In 2015/16, over 90% of these students were under 20, around a quarter were from the 10% most deprived areas and around 39% were disabled.	Courses are designed to prepare people for employment of further study. Quote from a young student:  'I wouldn't be where I am today if it wasn't for the Just Do It course'.	ED AEO
College-based ESOL	The team are aware of an increase in young people with ESOL-related needs and were invited into a local school with their students to deliver ESOL to parents and pupils. Through the Schools-College Partnership, there is a cross-over with classes in school and their young learners group. They have also attended a couple of events with careers advisers. They run three NC ESOL for employability classes (2 at level 4, 1 at level 5) mainly for young learners of 16-18 but open to people up to aged 24.	Working in partnership to help to match the changing demographics in the young people's population.	ED AEO FGR
	They are collaborating with the Computing Curriculum Team in a joint student project, to design an app for visitors to Edinburgh, with ESOL students offering suggestions, testing and feeding back.	Fostering good relationships with different subject areas and student cohorts.	FGR

	<p>The team work with the local social work department to support young refugees. The team work with young people who experience a range of difficulties, including mental health issues and financial hardship (especially as a number of students are self-financing). These young people are often the main language support for their families when dealing with official business, which can impact on attendance and create stress for them.</p>	<p>Extra support offered to students such as well supported inductions/work placements help students to succeed.</p>	<p>AEO</p>
<p>Student Support</p>	<p>The team continue to support students with a range of physical disabilities, sensory impairments, learning difficulties, and mental health issues. Students undergo an assessment of their needs: recommendations on how to support them are made to lecturing staff and other colleagues; adjustments are made in order to ensure they are not disadvantaged; support is given in a variety of different ways which reflect the needs of the individual student. Examples of this would be providing a Communication Support Worker for a BSL user, or a notetaker, or offering support in planning work/organising time. The team work closely with the local authority and voluntary organisations to offer joined-up support to vulnerable students, such as care experienced students or those with disabilities.</p>	<p>94.5% of respondents to the Induction Survey 2016 agreed that they were made aware of the support available to them before starting their course.</p> <p>In the Pre-Exit Survey 2016, 77.6% of respondents agreed that they were pleased with the help and support provided by Student Services (77.1% in the previous year; these figures cover all of the Student Services Team.)</p>	<p>ED AEO</p>
	<p>Assistive Technology is used to support students and encourage them to become independent learners. The team continue to offer training on e.g. Read and Write Gold to staff and there are weekly Assistive Technology Drop-Ins at each campus for staff and students.</p> <p>Assistive Technology is being reviewed as part of the Learning, Teaching and Assessment Strategy by the Assistive/Accessibility Technologies Connect Group (representatives from Learning Resources, IT, Student Support and the Access Centre.) The group is working on Moodle resources for staff and students, reviewing enabling equipment resources across the College and making recommendations linked to the Access and Inclusion Strategy.</p>	<p>As part of the review the Connect Group will be considering evidence of likely use among different curriculum areas which will give us a greater understanding of student needs.</p>	<p>ED AEO</p>

	<p>The team was heavily involved in the Black Dog campaign in 2015/16. The mental health charity SANE loaned the college Angus, its black dog statue. As Angus moved across all four campus, events were held raising awareness, reducing the stigma of mental health and signposting help and support. Resources to support mental wellbeing, such as art therapy and mindfulness advice were available.</p> <p>The team have delivered a number of staff development sessions on Mental Health Awareness, Depression and Anxiety Awareness. They engage with partners such as The Junction, a young person's health and wellbeing service, who offer a monthly drop-in at Granton Campus to support students. The team are also members of the 8S group run by NHS Lothian to promote Mental Health and Wellbeing in Colleges and Universities in Lothian.</p> <p>The team have seen as increase in students disclosing mental health difficulties, which has impacted on services and a review of the resourcing of support for students is ongoing at present. They have begun to develop a Mental Health Strategy for the College and to update their resources to support staff and students.</p>	<p>Students and staff engaged with the events, providing their own top tips to support mental wellbeing, discussing issues with the team and taking away resources. There has been an increase in the numbers of students declaring mental health conditions, which might partly have been encouraged by the campaign.</p> <p>Although it is positive that students feel able to declare, the increasing level and complex nature of support needed has been challenging.</p>	<p>ED AEO FGR</p>
<p>Learning Development Tutors (LDTs)</p>	<p>LDTs continue to deliver Equality and Diversity tutorials to full-time students (around 420/450 courses). As LDTs cover course Levels 1-8, the LDTs have flexibility in the way they cover the material to make it relevant and accessible to their students. The timing of the sessions can also vary, as they can be student-led, covering an issue students would want to discuss, for example, a news story. At other times if a potential difficulty in the class is anticipated the LDT can use an equality tutorial to mitigate these difficulties. The LDTs coordinate with curriculum teams in the delivery of these sessions.</p>	<p>All student with LDTs receive equality and diversity tutorial. Students might research/present on an equality topic that interests them. These topics can be wide-ranging from 'Equality in Sport', to 'My refugee journey from Syria' to 'The first female dentist'.</p> <p>In the 2016 Induction Survey, 89.6% of respondents agreed their LDTs had helped them to settle into college.</p>	<p>ED FGR</p>

	On Level 1-3 courses, many student have a disability and have barriers to learning and employment. Their courses are designed to reduce these barriers. LDTs in these areas work closely with each other and the teaching staff to coordinate the approach. These students have 2 hour LDT tutorials to better fulfil their needs. On other courses, LDT have developed links with SDS careers advisers and support students to use My World of Work resources.	Collaborative working to reduce barriers to employment and further education.	ED AEO
	LDT can help in arranging flexible modules or other flexible options for students who need time of due to pregnancy and maternity, if they are transitioning or for other reasons.	If completion during the year is not possible deferment is arranged so the student can return to their studies when they are ready.	ED AEO
	The LDT Curriculum Manager has researched a list of local organisations that offer free or low-cost counselling.	Useful, up-to-date resource for staff to use to refer students.	ED
Catering	College has been working towards Fairtrade status for almost a year and is almost ready to apply. It has set up a Fairtrade committee made up of curriculum, support staff and ECSA and has documented the work done e.g. events with students and the community, taking part in Fairtrade fortnight. All clothing on sale and 20% of food and drink is Fairtrade.	Educating staff and students about the equity/equality issues around Fairtrade. The team also work with the Sustainability Team on educating people about recycling.	FGR
	Working with ECSA and staff in connection with healthy living award, healthy working lives and healthy body, healthy mind. The majority of dishes are healthy and low-salt. The Team would like to also work towards Food for the Brain accreditation (about food and mental health) as they meet some of the criteria already. However there would be a cost involved.	Educating users and supporting wellbeing through healthy eating. ECSA conduct student surveys on a regular basis and catering staff always try to adapt to any criticism.	FGR
	Over the last three years the college has introduced more vegetarian options and a lot of the food is halal. Staff receive training in telling customers how food is prepared. The college welcomes cohorts of students from Saudi Arabia and Panama. Catering staff research authentic dishes and preparation methods.	Received good feedback from the overseas student visitors about the effort put into making them feel welcome with these dishes.	ED FGR
	Catering staff has themed menus each month celebrating Chinese New Year, St Patrick's Day and they intend to have a South African themed menu soon.	Raising equality awareness.	FGR

Sustainability	<p>The team sees equalities as central element to sustainability (and vice versa) and works with issues of equality in the wider, more global sense. For example, the team has played an important role in encouraging the work done around Fairtrade. The college Sustainability Steering Group, which provides governance and oversight to the team, has hosted talks around fair procurement and is looking into embedding sustainability into the curriculum, which links in with equality mainstreaming. The Equalities Team sit on this group and have been contacted by the team in the past when an issue or opportunity arises.</p>	<p>The team's work has brought wider issues of equity/equality to the forefront in the college.</p>	<p>ED FGR</p>
	<p>The team run the Community Gardens which are specifically designed to be inclusive of all the protected characteristics. Access and Continuing Education courses such as Royal Caledonian Horticultural Society Grow and Learn Award, the John Muir Trust award and community courses use the gardens as outdoor learning resources. They are also used as a community space.</p>	<p>The team's activities involve a wide range of participants from different protected characteristic groups. It is difficult to measure the impact at this stage but the team offers widening access opportunities to different groups.</p>	<p>ED AEO FGR</p>
Guidance Team	<p>The team sends a representative to the recently set up CECEF (Care Experienced and Carers East of Scotland Forum) which is working towards a consistency of opportunity and support in FE/HE for students with a care experienced background or caring responsibilities.</p> <p>The team carried out a survey of our students with caring responsibilities to establish what support they require from the college. Drawing from this we will adapt our information for student carers and act on the findings of the survey.</p>	<p>It is too early to have measurable impact from the work on student carers, although the team has a better awareness of the support these students require from the survey.</p>	<p>AEO FGR</p>
	<p>The team has worked with the Equalities, Policy and Research Manager to draft a student Maternity/Paternity policy for students.</p>	<p>This will be taken forward as part of the new Equality mainstreaming work.</p>	<p>ED AEO</p>
	<p>Discretionary Funding, Childcare Advance payments and emergency vouchers have made a real difference to the prospects of a number of vulnerable students. For example, the college has supported at least two students since August 2013 to progress from Adult Returner courses to HNC level courses. The team are also currently supporting a student on an access course, who without help, would have probably withdrawn.</p>	<p>Practical examples of advancing equality enabling students to progress in their studies.</p>	<p>AEO</p>

ECSA	As noted previously, ECSA have mainstreamed equality in a number of ways including their work on healthy living and mental wellbeing, their championing of the student voice through the Learner Engagement Framework and the positive action they take to promote equality, diversity and inclusion through their work and through celebration events and campaigns. Additionally, ECSA organised a student delegation to a rally in Ireland to support the Equal Marriage vote, they have taken part in Edinburgh Pride and were part of the 'I Heart Consent' campaign to facilitate positive, informed and inclusive conversations about consent in FE/HE.	ECSA promotion of equality, diversity and inclusion helps to make students of all protected characteristics feel welcome in the college.	ED FGR
	ECSA also raise student concerns, including equality concerns, to the college. Students, particularly those wanting to discuss sensitive issues, may feel more confident in talking to ECSA. They also have links with local voluntary support agencies and equality groups.	In the 2016 Pre-Exit Survey, 78.1% of respondents were pleased with the help and support provided by ECSA.	ED AEO FGR
Quality Team	The principles of equitable assessment are built into the standards. The College Assessment Policy developed by the Quality Enhancement team, continues to highlight the need to make reasonable adjustments, to accommodate requirements of students with additional support needs and to use a variety of assessment methods (written, oral, practical tests, e-assessment etc.) to suit a range of needs. The requirement to make reasonable adjustments is included in the Policy, as is the need to use a variety of methods of assessment.	These measures support accessible assessment so students from all protected characteristic groups have the opportunity to succeed in assessment within the academic standards set.	ED AEO
	The Quality Enhancement Teaching Team (assessor and verifier awards, Internal/external verification and quality audits) and the Learning & Teaching Professional Development Team (delivering professional teaching qualifications) continue to model and encourage equality, diversity and inclusive practice in their course delivery and in the support they give to staff. Staff members have also contributed to 'Advancing Equality' videos, sharing how they mainstream equality. The Quality and Equality in Learning and Teaching Materials (QELTM) guidelines are incorporated into the verification process.	While there are examples of excellent practice, work is needed to mainstream equality across the curriculum. Going forward, the Quality team will be providing training to Curriculum Leaders to support them their new role of embedding quality and equality into their teaching areas.	ED AEO FGR

	As part of the self-evaluation process, teams across the college are provided with key equality data to assist their forward planning. Quality (self-evaluation) have also been working closely with ECSA in the development of their Learner Engagement Framework. Student satisfaction surveys include equalities monitoring information which allows analysis by protected characteristics.	Changes made to streamline the self-evaluation process have improved staff engagement, although work still needs to be done to improve action planning (generally and for equalities).	ED AEO
ICT	The team have developed a new college website with improved accessibility features (e.g. using icons rather than/as well as words). The website was developed as part of a consultation process with students and staff (including the equalities team). Once the website was in a draft state, the team went back to the participants for further feedback.	By having a consultation process, the team made real efforts to anticipate the needs of users and to act upon these needs.	ED AEO
	Self-enrolment/national entitlement card project – this will enable students to take their own photo to self-enrol. At some stage, they will be able to do this at home. Their student card will be eventually combined with their national entitlement/young scot/travel cards.	Self-enrolment will help students who find queuing for their card tiring and/or stressful, although some students will require extra support to self-enrol.  Needing only one card should be easier for students, especially those with learning disabilities or visual impairments.	ED
	As part of the transformation plan, IT are undertaking a systems review and have identified problems/duplications in systems that they are fixing. This is all part of the student-first, student-centred approach – looking at each student as unique and solving problems they might encounter.	Looking at each student as having unique needs helps in anticipating problems and creating inclusive systems.	ED
	Skype for business is being used across campuses for staff calls, conferences and meetings. The IT team have provided training sessions to staff and it appears that staff are increasing in confidence in using it.	Less travel between campuses, could be particularly beneficial to people with health needs or disabilities, those with family/caring responsibilities.	ED

Some of the challenges faced by teams in mainstreaming equality:

Many teams raise the impact that increased mental health and complex support needs (including housing and financial problems) have had on their ability to fully support students. It increases the interaction time with each student, which affects the time spent on other students, on teaching or on planning service provision. It can also have an impact on staff mental wellbeing.

On occasion the physical environment, our systems or resources can risk creating barriers. This can be due to financial considerations but there are times when we could do more to anticipate the needs of staff or students. Financial considerations can limit the work we do in advancing equality. For example, balancing the catering budget, while offering Fairtrade and a range of options can be challenging, especially due to a rise in food prices following the Brexit Referendum.

It can sometimes be difficult to balance the differing needs of students, create classroom cohesion and provide an engaging, interactive lesson. Providing a fully inclusive education while taking into account health and safety considerations can be challenging.

Equalities awareness needs to be embedded more to ensure an inclusive environment for all staff and students.

Teaching staff and support staff could work better together around SQA requirements relating to Alternative Assessment Arrangements.

\*The following sections refer 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).

#### 4. Board Diversity Information

##### **Gender Breakdown of the Board Members**

As of 31 March 2017, the overall gender balance of the Edinburgh College Board of Management is 50/50.

As part of the Partnership for Change, the Scottish Government has stated its aim of addressing the underrepresentation of women on the governing bodies of colleges and its support for the 50/50 by 2020 initiative, which it sees as providing a platform for public authorities to test their recruitment structures.

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.

**The way in which information on protected characteristics has been used/will be used in taking steps towards there being greater diversity amongst board members in relation to all protected characteristics.**

The Edinburgh College Board currently provides a statement on board diversity, which is included in the Annual Report and Accounts to 31 July 2016. The statements is as follows:

*The 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 2016 the Board comprised 50% women and 50% men.*

A range of internal and external networks are utilised to advertise non-executive vacancies on the Board of Management<sup>1</sup>, and all applicants are provided with comprehensive information about the role and the selection process<sup>2</sup>. 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.

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 2017/18. 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'.

## 5. Employee Equality Information

At the time of the previous mainstreaming report, work was still being done post-merger on a central collection of staff data. Staff can now update their sensitive data via an online system, which covers most of the protected characteristics. We do not currently have data on transgender or non-binary staff (although we do collect this for job applicants). Pregnancy and maternity data is collected separately. However, low staff disclosure on a number of protected characteristics, means that we do not have a full picture of staff demographics and we need to improve our analysis of staff data to better perform our general equality duty. Where we have better information, it appears to be the case that our staff profile has not changed much over the last two years and it is likely that making changes to the staff demographic will be a long-term project.

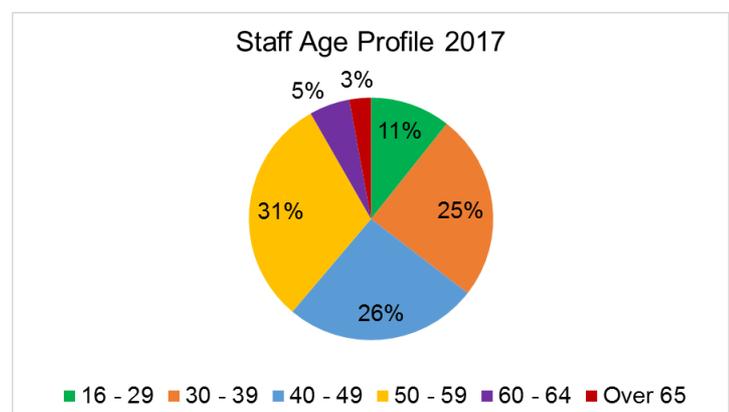
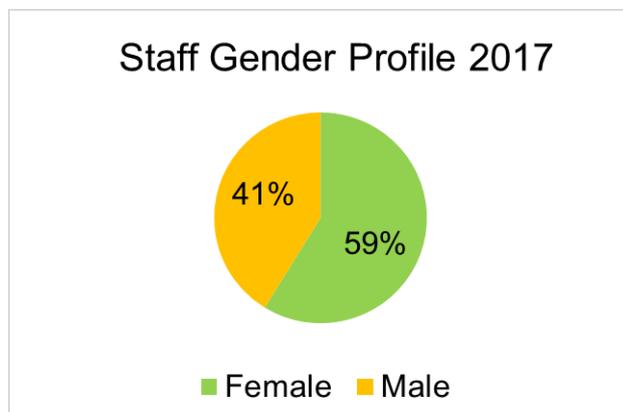
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<sup>1</sup> For example, Women on Boards UK and the Edinburgh & Equality Council network.

<sup>2</sup> Recruitment information includes a specific section on the promotion of 'Equality and Diversity'.

## Staff profile

- Edinburgh College employed around 1,325 staff as at 28 February 2017.
- The gender balance is similar to that of April 2015: 59% to 41% (Female to Male) as opposed to 58% to 42% in April 2015. Females made up 60.7% of all college staff in Scotland in 2015/16 (Scottish Funding Council data).
- Although the recorded age bands are slightly different compared with 2015, it is likely that the age profile of staff has not greatly altered. The majority of staff are aged 40 or over, with over a third aged 50 or over. (In 2015, 47% of college staff were aged between 45 and 59). 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 (61%) and aged 50 and over (39%) look similar.
- The proportion of staff from a BME background is low, compared to both the student population and the local population. Around 20 staff (rounded to the nearest 5 to protect confidentiality) declare that they have a BME background, which is around 1.5% of staff. There has been a slight increase in this percentage since November 2015 but it is unlikely to be significant. This is significantly lower than both our student population (around 11%) and the local population of around 8.3% in City of Edinburgh in 2011 (although under 2% in East Lothian and Midlothian). Around 22% either prefer not to say or have not disclosed their ethnicity. Across Scotland's colleges, the percentage of staff from a BME background was 1.6% in 2015/16, down from 2.2% in 2014/15.
- 3.9% of staff in Scotland's colleges declared a disability in 2015/16. Around 4.6% of our staff members declare a disability. However, as around 70% of staff either recorded 'prefer not to say' or have not responded, it not possible to draw any conclusion from this information. The rate of disclosure for protected characteristic groups except gender/sex, age and ethnicity is low. 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 Recruitment

These figures relate to a period from November 2015 to February 2017, where just under 3575 applicants applied for employment and just under 200 people were successful (around 5.5%).

- The proportion of female to males who applied/were accepted for employment was similar to that of the college staff population (particularly if those who made no response are not included in the calculation).
- 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.
- Around 8% of applicants confirmed they were from a BME background, which is significantly higher than the proportion of current BME staff members and is more in keeping with the local population.
- The proportion of applicants who declare they are disabled, LGB or from a non-Christian faith is also higher than in the college staff population but this is harder to quantify due to the low level of current staff disclosure.
- Only around 6-8% of job applicants did not respond with regard to ethnicity, religion/belief, sexual orientation and marital status. This rose to around 12% with regard to disability, which suggests that applicants are more wary of disclosing this information.
- From 2016, we have started asking job applicants the question 'Is your gender the same as the gender you were assigned at birth?' There was a high level of response to this question and around 0.6% of applicants responded 'no' to this question. The proportion is similar to that in our student body. The Gender Identity Research and Education Society estimated in 2009 that around 1% of the population experience some form of gender variance but a very small percentage of these seek medical care or undergo transition.

\*In considering the proportions of application to appointment across equality groups, it should be noted that people who did not respond to the equality questions are appointed in a higher proportion (around 5-6% higher) than those who responded. It appears that there might have been a number of applicants (up to around 25 in number) who did not respond to any of the equality monitoring questions and were successful. Further investigation would be needed on this – it might be the case that some of these are internal applicants who thought they did not need to complete this information again. Additionally, applicants who choose 'prefer not to say' are proportionately more likely to be appointed (and it is possible that some of these are internal applicants). The following information should be read in light of this.

- The proportion of females who are appointed is just over 1% higher than those who apply, whereas for men the figure is around 7% lower.
- The biggest difference between the proportion who applied and those appointed was in the 16-29 age group, but this group still made up 26% of all appointments.
- The same proportions of people from a White UK background who apply are appointed, whereas a smaller proportion of people from a White Other (4% lower) or BME background (1% lower) are appointed.
- There is no real difference between the proportions of disabled people who apply/are appointed.
- Both people who identify as being heterosexual/straight (around 5% lower) and those who identify as lesbian/gay woman, gay man, bisexual or other (1% lower) are appointed in lower proportion than those who apply. This seemingly anomalous result might be explained by the caveat above\*.

### Staff Development

These figures relate to 1910 instances of Continuing Professional Development (CPD) in the period from November 2015 to February 2017. 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 £29. The average cost of training for some protected characteristic groups is not disclosed to protect confidentiality or due to low disclosure rates.

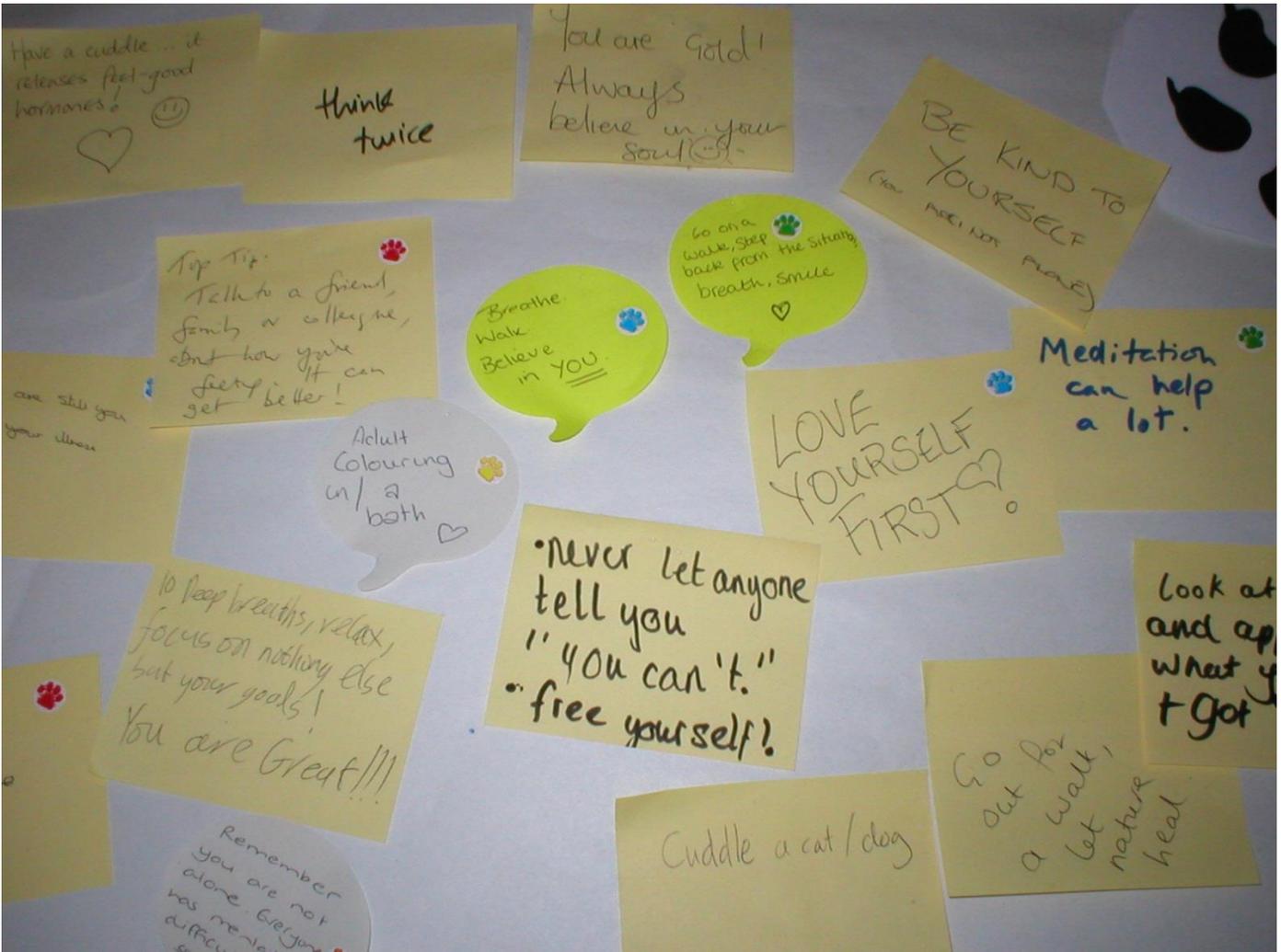
- Proportionately more CPD was undertaken by females, compared to the college staff profile. 66% of CPD was undertaken by females at an average cost of around £27; 34% by males at an average cost of around £32.50.
- 37% of CPD was undertaken by those aged 50-59 at an average cost of around £18, a group that makes up 31% of the staff profile. While the age groups 16-29 and 30-39 were slightly less likely to undertake CPD based on the college profile, the average cost of their CPD was between £46-47.50.
- CPD is taken up by around the same proportion of staff who declare they are from a BME background as in the staff profile. CPD is taken up by smaller proportion of people (almost 2% lower) who declare they are from a White Other background than are in the staff profile. However, those from a White UK background make up around 80% of the CPD profile, while they make up around 70% of the declared staff profile.
- Disabled people make up a higher percentage of the CPD profile (around 9.7%) than the staff profile.
- People who declare as LGB also make up a higher proportion of the CPD profile (around 2.6%) than in the staff profile.
- People who declare as not married/in a civil partnership make up a higher proportion of the CPD profile than the staff profile. The CPD take-up amongst

those who declare as married/in a civil partnership is low (but this could be due to low disclosure).

### Staff Retention

The staff retention figures (just over 445 leavers) relate to the period between April 2015 and February 2017. As noted previously, the college is currently undergoing restructuring, including voluntary severance which is not yet complete. Again, these figures are not to be completely relied upon, due to low disclosure rates.

- The proportion of leavers was 57% female to 43% male, which means that a slightly higher proportion of males left compared to the current female/male balance of 59% to 41%.
- Around 20% of leavers were in the 16-29 age group. This group makes up around 11% of the current staff profile. There were also a higher proportion of leavers from the 60-64 and the over 65 age groups than is reflected in the staff profile.
- A slightly higher proportion of people from a BME background left compared to the current college profile but the difference was less than 1%. Due to the small numbers involved it is hard to say if this is significant. There was a lower proportion of people leaving from a White UK background compared to the current college profile (around 5% fewer) and from a White Other background (around 2% fewer).
- There was a lower proportion of disabled staff leaving than compared to the current college population (around 2% lower) and a comparable higher proportion of non-disabled staff leaving.
- The proportion of LGB staff leaving is in keeping with the current staff profile. A smaller proportion of those recording as heterosexual/straight left, but the opposite was the case for those who did not disclose.
- 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 or of no faith left. The opposite was the case for those who did not disclose.
- A slightly lower proportion of married people left than is reflected in the college profile. The opposite was the case for people who record that they were not married or in a civil partnership. Figures for other groups are comparable with the college profile.



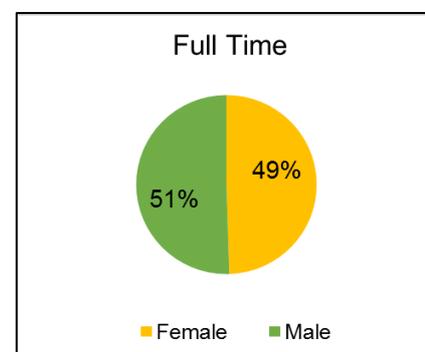
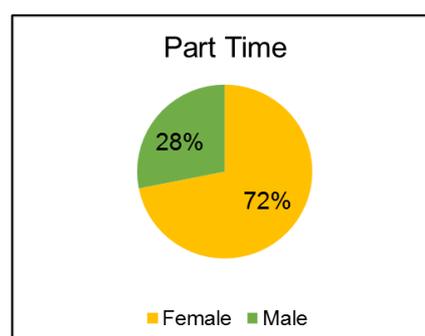
## E. Gender Pay Gap Information (as at 28 Feb 2017)

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	16.96	17.08	17.22
Male average hourly pay	17.63	17.47	18.38
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 slightly increased since 2015. This increase may not be 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.<sup>3</sup> While this is significantly lower than the (mean) gender pay gap in Scotland of 14.9% (2016 provisional results), the pay gap does tend to be lower in the public sector. The gender pay gap is wider for part-time workers in the college and as can be seen from the table below the majority of these are female. According to the 2011 census, almost five times more women were part-time employees compared with men in Scotland.



	All Staff	Full Time	Part Time
Female Average Hourly Pay	18.73	16.32	18.73
Male Average Hourly Pay	20.28	18.73	20.28
Pay Gap	7.64%	12.87%	7.64%

<sup>3</sup> <http://www.gov.scot/About/Performance/scotPerforms/indicator/paygap>

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 higher. This may be because the pay gap is negative at the executive and senior management levels (female average pay higher) but positive in support, middle manager and teaching.

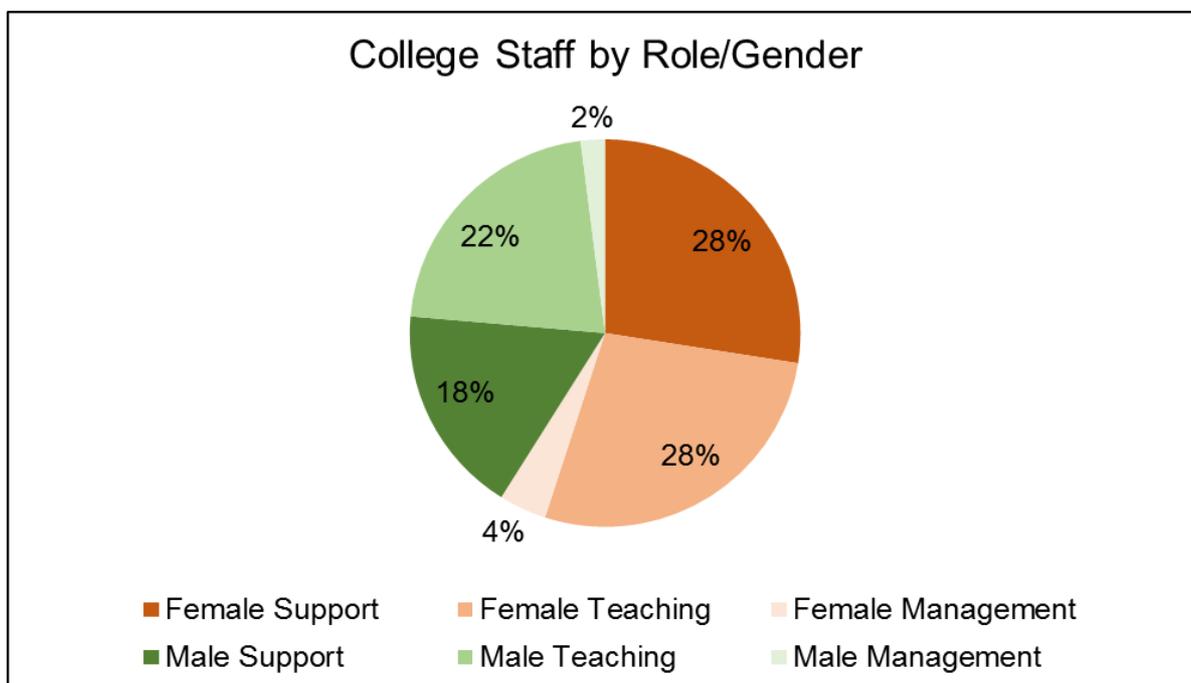
The main reasons<sup>4</sup> for the gender pay gap are:

- 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. Just under 28% 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.

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<sup>4</sup> Equal Pay Reviews and Job Evaluation: Guidance for Scotland's Colleges by Close the Gap/Scotland's Colleges (2010)



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 around maternity leave and leave of absence.

There were around 50 staff members taking maternity leave from April 15 – Feb 17. Around two-thirds of these took maternity leave of 39 weeks or less, a third took up to a year. Around 45% of the staff members who have now returned to work reduced their hours within 6 months of their return. A very small number took voluntary severance while on or soon after their maternity leave. 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 two lecturer scale points. As a result of the post-merger pay-and-harmonisation award for lecturing staff, all lecturers appointed on or before 1 August 2014 are now on the maximum scale point (point 2). The college has implemented a pay increment system that applies to all lecturers who are not on the maximum scale point. Under the new system, these lecturers will progress to the maximum scale point on the second anniversary of their appointment to their lecturer role.

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

## Edinburgh College's Equal Pay Statement

Edinburgh College is committed to promoting and embedding equality of opportunity and diversity in employment. We believe our staff should be rewarded fairly and equitably and believe no one should be held back because of who they are or their background.

We are committed to the principle of equal pay for all our employees and aim to eliminate any bias in our reward systems. This includes equality on the basis of gender, race, age, pregnancy and maternity, gender reassignment, sexual orientation, religion or belief, marital / civil partnership status, ethnic origin and disability.

We recognise the importance of staff confidence in the process of eliminating bias within our reward systems and we are committed to working in partnership with the recognised trade unions, EIS and Unison, to take action to ensure equality within our reward policy and practice.

Our objectives to achieve equality of financial reward for all employees doing equal work are:

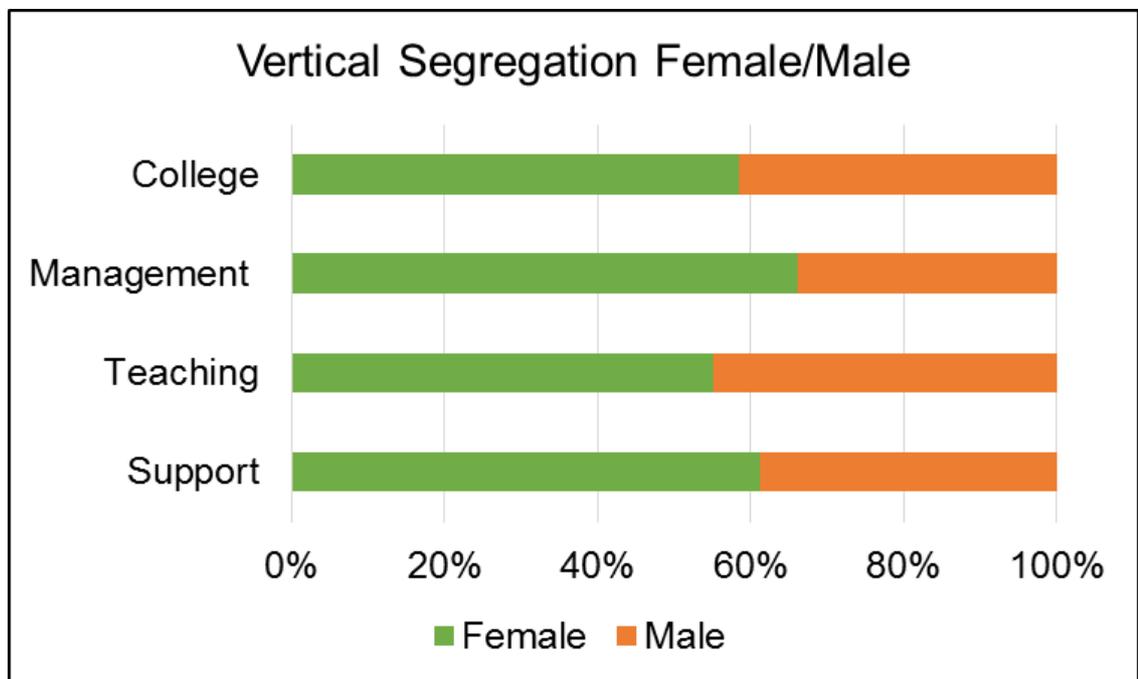
- Ensure that there are no unfair, unjust or unlawful practices that impact on reward.
- Work in partnership with trade unions to harmonise Terms and Conditions for Edinburgh College staff.
- Develop and operate a reward system that is transparent, based on objective criteria and free from bias.
- Determine if there are any inequalities and if so, investigate promptly and take appropriate remedial action where required.
- Respond to equal pay grievances as a priority.
- Provide appropriate training and guidance for those involved in determining pay.
- Inform employees of how these practices work and how their own pay is determined.

The Head of HR and OD has overall responsibility for this policy and the achievement of the objectives within it.

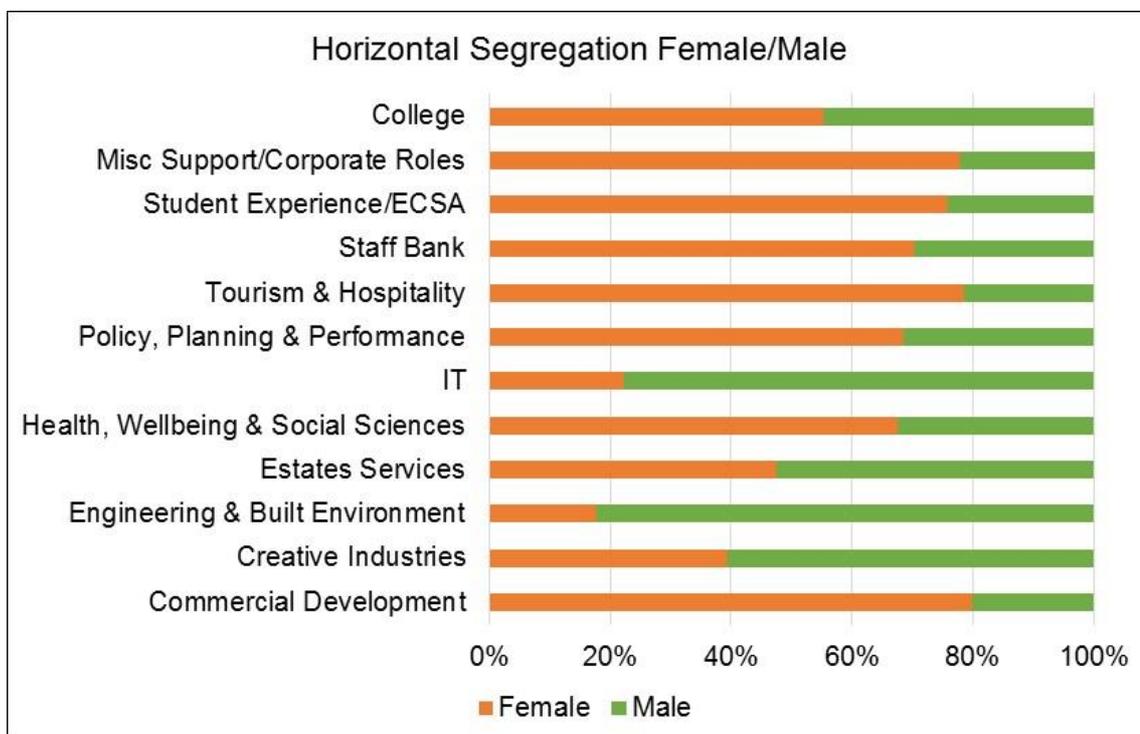
## Occupational Segregation

### Female/Male

Occupational gender segregation refers to the clustering of men and women into different levels of work (vertical segregation) and into different types of work (horizontal segregation).



In terms of vertical segregation, teaching and support roles are mainly in line with the College's gender split. While overall, females make up a higher proportion of management roles than is reflected in the overall college female/male balance, there is a variation in management roles with higher proportion of females in the middle and senior management roles but more males in the executive.



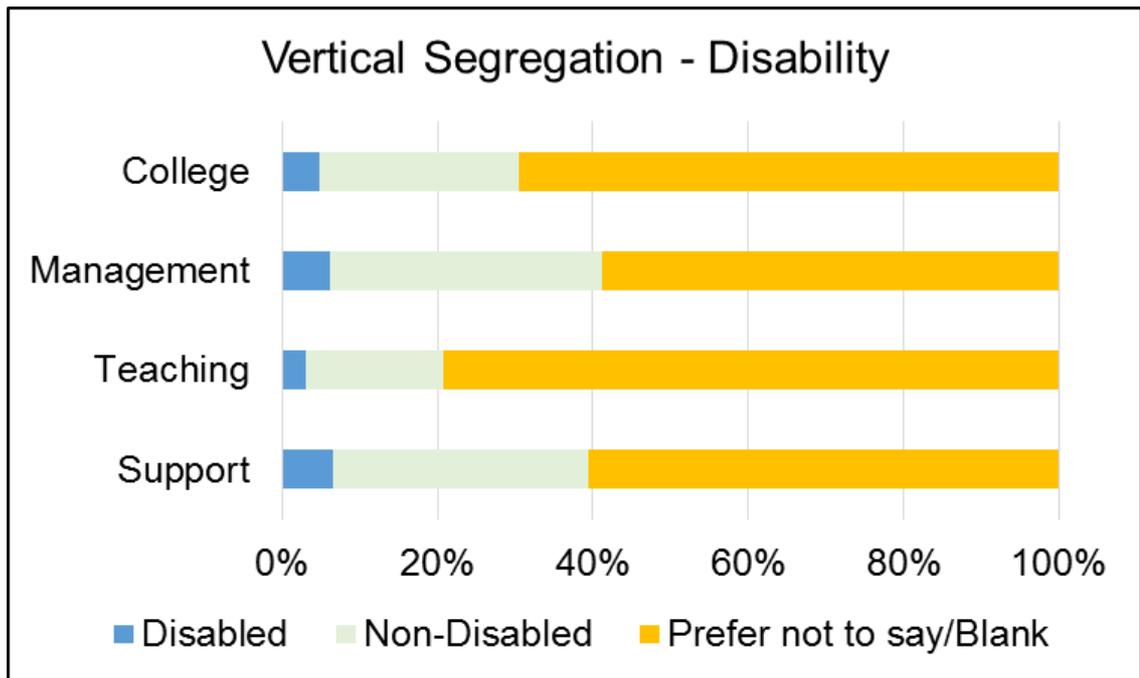
Commercial Development, Miscellaneous Support/Corporate Roles (e.g. Human Resources, Finance & Marketing, etc.) and Student Experience/ECSA are largely made up of female employees. IT is largely made up of men, although the proportion of females has risen slightly since 2015. Some curriculum areas such as Tourism and Hospitality and Edinburgh Business School also have a significant number of females within these areas, while in Construction and Building Crafts less than 20% are female. While it is not always possible to make a direct comparison with 2015 due to restructuring, it appears that horizontal gender segregation has not changed a great deal since 2015 and tends to reflect occupational segregation within the sector as a whole.<sup>5</sup> Long-term, the work we are doing as a part of our Gender Action Plan to reduce student subject area gender-imbalance will help to shape the future workforce.

The following information on segregation relating to disability and ethnicity combines figures of people who choose 'prefer not to say' as well as those who offer no response (blank). However, those who offer no response at all make up the vast majority of these responses.

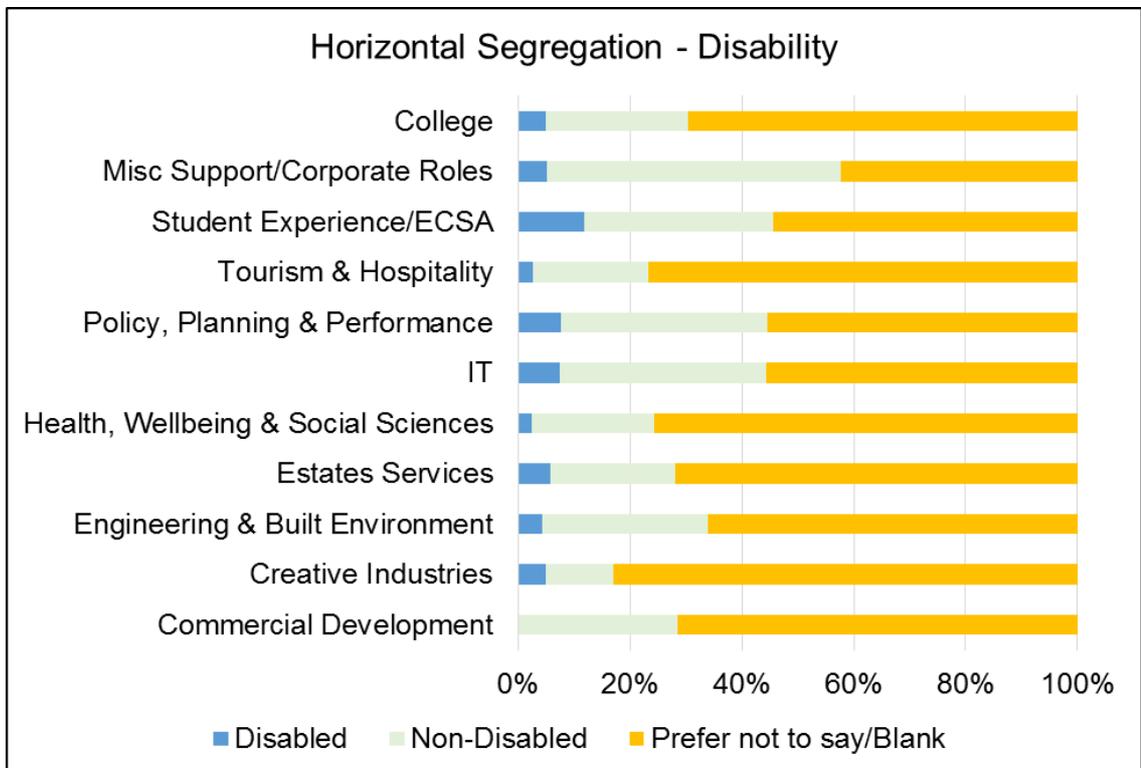
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<sup>5</sup> Equality Challenge Unit (2015) Equality in Colleges in Scotland Statistics Report.

## Disability

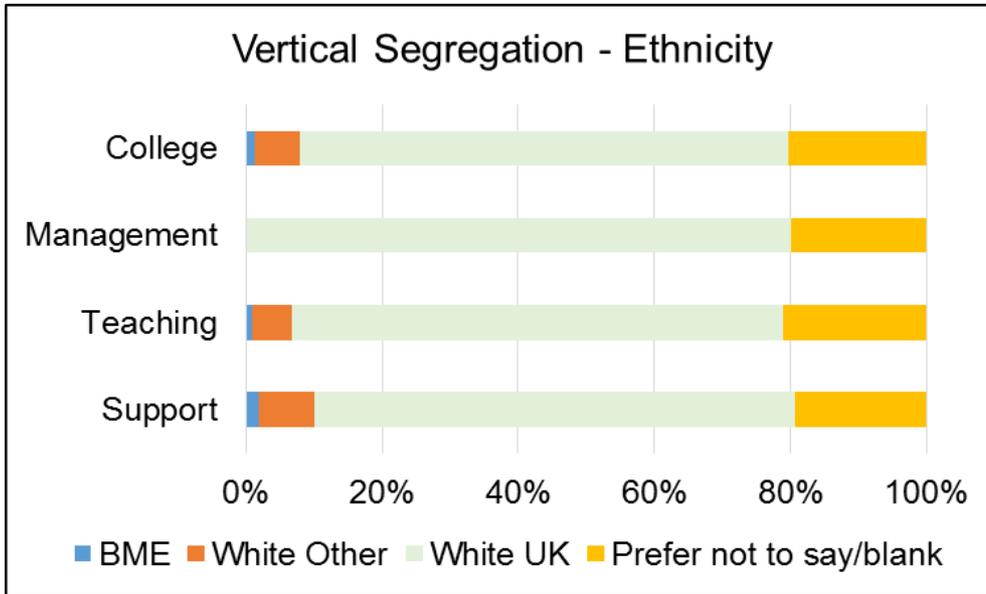


It is hard to draw any conclusions regarding the above table due to the overall level of non-disclosure, other than to say that teaching staff are slightly less likely to record that they are disabled, compared with Support/Management staff and are around 10% less likely than average to prefer not to say/not respond.

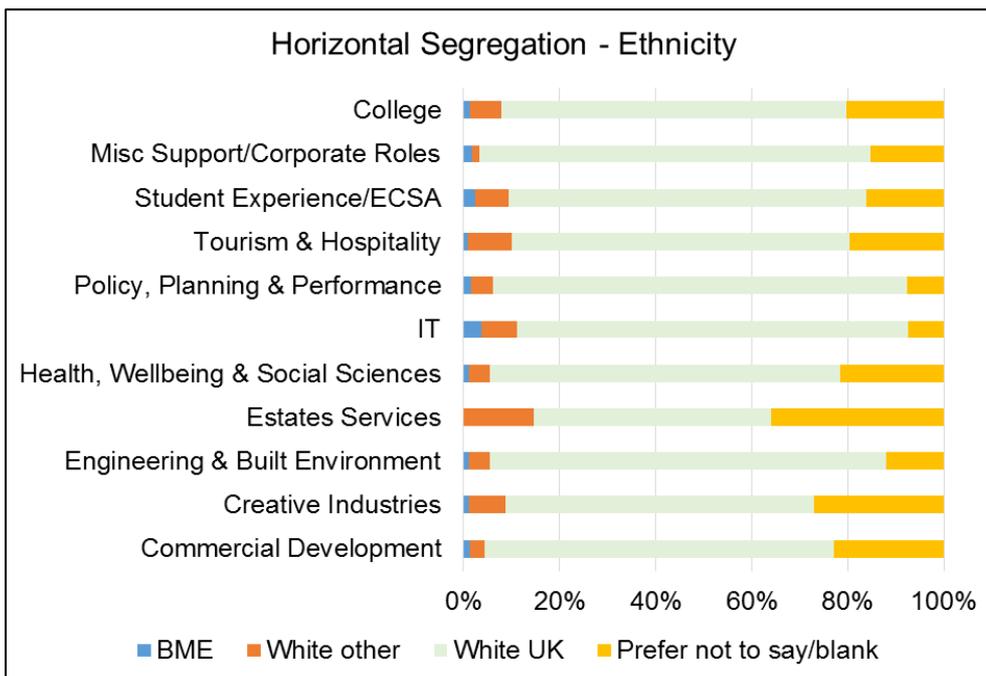


Again it is difficult to draw any conclusions other than to say that there are higher levels of disclosed disability and of disclosure generally among staff in support roles. It is known that staff disclosure rates are low across the sector. It is also known that 20% of the Scottish population have a long-term health problem or disability (16% in Edinburgh), so it would appear that there is an amount of undisclosed disability in the college.

### Ethnicity



Around 78% of the staff population have disclosed their ethnicity so we have more robust information. As can be seen, the highest declared percentages of BME (and White Other) ethnic backgrounds is in the Support area and the lowest in the Management area.



While there are staff from BME ethnic backgrounds across most college departments, the main issue is that people from BME backgrounds are under-represented in the college workforce. Part of the reason for this could be that the local BME population in Edinburgh is younger than total local population and the staff population. In 2011, around 59% of people from BME backgrounds were aged 0-29, whereas only 40% of the total local population was aged 0-29. This could explain why our student population is much more representative than our staff population at present. However, the greater diversity of the younger population should give us future opportunities to employ a more diverse workforce.

Progress so far on equal pay and representation:

- As previously noted, a new HR system is in place, enabling staff to record protected characteristic data online and making it easier to collate and analyse staff data. Communications have been sent to staff on a number of occasions explaining why this information is being sought and asking them to update their information and this has improved staff disclosure. Reasons cited for the lack of disclosure include staff being too busy, not understanding why information is needed, lack of privacy in open plan offices to update data and lack of confidence in IT privacy after high profile 'leaks' of data in the media.
- Phase Two of the job evaluation of support staff has been completed. The intention of the evaluation was to assess the relative value of all roles across the organisation as part of the merger process. Following negotiations with Unison, staff were invited to submit updated job descriptions. A staggered pay protection applies for 36 months effective from 1 October 2015, so any effect on the gender pay gap, for example, may not be clear for some time.
- As part of the Transformation Plan, the college has been undertaking a staff restructuring, and has been offering voluntary severance. Again, the effect of this is not fully known.
- External job applications are advertised on the myjobscotland website. The equalities monitoring covers all the protected characteristics and the college can access this data.
- Plans are in place to offer 6-12 month student placements to offer students 'real-life' experience following their course, in areas such as IT and catering.
- Enhance is the college's new annual development and review process, designed to support employees in their career progression.

Further Actions:

- Continue to encourage staff disclosure, explain to staff reasons for requesting data and address some of the above staff concerns. One opportunity would be during publicising the new equality outcomes, citing the low data returns so far.
- Extend online data capture to include gender identity.

- Develop more robust analysis of application, employment, progression and retention data.
- Amend college vacancy webpage to contain an equality statement/strengthen the myjobscotland equality statement.
- Review of policies relating to flexible working, job share, pregnancy and maternity.
- More information on reasonable adjustments for staff.
- Review of recruitment practices to mitigate any unconscious bias and unconscious bias training resources available for those involved in staff recruitment.
- Survey part-time/outreach staff about their reasons for choosing part-time, progression plans.
- Continue to submit to Stonewall's Workplace Equality Index and make year-on-year improvements.
- Consider ways in which 'Enhance' could support our gender pay gap work, etc.
- Continue to work with community partners, such as Edinburgh and Lothians Regional Equality Council (ELREC) to publicise website. Consider new ways of promoting vacancies to reach more minority ethnic groups.
- Sign up to the Disability Confident scheme (replaced the 'two ticks' scheme regarding employee recruitment).
- Improve the accuracy of collection of paternity leave/shared parental leave figures.



## F. Further Statistical Information

### Student Statistical overview

#### Student profile

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

- Our percentage of minority ethnic students is about the same as in the local population (compared to 2011 census figures).
- Edinburgh has the highest net migration in Scotland and if this continues, the College would expect to increase the number of students from minority ethnic backgrounds.
- The percentage of school pupils whose main home language is not English ranges across the city from around 13% in the north-east area to 22% in the north-west. It seems likely that there will be a future increase in ESOL-related needs amongst students/potential students.
- While Indian and Chinese students tend to be unrepresented in the college, one reason for this, particularly in respect of Chinese people, may be that they are more likely to be in Higher Education. In 2014-15 in Scotland, students who declared their ethnicity to be Chinese were the second largest ethnic group (2.6%) in HE after those who declared their ethnicity to be 'White'.
- Edinburgh has a slightly lower proportion of people with a long-term activity-limiting health problem or disability than Scotland as a whole (16% compared with 20%). For East Lothian/Midlothian the percentage is around 19%.
- The percentage of disabled students has increased, as have the percentages of students declaring dyslexia or a mental health condition.
- The overall % of disabled students exceeds the last reported national average figure.
- Females continued to be underrepresented in Construction and Engineering, while there was a shortage of males in Childhood Practice and Hair, Beauty & Complementary Therapy.
- 4.3% of students in 2016-17 to date describe themselves as LGB. Around 2.1% of the UK population recently identified themselves as LGB or 'Other'<sup>6</sup> and these percentages were higher for younger age groups.

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<sup>6</sup> Office of National Statistics (2015)

- 0.9% of students in 2016-17 indicated that their current gender is different from the gender assigned to them at birth.
- Almost half of our students report as being of no faith, about a fifth of a Christian faith, with Islam being the highest next named faith.
- While Edinburgh is fairly affluent, there are areas of deprivation in various parts of the city. Challenges also exist in East Lothian and more so in Midlothian due to pockets of deprivation and the more rural nature of these areas. The 2016 Scottish Multiple Index of Deprivation found that 11.3% of datazones areas in Midlothian now fall within the most deprived 20% areas in Scotland, which is an increase of around 4% since 2012.
- We have a greater percentage of students from the 20% most deprived areas now, while those from the 10% most deprived areas has reduced.

## Student satisfaction, and destination

- In our most recent student satisfaction survey (Induction 2016):
  - 96.6%, overall, were satisfied with the college (87.8% in 2015-16).
  - 98.6% agreed that they felt welcome on their first day at college (91.6% in 2015-16).
  - 98.4% agreed that they feel safe at college (93.2% in 2015-16).
  - 96.0% agreed that they enjoy coming to college (88.9% in 2015-16).
- With regard to being satisfied with the college, the responses of females, males, people from BME groups, overseas students, those with caring responsibilities, care experienced and students from most age and faith groups tended to be close to those of respondents as a whole.
- The responses of students with a mental health condition (93%) and LGB students (95.7%) were much improved in this survey around being satisfied with the college overall. However, we will continue to monitor this as previous surveys have indicated less positive results.
- The responses of those age 60 or over, Jewish students and those from other minority religious groups tend to be significantly lower, although this may be partly due to a very small sample size.
- While 96.2% of respondents who identified as transgender reported being satisfied with the college, only 84.8% of those who described their gender as 'in another way' agreed with this statement. This requires further investigation.
- Only 65.8% stated that any financial support they were entitled to was in place at the start of their course (a matter that often affects more females/those with childcare responsibilities).

## Student retention and achievement

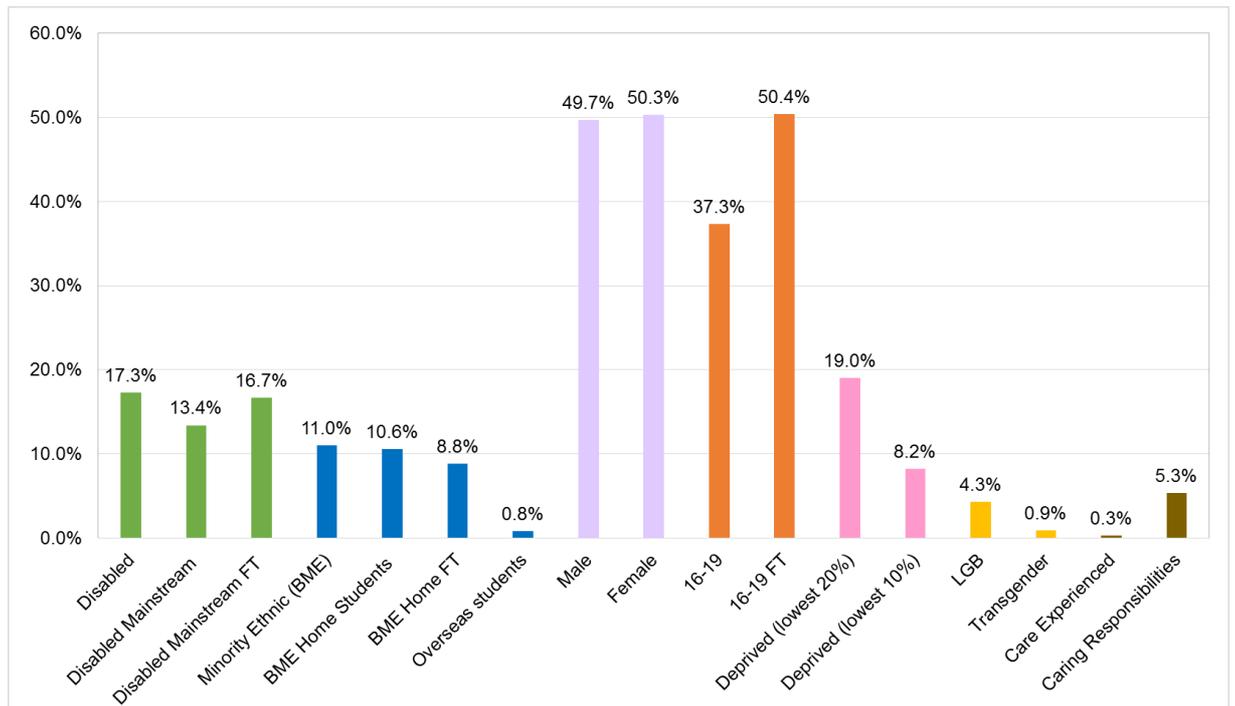
- A higher percentage of minority ethnic students completed their course successfully in 2015-16 than students as a whole.
- The completed successful rate of overseas students is also higher than on average.
- However, a number of groups, such as disabled students, those aged 16-19 and students from the 10% most deprived areas did less well than students as a whole.
- While the completed successful rate for students with a mental health condition improved in 2015-16, the success rate of these students remains a concern, as do those of care experienced students, LGB students, young people from deprived areas and people from certain ethnic backgrounds or who declare other specific disabilities. This is often due to higher rates of withdrawal.
- The gap between male and female success rates at FT HE level remains at around 9%.

## Student Destinations

- In 2014-15 disabled students were slightly less likely to enter a positive destination than on average (97% compared to 99%).
- Disabled students and carers were slightly less likely to be in full-time work but were slightly more likely to be in part-time work.
- The specific disability groups most likely to go into work were those with those with Deafness/serious hearing impairment or a specific learning difficulty (e.g. dyslexia).
- BME students were almost 4% more likely to be in full-time study and were around 2.5% less likely to be in full-time work.
- There was a high level of unconfirmed destinations (32%) which could have affected the reliability of the data.

## Student Equality Information as at March 2017

### 1. Edinburgh College Student Enrolment Profile 2016-17.



Deprivation figures are based on the Scottish Index of Multiple Deprivation (SIMD) 2016.

13.7% of datazones in the Edinburgh local authority area fall within the lowest 20% in Scotland (equivalent figures for East Lothian and Midlothian are 4.5% and 11.3% respectively). 6.2% of datazones in Edinburgh fall within the lowest 10% in Scotland (East Lothian and Midlothian figures are 0% and 1.7% respectively).

## 2. Summary – Edinburgh College student enrolment percentages 2014-15 to 2016-17.

	Percentage of Total Enrolments		
	2014-15	2015-16	2016-17 to date
Disabled	11.7%	14.8%	17.3%
Disabled on mainstream courses	9.6%	10.6%	13.4%
Disabled mainstream FT courses	12.3%	12.5%	16.7%
Ethnic minority (BME)	10.1%	11.3%	11.0%
BME Home Students	9.1%	9.8%	10.6%
BME Home on FT courses	7.6%	7.9%	8.8%
Overseas students	1.3%	1.9%	0.8%
Male	49.1%	48.6%	49.7%
Female	50.9%	51.4%	50.3%
16-19	38.6%	35.4%	37.3%
16-19 FT	49.7%	50.2%	50.4%
Deprived (lowest 20%)	17.2%	18.6%	19.0%
Deprived (lowest 10%)	9.1%	8.1%	8.2%
LGB	3.4%	3.4%	4.3%
Transgender		0.6%	0.9%
Care Experienced		0.3%	0.3%
Caring Responsibilities		4.3%	5.3%

N.B. The female and male percentages are based out of those who identified as female or male. The transgender figure is based on people who answered 'no' to the question asking if their gender identity was the same as the gender originally assigned at birth. Care experienced refers to people who declared that they had recently left care.

### 3. Edinburgh College disabled student percentage profile 2014-15 to 2016-17.

Disability Type*	2014-15 Enrolments		2015-16 Enrolments		2016-17 Enrolments to date	
	FE	HE	FE	HE	FE	HE
A long standing illness	0.9%	0.8%	1.3%	1.3%	1.5%	1.3%
A mental health condition	2.7%	1.3%	4.7%	2.3%	5.9%	3.4%
A physical impairment or mobility issue	0.7%	0.4%	0.9%	0.4%	0.7%	0.5%
A social/communication impairment	0.3%	0.1%	0.9%	0.3%	1.3%	0.5%
A specific learning difficulty (e.g. dyslexia)	3.9%	4.7%	5.5%	3.8%	6.6%	4.8%
A specific learning difficulty such as Downs syndrome					0.1%	0.0%
Blind or visual impairment	0.3%	0.4%	0.3%	0.4%	0.3%	0.3%
Deaf or hearing impairment	0.4%	0.3%	0.3%	0.2%	0.4%	0.3%
No known disability	82.3%	88.7%	83.4%	90.1%	77.8%	87.6%
Other impairment not listed above	2.6%	1.6%	2.7%	1.2%	2.6%	1.0%
Personal Care Support			0.0%	0.0%	0.1%	0.0%
Two or more impairments	0.5%	0.1%	0.0%	0.0%		
Blank/Unknown/Refused	5.4%	1.8%	0.0%	0.0%	2.7%	0.3%

**3. Edinburgh College ethnic minority student percentage profile 2014-15 to 2016-17 (includes overseas students).**

Ethnic Group	2014-15 Enrolments		2015-16 Enrolments		2016-17 Enrolments to date	
	FE	HE	FE	HE	FE	HE
Non UK White	16.7%	14.4%	16.8%	15.1%	19.1%	15.2%
African	2.0%	1.7%	2.3%	1.8%	2.6%	1.8%
Pakistani	1.9%	1.4%	1.7%	1.2%	1.5%	1.7%
Chinese	1.4%	0.6%	1.0%	1.0%	1.1%	0.5%
Any other Asian background	1.3%	0.8%	1.2%	0.6%	0.9%	0.6%
Any mixed background	1.2%	1.5%	1.5%	1.1%	1.8%	1.3%
Any other background	0.9%	0.4%	1.7%	0.5%	1.8%	0.5%
Bangladeshi	0.5%	0.2%	0.5%	0.3%	0.5%	0.3%
Indian	0.5%	0.3%	0.6%	0.6%	0.6%	0.4%
Any other Black background	0.2%	0.1%	0.2%	0.1%	0.3%	0.2%
Caribbean	0.2%	0.1%	0.2%	0.1%	0.2%	0.1%

**4. Edinburgh College Overseas student enrolment numbers by country 2015-16.**

Country	FE Enrolments	HE Enrolments
Saudi Arabia	123	
Panama	66	
Japan	32	
Taiwan	25	
China	19	27
Russia	13	2
Cuba	10	
Other	39	9

## 5. Edinburgh College religion or belief percentage profile 2014-15 to 2016-17.

Religion	2014-15 Enrolments		2015-16 Enrolments		2016-17 Enrolments to date	
	FE Enrolments	HE Enrolments	FE Enrolments	HE Enrolments	FE Enrolments	HE Enrolments
Blank	24.7%	12.8%	14.4%	10.7%	4.6%	3.0%
None	48.2%	56.4%	43.0%	56.7%	46.2%	57.2%
Church of Scotland	4.7%	7.1%	4.4%	7.6%	3.8%	7.6%
Roman Catholic	8.9%	10.2%	9.3%	8.9%	9.5%	10.1%
Other Christian	5.0%	5.9%	4.0%	5.5%	5.5%	5.3%
Muslim	3.1%	2.4%	4.0%	1.9%	4.2%	2.4%
Buddhist	0.5%	0.5%	0.5%	0.5%	0.4%	0.5%
Sikh	0.2%	0.1%	0.2%	0.1%	0.2%	0.1%
Jewish	0.0%	0.1%	0.02%	0.1%	0.05%	0.1%
Hindu	0.2%	0.1%	0.3%	0.2%	0.3%	0.1%
Another	1.5%	2.2%	1.1%	1.5%	0.7%	0.9%

## 6. Edinburgh College percentage profile by Age group 2014-15 to 2016-17

Age Group	2014-15 Enrolments		2015-16 Enrolments		2016-17 Enrolments	
	FE	HE	FE	HE	FE	HE
Under 16 flag	6.4%	1.4%	6.9%	0.9%	9.3%	0.5%
16-19	37.9%	40.9%	35.4%	35.4%	37.5%	36.8%
20-24	18.4%	25.0%	18.0%	23.7%	16.5%	24.2%
25-59	36.2%	32.6%	38.5%	39.8%	35.6%	38.2%
60+	1.1%	0.2%	1.3%	0.2%	1.2%	0.2%

**7. Edinburgh College percentage profile by Age group 2014-15 to 2016-17 – FT courses**

Age Group	2014-15 Enrolments		2015-16 Enrolments		2016-17 Enrolments	
	FE	HE	FE	HE	FE	HE
Under 16 flag	3.3%	0.0%	2.5%	0.1%	2.8%	
16-19	52.4%	45.9%	54.4%	44.4%	53.9%	45.7%
20-24	21.7%	27.5%	20.4%	28.0%	19.3%	26.3%
25-59	22.5%	26.5%	22.6%	27.5%	24.0%	28.0%
60+	0.1%	0.1%	0.0%		0.1%	

**8. Edinburgh College Enrolments by DPG subject and gender 2014-15 to 2015-16.**

DPG Subject	2014-15 Enrolments		2015-16 Enrolments		2016-17 Enrolments	
	Female	Male	Female	Male	Female	Male
01: Agriculture & Horticulture	68.2%	31.8%	86.5%	13.5%	33.3%	66.7%
02: Business & Management	56.1%	43.9%	57.6%	42.4%	54.8%	45.2%
03: Food Technology & Catering	57.3%	42.7%	57.9%	42.1%	48.2%	51.8%
04: Computing	20.3%	79.7%	19.7%	80.3%	19.1%	80.9%
05: Construction	5.4%	94.6%	6.6%	93.4%	6.4%	93.6%
06: Art & Design	54.6%	45.4%	55.0%	45.0%	56.2%	43.8%
07: Engineering	5.3%	94.7%	4.6%	95.4%	8.7%	91.3%
08: Health	86.2%	13.8%	82.1%	17.9%	85.7%	14.3%
09: Minerals & Materials	70.8%	29.2%	56.3%	43.7%	74.8%	25.2%
10: Personal Development	36.0%	64.0%	62.4%	37.6%	66.1%	33.9%
12: Science & Maths	60.9%	39.1%	68.9%	31.1%	62.4%	37.6%
13: Office & Secretarial	78.2%	21.8%	78.2%	21.8%	80.2%	19.8%
14: Social Studies	65.5%	34.5%	64.8%	35.2%	63.9%	36.1%
15: Social Work	88.9%	11.1%	86.9%	13.1%	85.8%	14.2%
16: Sport & Recreation	34.3%	65.7%	33.0%	67.0%	39.4%	60.6%
17: Transport	6.1%	93.9%	4.8%	95.2%	5.2%	94.8%
18: Special Programmes	46.9%	53.1%	44.7%	55.3%	44.8%	55.2%

**9. Edinburgh College Enrolments in subject areas (with over 25 enrolments) with greatest gender imbalance 2014-15 to 2016-17**

	2014-15 Enrolments		2015-16 Enrolments		2016-17 Enrolments	
	Female	Male	Female	Male	Female	Male
Gender segregated subjects						
Hair/Personal Care Services	94.8%	5.2%	95.4%	4.6%	96.6%	3.4%
Education Theory/Learning Issues	98.2%	1.8%	95.9%	4.1%	95.9%	4.1%
Dance	93.6%	6.4%	91.4%	8.6%	94.0%	6.0%
Child Care Services	90.0%	10.0%	93.4%	6.6%	93.0%	7.0%
Fashion/Textiles/Clothing (craft)	97.6%	2.4%	92.5%	7.5%	92.4%	7.6%
IT: Computer Science/Programming/Systems	10.4%	89.6%	10.0%	90.0%	9.2%	90.8%
Computer Technology	4.2%	95.8%	5.3%	94.7%	9.1%	90.9%
Mechanical Engineering	4.4%	95.6%	5.2%	98.4%	9.0%	91.0%
Oil and Gas Operations	10.0%	90.0%	10.2%	89.8%	8.9%	91.1%
Civil Engineering	9.8%	90.2%	11.7%	88.3%	8.3%	91.7%
Engineering/Technology (general)	9.7%	90.3%	8.6%	91.4%	7.4%	92.6%
Vehicle Maintenance/Repair	4.9%	95.1%	4.9%	95.1%	5.6%	94.4%
Building Services	5.9%	94.1%	0.0%	100.0%	5.4%	94.6%
Power/Energy Engineering	3.3%	96.7%	3.8%	96.2%	3.4%	96.6%
Welding/Joining	1.7%	98.3%	1.2%	98.8%	3.7%	96.3%
Construction (general)	2.7%	97.3%	4.3%	95.7%	2.6%	97.4%
Building/Construction Operations	1.6%	98.4%	1.4%	98.6%	1.6%	98.4%
Electrical Engineering	3.0%	97.0%	2.8%	97.2%	1.3%	98.7%
Construction Site Work			2.0%	98.0%	0.0%	100.0%

## 10. Summary – Edinburgh College student completion and success rates 2013-14 to 2015-16 – all courses

	2013-14		2014-15		2015-16	
	completion	success	completion	success	completion	success
College average	89.4%	74.8%	87.9%	74.8%	84.6%	72.3%
Disabled	87.2%	72.3%	86.2%	70.6%	84.9%	70.7%
Disabled mainstream	85.5%	70.0%	83.9%	66.8%	81.7%	67.4%
Minority Ethnic (BME)*	90.3%	77.9%	88.9%	76.5%	99.7%	75.0%
BME Home	90.4%	77.4%	88.2%	75.0%	87.2%	74.0%
Overseas students*	89.6%	82.9%	94.3%	89.3%	95.4%	80.9%
Male	87.9%	74.2%	88.2%	75.1%	84.8%	71.9%
Female	88.4%	75.3%	87.7%	74.6%	84.5%	72.7%
16-19	84.8%	70.7%	85.8%	72.2%	80.7%	68.3%
Deprived (lowest 20%)	86.4%	72.5%	84.3%	69.7%	81.8%	69.6%
Deprived (lowest 10%)	86.5%	71.9%	82.8%	69.6%	80.9%	69.1%
LGB			83.1%	69.0%	79.6%	65.7%
Transgender					83.1%	69.2%
Recently left care			58.9%	46.4%	63.6%	49.1%
Caring responsibilities			84.7%	68.9%	82.2%	69.7%
Christian faith			89.1%	77.0%	87.4%	76.4%
Other faiths			87.5%	74.9%	85.8%	72.8%
Faith – none			86.0%	73.1%	81.9%	69.3%

\* Figures for 2014-15 and 2015-16 do not include a number of students from Saudi Arabia studying a bespoke commercial course that does not relate to credits.

## 11. Summary - Edinburgh College student success rates 2013-14 to 2015-16 – FT courses

	2013-14			2014-15			2015-16		
	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%	65.0%	72.6%	66.5%	61.1%	74.0%	68.3%	65.0%	72.9%
Disabled	67.0%	64.3%	71.7%	60.5%	55.9%	69.9%	65.9%	64.8%	68.2%
Disabled mainstream	67.0%	63.6%	71.7%	58.9%	52.1%	69.9%	63.4%	60.5%	68.2%
Mental health difficulties	53.8%	50.5%	63.2%	46.2%	42.4%	56.7%	59.5%	53.1%	72.0%
BME	67.4%	63.9%	71.3%	67.6%	63.7%	72.9%	69.2%	67.6%	71.5%
BME Home	65.2%	63.4%	67.8%	67.3%	63.8%	72.0%	69.4%	67.7%	71.8%
Overseas	83.7%	69.2%	89.4%	74.1%	62.1%	86.2%	66.7%	63.2%	71.4%
Male	65.9%	63.6%	69.1%	63.2%	58.5%	69.4%	66.3%	64.6%	68.5%
Female	70.4%	66.4%	76.1%	69.8%	63.6%	78.6%	70.6%	65.4%	77.6%
16-19	66.6%	63.3%	72.2%	63.2%	58.1%	71.1%	65.5%	62.2%	70.9%
Deprived (lowest 20%)	62.3%	60.7%	66.4%	61.6%	56.7%	72.8%	64.1%	62.7%	73.7%
Deprived (lowest 10%)	63.8%	61.5%	69.5%	62.2%	57.4%	73.4%	61.4%	60.3%	63.6%

## 12. Edinburgh College student completion and success rates 2013-14 to 2015-16 by disability – mainstream courses

Disability	2013-14		2014-15		2015-16	
	completion	success	completion	success	completion	Success
Mental health	82.0%	65.9%	74.3%	55.7%	74.8%	59.0%
Physical/mobility	96.1%	77.5%	91.4%	73.3%	85.1%	70.1%
Specific learning difficulty (e.g. dyslexia)	86.7%	72.3%	84.8%	70.8%	85.3%	69.2%
Blind/visual impairment	86.0%	73.7%	96.1%	73.7%	89.1%	70.9%
Deaf/hearing impairment	85.7%	72.6%	86.9%	66.7%	79.2%	72.9%
No known disability	88.3%	75.2%	88.3%	75.6%	84.7%	72.8%
Two plus impairments	90.4%	77.4%	69.2%	48.7%	81.8%	68.6%
Long standing illness	90.5%	76.2%	84.7%	63.1%	76.0%	65.3%
Social/communication	87.5%	..	96.8%	64.5%	82.6%	80.4%
Other impairment	88.6%	73.6%	86.7%	69.6%	83.1%	69.2%

### 13. Edinburgh College student completion and success rates 2013-14 to 2015-16 by ethnicity – Home students

	2013-14		2014-15		2015-16	
Ethnicity – Home students	completion	success	completion	success	Completion	success
Non UK white	90.4%	80.3%	90.8%	80.3%	87.6%	78.5%
African	90.6%	77.1%	88.4%	74.6%	86.5%	70.4%
Chinese	92.7%	83.8%	89.2%	77.6%	91.6%	81.6%
Other Asian background	87.8%	76.1%	84.0%	73.2%	87.0%	71.4%
Pakistani	90.7%	76.9%	88.3%	71.8%	88.1%	75.0%
Other background	90.7%	79.5%	88.8%	79.5%	91.6%	78.2%
Any mixed background	88.2%	73.4%	88.5%	75.2%	80.2%	67.7%
Indian	89.2%	73.1%	87.9%	75.0%	93.3%	82.1%
Other Black background	81.6%	61.2%	86.0%	72.1%	80.5%	70.7%
Bangladeshi	97.1%	84.6%	92.9%	78.8%	85.4%	74.2%
Caribbean	87.2%	69.2%	87.2%	69.2%	86.7%	75.6%

### 14. Edinburgh College student completion and success rates 2013-14 to 2015-16 by Age group – all courses

	2013-14		2014-15		2015-16	
Age group	completion	success	completion	success	completion	success
Under 16	88.7%	76.8%	86.2%	69.8%	83.7%	71.2%
16-19	84.8%	70.7%	85.8%	72.2%	80.7%	68.3%
20-24	87.7%	74.7%	88.0%	75.7%	85.9%	73.4%
25-59	91.6%	78.7%	90.3%	77.8%	87.3%	75.1%
60+	95.7%	76.1%	91.6%	78.8%	96.5%	85.0%

## 15. Edinburgh College staff profiles by protected characteristics

Age	Count	Percentage
16 - 29	140	10.6%
30 - 39	330	24.8%
40 - 49	340	25.7%
50 - 59	405	30.6%
60 - 64	70	5.4%
Over 65	40	2.9%

Disability	Count	Percentage
Disabled	60	4.6%
None	340	25.7%
Prefer not to say/blank	925	69.7%

Ethnic Origin	Count	Percentage
BME	20	1.5%
Prefer not to say/blank	295	22.3%
White Other	85	6.6%
White UK	925	69.7%

Gender/Sex	Count	Percentage
Female	780	58.8%
Male	545	41.2%

Marital Status	Count	Percentage
Civil Partnership	10	0.7%
Married	300	22.6%
Not married or in a civil partnership	160	12.2%
Other	45	3.5%
Prefer not to say/blank	800	60.2%
Widowed	10	0.8%

Religion	Count	Percentage
Christian	150	11.2%
None	185	14.0%
Other	15	1.2%
Prefer not to say/blank	975	73.6%

Sexual Orientation	Count	Percentage
Heterosexual/ Straight	330	24.8%
LGB	20	1.4%
Prefer not to say/not sure/blank	980	73.8%

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