

# Equality Outcomes and Mainstreaming Report 2021-25

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## Executive Summary

Colleges have a responsibility to meet the requirements of the Equality Act (2010) including the Public Sector Equality Duty (PSED). The PSED requires public authorities, in the exercise of their functions, to have due regard to the need to:

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

In 2012, the Scottish Parliament passed legislation that implemented additional regulations in Scotland, including:

- The duty to report progress on mainstreaming the equality duty (PSED)
- The duty to publish equality outcomes and report progress
- [The duty to publish gender pay gap information](#)
- The duty to publish in a manner that is accessible.

In 2017, the College set six Equality Outcomes for the period 2017-2021. Progress towards these Outcomes was noted in detail in the 2019 Progress Report. Section B of this report presents a summative report on how far we have been able to achieve these Outcomes:

	Equality Outcome	How did we do?
EO1	The participation of disabled people is increased where there is under-representation.	Representation of disabled people increased for both staff and students.
EO2	Female and male participation is increased in areas where there is under-representation.	Progress has been made towards reducing gender imbalance in subject areas. The gender pay gap is negligible. The Board of Management has over 50% female representation.
EO3	Students across different age groups can equally access an engaging, high quality and tailored learning experience that will further their employment opportunities.	As a result of the collaborative partnership approach, City of Edinburgh Council reported that the level of participation in education, employment and training for 16 to 19-year-olds increased by 1.4% between 2017 and 2019 and is now 94.3% with a national average of 94.4%. Further participation measures and positive destination figures are available in the upcoming DYW Evaluation reporting.
EO4	The proportion of students with a mental health condition who have a positive outcome/experience is increased.	The proportion of students with a mental health condition who have a positive outcome increased by 2%.

EO5	The proportion of LGBT students who have a positive outcome/experience is increased.	The LGBT attainment gap has remained stable. Trans and gender-diverse student satisfaction has improved.
EO6	The proportion of staff from a BME background is increased to 3% by 2021.	As of 1 February 2020, 3.37% of staff have declared being from a BAME background.

Section C of this report sets seven new Equality Outcomes to cover the period 2021-2025. A progress report on these Outcomes will be published in 2023, with a summative report published in 2025.

	Equality Outcome	How will we measure progress?
EO1	Disabled students and staff report improved experiences, and retention rates improve, as a result of a College-wide focus on accessible learning, teaching, and training materials.	Improved retention for disabled students. Increased positive feedback from disabled students. Baseline research into the experience of disabled staff will be available by the 2023 Progress Report.
EO2	The number of subject areas with an extreme gender imbalance reduces.	Reduce the proportion of programme areas with an extreme gender imbalance from 34.8% to 23.5% by 2025.
EO3	Retention for students from deprived backgrounds improves.	A reduction in the 6% retention gap for SIMD10 students. Increased engagement with schools in SIMD10 areas on outreach programmes and increase applications from students from SIMD10 areas by 3%.
EO4	Students and staff feel more supported with their mental health and wellbeing.	A staff survey will be conducted to benchmark employee attitudes around mental health and the support available through the College, and signpost information, support, and resources. This will form a 2021/22 benchmark, with the survey repeated annually to measure the impact of further action. Feedback from students will be gathered through the Class Rep Conference system. The attainment gap for students who declare a mental health condition as their sole disability will be decreased a further 2%.

EO5	LGBT students and staff report improved experiences and retention rates improve.	Achievement of the LGBT Charter Foundation Award by 2022. The Charter journey will inform the development of further actions and success measures, to be reported on in the 2023 Progress Report.  Improve our rank in the Stonewall Workplace Equality Index by 2025.
EO6	Staff and students are more confident that the College is taking action to prevent and tackle racial and religious harassment and discrimination.	Benchmark data to complement the EHRC findings will be made available by April 2022. Improvements on this baseline will be tracked annually.  An increase in the proportion of staff at the College who declare a BAME background of at least 1% per year in the 2022-25 reporting cycle.
EO7	The retention rate for care experienced students is increased.	A decrease of 4 percentage points in the difference between the withdrawals rate for CE students and the College average.

Section C of this report evidences the College's compliance with the PSED, working to build equality, diversity, and inclusion into the day-to-day work of the College. It includes reports on the following:

- The College's Widening Access and Equality, Diversity, and Inclusion Committee (WAX-ED), in conjunction with the College Widening Participation Team;
- Equality, Diversity, and Inclusion in the College response to COVID-19;
- Equality, Diversity, and Inclusion across the Curriculum;
- Specific projects relating to equalities, such as work to tackle gender-based violence, the College's British Sign Language Plan, the Stand-Alone Pledge and work with Veterans;
- Information on Edinburgh College as an employer, including a staff Information Executive Summary; Gender, Race, and Disability Pay Gaps; and a summary of work undertaken on Staff Mental Health and Wellbeing;
- The Edinburgh College Students' Association Equality, Diversity, and Inclusion Statement and the Edinburgh College Board of Management Diversity Statement.

## A. Introduction

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

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

Colleges have a responsibility to meet the requirements of the Equality Act (2010) including the Public Sector Equality Duty (PSED). The PSED requires public authorities, in the exercise of their functions, to have due regard to the need to:

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

The Equality Act (2010) further explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The nine protected characteristics specified by the equality act are age, disability, gender reassignment, pregnancy and maternity, marriage and civil partnership, race, religion or belief, sex, and sexual orientation. Beyond these nine protected characteristics identified by law, Edinburgh College recognises that other people can often experience disadvantage and discrimination in our society, including care experienced people, carers, including young carers, and where there is social exclusion or deprivation.

The PSED comes with nine Scottish Specific Duties, designed to support colleges and other public bodies in Scotland in how they deliver the PSED. One of the Scottish Specific Duties is the requirement to set Equalities Outcomes and produce Equalities Outcomes and Mainstreaming reports. Equality Outcomes are specific targets, within our power to achieve, based on an evidenced need for an equality group, such as those who share a particular protected characteristic or group of protected characteristics. The Mainstreaming report details all of the day-to-day work within the institution to tackle discrimination, promote

equality of opportunity, and foster good relations between people who share a protected characteristic and those who do not.

Whilst the responsibility of integrating equality into our work and achieving the Equality Outcomes is shared across the institution, from the Board and Senior Management Team down to individual faculty and section teams, the implementation of the Equality Outcomes is driven by the Widening Access and Equality, Diversity, and Inclusion committee (WAX-ED), which serves as a hub for communication and the sharing of best practice on equality matters at the College.

This present report is constituted of five sections:

- A. Progress on Equality Outcomes 2017-2021
- B. Equality Outcomes 2021-25
- C. Mainstreaming Report
- D. Student Equality Profile
- E. Employee Information

In 2017, the College published its Equality Outcomes and Mainstreaming Report to cover the period 2017-2021. This report set six Equality Outcomes, identified as priority areas for equalities work in the College, and set measurable actions. These outcomes were:

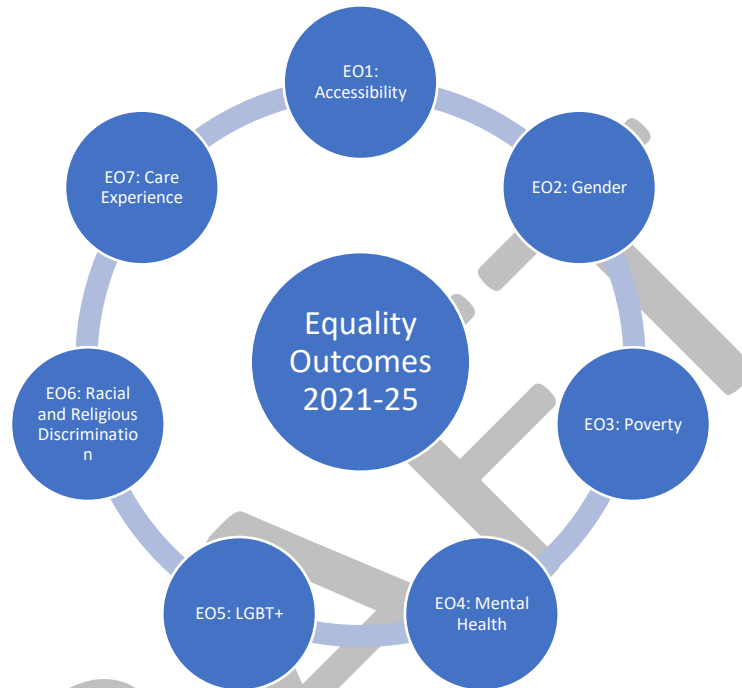
- Equality Outcome 1: The participation of disabled people is increased where there is under- representation.
- Equality Outcome 2: Female and male participation is increased in areas where there is under- representation.
- Equality Outcome 3: Equality Outcome 3: Students across different age groups can equally access an engaging, high quality and tailored learning experience that will further their employment opportunities.
- Equality Outcome 4: The proportion of students with a mental health condition who have a positive outcome/experience is increased.
- Equality Outcome 5: The proportion of LGBT students who have a positive outcome/experience is increased.
- Equality Outcome 6: The proportion of staff from a BME background is increased to 3% by 2021.

A progress report on these Equality Outcomes was published in April 2019. Section B of this report provides further update and evaluates whether each has been achieved by the College.

Section C sets new Equality Outcomes for the period 2021-2025 on the following seven Outcomes:

- Equality Outcome 1: Disabled students and staff report improved experiences, and retention rates improve, as a result of a College-wide focus on accessible learning, teaching, and training materials.
- Equality Outcome 2: The number of subject areas with an extreme gender imbalance reduces.
- Equality Outcome 3: Retention for students from deprived backgrounds improves.

- Equality Outcome 4: Students and staff feel more supported with their mental health and wellbeing.
- Equality Outcome 5: LGBT students and staff report improved experiences and retention rates improve.
- Equality Outcome 6: Staff and students are more confident that the College is taking action to prevent and tackle racial and religious harassment and discrimination.
- Equality Outcome 7: The retention rate for care experienced students is increased.



A progress report on these Equality Outcomes is due to be published in April 2023, and their success will be evaluated in the Equality Outcomes and Mainstreaming Report 2025-29 to be published in April 2025.

Section D outlines work done at the college to give due regard to the PSED in the day-to-day workings of the College, including reports on the following:

- The College’s Widening Access and Equality, Diversity, and Inclusion Committee (WAX-ED), in conjunction with the College Widening Participation Team;
- Equality, Diversity, and Inclusion in the College response to COVID-19;
- Equality, Diversity, and Inclusion across the Curriculum;
- Tackling Gender-Based Violence;
- The British Sign Language Plan;
- The Stand Alone Pledge and work with Veterans;
- A Staff Information Executive Summary;
- Gender, Race, and Disability Pay Gaps;
- Staff Mental Health and Wellbeing;
- Edinburgh College Students’ Association Equality, Diversity, and Inclusion Statement;
- Edinburgh College Board of Management Diversity Statement.

Section E and F provide overviews of both the student and employee equality profiles.

## B. Progress on Equality Outcomes 2017-2021

Further detail on the activities relating to the Equality Outcomes 2017-2021 is available in the 2019 Progress Report.

EO 1: The participation of disabled people is increased where there is underrepresentation.	
Success Measures	<p>In 2017, 4.6% of staff declared a disability. As of October 2020, this figure has increased to 12.1%.</p> <p>In 2016/17, 17% of students declared a disability. In 2019/20, this figure had risen to 20%.</p> <p><b>Representation of disabled people increased for both staff and students.</b></p>
Actions Undertaken	<ul style="list-style-type: none"> <li>• Signed up to Disability Confident Level One in February 2018. Took part in the Inclusion Scotland Scheme by offering an internship to a young person.</li> <li>• In compliance with the BSL Act (Scotland) (2015), the College published a BSL Plan in 2018. The long-term aims of our BSL action plan are intended to improve inclusion for Deaf people across all areas of college life.</li> <li>• Carried out staff data audit to encourage declaration of protected characteristics.</li> <li>• Further work done at the College to fulfil this Outcome is detailed in the College's Access and Inclusion Strategy 2018-2022.</li> <li>• Edinburgh College runs the Access Centre, which conducts needs assessments for students throughout Scotland and provides internal SpLD assessment.</li> </ul>
EO 2: Female and male participation is increased in areas where there is underrepresentation.	
Success Measures	<p>Among students 16-24, 70% of the most imbalanced superclasses saw an improvement in the minority gender share in 2019/20, with four superclasses either meeting or exceeding the milestone goal either on the value of the minority gender share alone or by the value of the minority gender share plus the 'other' gender share.</p> <p>In 2015/16, 17 of 36 programme areas had an extreme gender imbalance – 47.2%. A 50% decrease in this figure would be 23.5%, setting the 2025 milestone goal at 23.5%. In 2019/20, 8 of 23 programme areas had an extreme gender imbalance – 34.8%. This is a reduction of 26.3% of programme areas with an extreme gender imbalance. This means that we are over halfway to the 2025 milestone goal of reducing the number of areas with an extreme gender imbalance to 23.5%.</p>



	<p>On 13 December 2016, the Board of Management agreed to participate in the 50/50 by 2020 initiative, a voluntary campaign through the Scottish Government to tackle female underrepresentation and bring gender parity to Boards. As of 22 September 2020, the overall Board gender balance (including all 17 current members) is 65% female / 35% male. The overall gender balance of non-executive members of the Board stands at 75% female / 25% male.</p> <p><b>Progress has been made towards reducing gender imbalance in subject areas. The gender pay gap is negligible. The Board of Management has over 50% female representation.</b></p>
<p>Actions Undertaken</p>	<p>As part of the Scottish Government’s ‘Developing the Young Workforce’ (DYW) youth employment strategy, the Scottish Funding Council (SFC) developed a Gender Action Plan (GAP). This addresses gender imbalances at subject levels within colleges, together with Skills Development Scotland and other partners, in order to achieve the following aims:</p> <ul style="list-style-type: none"> <li>• By 2021, increase by five percentage points the minority gender share in each of the ten largest and most imbalanced ‘superclasses’ among students aged 16-24 years old.</li> <li>• By 2030, no subject should have an extreme gender imbalance (a minimum of 75:25).</li> </ul> <p>Actions undertaken to achieve these aims are detailed in the institutional Gender Action Plan 2019.</p> <ul style="list-style-type: none"> <li>• Edinburgh College joined the Fearless Edinburgh partnership to tackle gender-based violence on college and university campuses across Edinburgh. This partnership will be making a joint commitment to achieving White Ribbon Campaign status.</li> <li>• A new Gender-Based Violence policy has been introduced, along with new training and resources for both staff and students.</li> <li>• EC Board of Management committed to the Scottish Government’s 50/50 by 2020 initiative to tackle female underrepresentation on Scotland’s boards.</li> </ul>
<p>EO 3: Students across different age groups can equally access an engaging, high-quality and tailored learning experience that will further their future study and employment opportunities.</p>	
<p>Success Measures</p>	<p>As a result of the collaborative partnership approach, City of Edinburgh Council reported that the level of participation in education, employment and training for 16-19 year olds increased by 1.4% between 2017 and 2019 and is now 94.3% with a national average of 94.4%.</p> <p><b>Further participation measures and positive destination figures are available in the upcoming DYW Evaluation reporting.</b></p>

<p>Actions Undertaken</p>	<ul style="list-style-type: none"> <li>• Both the Access and Inclusion Strategy 2018-2022 and the Regional Outcome Agreement (ROA) detail work done to fulfil this outcome such as the Developing the Young Workforce (DYW) initiative and our Schools-College Partnership programme. For instance: <ul style="list-style-type: none"> <li>○ The college DYW Lead has established strong collaborative partnerships with Local Authorities, Schools, Skills Development Scotland Regional Managers and DYW Regional Groups to drive the DYW agenda.</li> <li>○ The Schools College Partnership Curriculum has been developed in areas of predicted job growth in response to Regional Skills Assessments and informed by strategic reviews carried out with three local authorities. All pupils from Edinburgh, East Lothian and Midlothian are guaranteed a place on an SCP course and all SCP courses offer progression to fulltime College courses.</li> <li>○ JUST DO IT; this short course is for school leavers at a loss on what the next step might be and not quite ready for FE. This course develops personal and social skills and gets young people ready to make the next step.</li> </ul> </li> </ul>
<p>EO 4: The proportion of students with a mental health condition who have a positive outcome/experience is increased.</p>	
<p>Success Measures</p>	<p>In 2015/16, students who declared a mental health condition as their sole disability were around 9% less likely to complete their course successfully. In 2019/20, this attainment gap was 7% - a decrease of 2%.</p> <p><b>The proportion of students with a mental health condition who have a positive outcome increased.</b></p>

<p>Actions Undertaken</p>	<ul style="list-style-type: none"> <li>• The Wellbeing Hub was launched on Moodle and on the My EC app, and a Wellbeing student newsletter was introduced.</li> <li>• 1 to 1 appointments with the wellbeing advisor for tips, strategies and resources for mental health for students – in person and now online due COVID-19.</li> <li>• Staff have been provided with Mental Health First Aid training and general mental health training. Staff information sessions were run for curriculum areas and support staff around mental health.</li> <li>• Flyers and posters with the wellbeing information and Crisis numbers were distributed on campuses.</li> <li>• Wellbeing service information sessions and coping strategies sessions delivered to students within class time</li> <li>• Therapist weekly sessions</li> <li>• Counselling</li> <li>• Group wellbeing sessions</li> <li>• SilverCloud – online mental health platform</li> <li>• Videos and written tips around coping methods for social media and college campaigns/awareness</li> <li>• Induction slot to give students information on the wellbeing service at the beginning of term</li> </ul>
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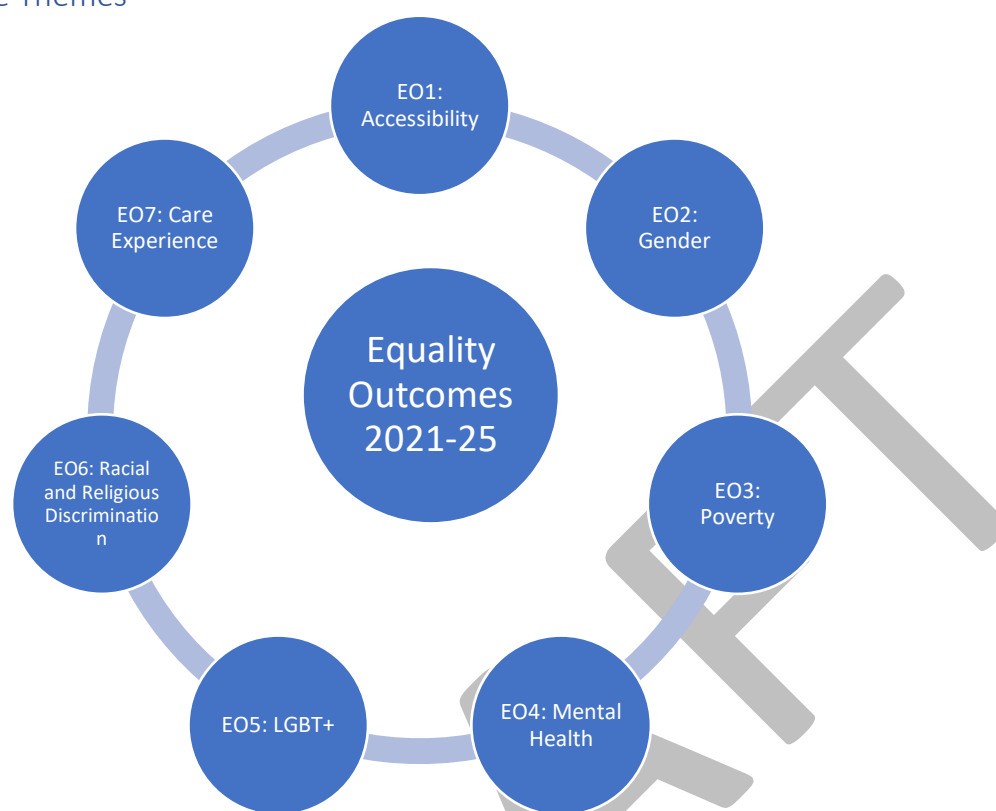
EO 5: The proportion of LGBT students who have a positive outcome/experience is increased.

<p>Success Measures</p>	<p>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. Rather than seeing a decrease over the 2017-2021 period, this figure has remained stable.</p> <p>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. In the 2019/20 Student Satisfaction Survey, students who described their gender identity as being different from that assigned at birth were 6% less likely to agree that overall they were satisfied with the College. While not directly comparable statistics, this does show evidence of an improvement in trans and gender-diverse student satisfaction.</p> <p><b>The LGBT attainment gap has remained stable. Trans and gender-diverse student satisfaction has improved.</b></p>
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Actions Undertaken	<ul style="list-style-type: none"> <li>• Student Wellbeing team monitor self-referrals by protected characteristics, enabling the identification of trends in LGBT+ student self-referral.</li> <li>• The College marks key LGBT dates such as LGBT History Month, LGBT Pride, and the Transgender Day of Remembrance.</li> <li>• Training for staff on LGBT issues, such as 'Transgender and Non-Binary Awareness' training that ran 3 times between 2017-2018.</li> </ul>
EO 6: The proportion of staff from a BME background is increased to 3% by 2021.	
Success Measures	<p>In 2017, 1.5% of staff declared being from a BAME background, indicating BAME representation at a rate significantly lower than local population (around 8.3% according to the 2011 census).</p> <p>As of 1 February 2020, 3.37% of staff have declared being from a BAME background.</p> <p><b>The target of 3% BAME staff by 2021 was met.</b></p>
Actions Undertaken	<ul style="list-style-type: none"> <li>• Carried out staff data audit to encourage declaration of protected characteristics.</li> <li>• The College is represented on the AdvanceHE Scottish Race Equality Network (SREN) by the Equalities Officer.</li> <li>• Improved our vacancy webpage to include an equal opportunities statement that specifically includes race and religion and belief, as well as the Living Wage logo.</li> </ul>

## C. New Equality Outcomes 2021-25

### The Themes



### Methodology

- Review of data from internal College sources, including student PI and withdrawal data; the ROA; induction, satisfaction and destinations surveys; ECSA Class Rep Conference Reports; and staff equality monitoring data.
- Review of data from external sources such as the EHRC, including the 'Tackling racial harassment: Universities Challenged' report and the 'Healing a Divided Britain' report; the SFC, including the 'National Ambition for Care Experienced Students'; AdvanceHE; NUS; the Edinburgh Poverty Commission's 'A Just Capital: Actions to End Poverty in Edinburgh' report; the Scottish Government, including the 'Poverty and Income Inequality in Scotland 2016-19' report; the UK Government; the Mental Health Foundation; SAMH; LGBT Youth Scotland; Stonewall Scotland; and Police Scotland.
- Discussion with committees and groups across the College, including the WAX-ED, the Corporate Parenting Forum, ECSA, HR, SMT, and the Board of Management. An early indication paper on potential Outcomes was discussed at WAX-ED, SMT, and the Board of Management, and feedback from this paper informed the further development of the Outcomes.
- Attendance at a reporting workshop hosted by the EHRC, SFC, and AdvanceHE.
- Consultation with staff and students via an all-staff survey that ran in January 2021; a discussion workshop with the ECSA Student Class Reps in February 2021; and a discussion workshop with the Board of Management in February 2021.

Why do some Equality Outcomes cover only students? Why are not all protected characteristics covered in the Equality Outcomes?

The Equality Act (2010) and the Public Sector Equality Duty apply equally to all protected characteristics. We fulfil our duties through a two-part report that contains 'Equality Outcomes' and a 'Mainstreaming Report'. The Equality Outcomes identify key areas for development based on a specific evidenced need, and set measurable outcomes to be achieved over the next four years. The Mainstreaming Report details our day-to-day commitment to promoting equality and fulfilling the Public Sector Equality Duty across all 9 protected characteristics. While not all of the protected characteristics are represented in the Equality Outcomes, the College seeks to promote equality across all 9 protected characteristics in the day-to-day working of the College.

Why is there no Equality Outcome on 'Gender' for staff?

According to the Office for National Statistics, the gender pay gap among all employees in the UK in April 2020 was 15.5%. The College Gender Pay Gap is very low in comparison, at 3.1%. [Gender Pay Gap analysis does make reference to areas in the College of pay disparity.]

In 2016, the Edinburgh College Board of Management made a commitment to the Scottish Government's 50/50 by 2020 Initiative, which sought to have equal representation for women on boards of management by the year 2020. The Board now has over 50% female representation.

At this time, the evidence does not appear to show a specific evidenced need on gender for staff, but the College's work to promote gender equality will be evidenced in the Mainstreaming Report, along with Gender Pay Gap Reporting and a Board Diversity Statement.

Why is there no Equality Outcome on 'Pregnancy and Maternity' or 'Marriage and Civil Partnership'?

There is currently no data to suggest a specific inequality experienced at the College on the basis of pregnancy and maternity or marriage and civil partnership. However, the available data continues to be monitored and if a specific evidenced need is identified through either quantitative data, such as stats on employee retention or progression, or qualitative data, such as surveys and specific feedback, then an Equality Outcome on these protected characteristics will be considered. The College's consideration of these two protected characteristics will be evidenced in the Mainstreaming Report. [Actions that the College is taking on these characteristics will be noted in the Mainstreaming Report.]

## Equality Outcomes 2021-25

Equality Outcome 1. As a result of a College-wide focus on accessible learning, teaching, and training materials, disabled students and staff report improved experiences and lower withdrawal rates.		
Remit	<input checked="" type="checkbox"/> Students	<input checked="" type="checkbox"/> Staff
Characteristics	Disability	
Why this Outcome?		
<p>The College is a key destination for disabled students, with one in five of our students declaring a disability and students with a known disability accounting for 25.3% of all credits delivered in 2019/20. 12% of College staff have declared a disability, and the College is a registered Disability Confident employer.</p> <p>The COVID-19 pandemic resulted in EC moving solely online for the remainder of the 19/20 session and employing a blended learning model for the 20/21 session, demonstrating the necessity of all students and staff being able to access Edinburgh College's (EC) learning, teaching, and training materials online. Through the hard work and dedication of both its teaching and support staff, as well as the student association ECSA, the College community has risen admirably to this challenge.</p> <p>What the pandemic has taught us is that the new ways of online teaching, learning, and working will remain a feature of our delivery model for the foreseeable future. This means that adaptation must become practice. By implementing a 'new normal' of a sustainable, anticipatory, and embedded approach to accessibility, Edinburgh College has the opportunity to gain a reputation as a digitally accessible campus.</p> <p>This work will link into the work of the Access and Inclusion Strategy and the College Digital Strategy.</p>		
Success Measures		
<p>Accessible teaching and learning materials benefit all students, but the key success measure for this outcome will be the impact on disabled students. This impact will be measured by looking for improvements in the retention statistics for disabled students, as well as improvements in disabled student satisfaction and feedback from ECSA's Class Rep Conferences. In 2019/20, disabled students were 3% less likely to be satisfied with the College and 13% less likely to successfully complete their course than the college average.</p> <p>Establishing a Disability Forum for staff will offer a support network for employees, as well as providing the opportunity to routinely gather qualitative feedback on the impact of actions across the College on accessibility. Paired with a support question in Enhance, baseline research into the experience of disabled staff will be available by the 2023 Progress Report.</p> <p>We will monitor the uptake in staff training on disability-related topics with the aim of a 5% increase a year over the 2021-25 reporting cycle.</p>		

Actions that will contribute to the success of this outcome include:

- Create a Disability Forum for staff to provide a support network for employees and gather feedback their lived experience.
- Introduce a support question into the employee Enhance survey to create twice-yearly opportunity for discussion between the employee and their manager.
- Disseminate best practice in accessible teaching and learning across all curriculum areas through the newly established Accessibility Working Group. Provide further training on accessibility, mainstreaming, and disability.
- Increase awareness of the support the College can offer to both students and staff, as well as signpost external resources.
- Design and publish a College Autism Strategy: Creating an Autism Friendly Campus.

Equality Outcome 2: The number of subject areas with an extreme gender imbalance reduces.

Remit	<input checked="" type="checkbox"/> Students	<input type="checkbox"/> Staff
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Characteristics	Gender
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Why this Outcome?

As part of the Scottish Government’s ‘Developing the Young Workforce’ (DYW) youth employment strategy, the Scottish Funding Council (SFC) developed a Gender Action Plan (GAP). This addresses gender imbalances at subject levels within colleges, together with Skills Development Scotland and other partners, in order to achieve the following aims:

- By 2021, increase by five percentage points the minority gender share in each of the ten largest and most imbalanced ‘superclasses’ among students aged 16-24 years old.
- By 2030, no subject should have an extreme gender imbalance (a minimum of 75:25).

The College published an institutional GAP in 2017, and included its commitments under the remit of Equality Outcome 2. An update was published in 2019. The expected 2020 update to the GAP was suspended by the SFC due to the COVID-19 pandemic, but information about progress on the 2021 goal is available in the update on the 2017-21 Outcomes, and this Outcome establishes a milestone towards the 2030 goal regarding the number of subject areas with an extreme gender imbalance.

In 2015/16, 47.2% of programme areas at the College had an extreme gender imbalance. A 50% decrease in this figure would be 23.5%, setting the 2025 ‘halfway’ milestone goal at 23.5%.

Work has already been underway to reach this goal as detailed in the College’s GAP, and this work has led to a reduction in the proportion of programme areas with an extreme gender imbalance since 2015/16. In 2019/20, the proportion of extremely imbalanced programme areas was 34.8%.

Success Measures

Reduction in the proportion of programme areas with an extreme gender imbalance from 34.8% to 23.5%.

Report on increased female participation in Computing.



Actions that will contribute to the success of this outcome include:

- Analysing data on applications and withdrawals to identify where students need support to join the College and to complete their studies.
- STEM Steering Group to shape activities around encouraging women into STEM subjects.
- Further partnership working with schools to tackle gender stereotyping around occupations.

Equality Outcome 3: Retention for students from deprived backgrounds improves.

Remit	<input checked="" type="checkbox"/> Students	<input type="checkbox"/> Staff
Characteristics	Age, Disability, Race, Gender, Poverty	

Why this Outcome?

15% of the population and as many as one in five children in the city of Edinburgh live in poverty.<sup>1</sup> Poverty is an intersectional issue. This means that some groups or protected characteristics are at a higher risk of socio-economic disadvantage than others. In Scotland, people from ethnic minority backgrounds are twice as likely to be living in poverty and experiencing unemployment compared to white British people.<sup>2</sup> Women account for two-thirds of workers earning less than the living wage,<sup>3</sup> and poverty rates are higher for households in which somebody is disabled.<sup>4</sup> Young people in Scotland face a poverty-related attainment gap in schools which can have lasting impacts on their later life, including health and employment prospects.<sup>5</sup>

Further to this, the economic impact of the COVID-19 pandemic has been unequal, entrenching existing inequalities and widening others. According to the EHRC, the groups most likely to be affected by the expected rise in poverty include young people, ethnic minorities and disabled people, who are already closest to the poverty line.<sup>6</sup>

In September 2020, the Edinburgh Poverty Commission published 'A Just Capital: Actions to End Poverty in Edinburgh', which sets the target of eradicating poverty in the city by 2030. Edinburgh College is a key partner in delivering on this commitment, as 8% of our students are from the 10% most deprived areas in Scotland according to the Scottish Index of Multiple Deprivation (SIMD10). However, the poverty attainment gap experienced in schools is present too in the College: students from SIMD10 areas are 8% less likely to successfully complete their course compared to the College as a whole, and 6% more likely to withdraw from their course.

This outcome aims to:

- Improve opportunities for people on low incomes or living in disadvantaged areas in Edinburgh through community planning partnerships, outreach work, and cross-sector collaboration;

<sup>1</sup> Edinburgh Poverty Commission, 'A Just Capital: Actions to End Poverty in Edinburgh' (2020). 4.

<sup>2</sup> EHRC, 'Healing a Divided Britain' (2016).

<sup>3</sup> Close The Gap, 'Women, work and poverty in Scotland: What you need to know' (2018).

<sup>4</sup> Scottish Government, 'Poverty and Income Inequality in Scotland 2016-19'.

<sup>5</sup> Scottish Government, 'Scottish Attainment Challenge' (2015).

<sup>6</sup> EHRC, 'How coronavirus has affected equality and human rights' (2020).

- Take an intersectional approach to tackling poverty which acknowledges the impact of deprivation on groups that are already subject to discrimination and disadvantage in our society, such as on the basis of age, disability, race, and gender;
- Reduce the poverty attainment gap at the College and increase the retention rate for students from SIMD10 areas.

#### Success Measures

A reduction in the 6% retention gap for SIMD10 students.  
Increased engagement with schools in SIMD10 areas on outreach programmes and increase applications from students from SIMD10 areas by 3%.

#### Actions that will contribute to the success of this outcome include:

- A new working group to drive actions from within the College with a focus on poverty to explore actions such as:
  - In conjunction with ECSA, develop the capacity to provide or signpost advice, advocacy, and crisis services for students experiencing homelessness.
  - Continue collaborative work between Student Experience and ECSA on targeting groups who don't traditionally engage with support services, e.g. young men.
  - Reduce barriers to accessing College by promoting availability of hardship and discretionary funds and bursaries.
  - Explore the potential for the College to be a better hub for the communities it serves through initiatives such as community open days.

#### Equality Outcome 4: Students and staff feel more supported with their mental health and wellbeing.

Remit	<input checked="" type="checkbox"/> Students	<input checked="" type="checkbox"/> Staff
Characteristics	Disability, LGBT, Race	

#### Why this Outcome?

Depression is the most prevalent mental health problem globally, followed by anxiety, schizophrenia and bipolar disorder.<sup>7</sup> According to the Mental Health Foundation, one in six people in the UK aged 16 and over show symptoms of anxiety or depression.<sup>8</sup> For many of these people, their experience of mental ill health will meet the Equality Act (2010) definition of a disability – a physical or mental impairment that has a substantial, long-term negative effect on your ability to do normal day-to-day activities. Additionally, there is evidence for health inequalities across protected characteristics: the risk of mental ill health is increased for groups who tend to face discrimination and disadvantage in our society, such as LGBT people, disabled people, and Black, Asian, and minority ethnic people.<sup>9</sup>

When NUS UK surveyed students about mental health, 78% of respondents said they believe they have experienced mental health problems in the last year, (whether diagnosed or undiagnosed); 87% have felt stress; 77% have suffered anxiety; and, 69% have felt depressed in the last year.<sup>10</sup>

<sup>7</sup> Mental Health Foundation, 'Fundamental Facts about Mental Health 2016'. 13.

<sup>8</sup> Mental Health Foundation, 'Fundamental Facts about Mental Health 2016'. 14.

<sup>9</sup> Mental Health Foundation, 'Fundamental Facts about Mental Health 2016'. 42-49.

<sup>10</sup> Mental Health in Scotland 10 Year Vision – NUS Scotland Response (2016) p2.

Feedback from ECSA’s Class Rep Conferences shows that a robust, easy to access, and available set of mental health services are a priority for students, along with staff who are knowledgeable and understanding when students experience mental ill health.<sup>11</sup> Progress has been made on this front: the new Wellbeing Hub for students provides support, access to online resources such as SilverCloud, and referrals for the student counselling service, and the achievement gap for students who declare a mental health condition as their sole a disability has shrunk 2% since 2016/17. This work continues to be a priority.

The COVID-19 Pandemic is having an ongoing impact on the mental health of everyone in Scotland, as we face ongoing concerns about health and the isolation of not seeing friends, family, and colleagues. In a SAMH study undertaken during the initial lockdown period, 1 in 4 of the respondents experienced at least moderate levels of depressive symptoms.<sup>12</sup> The College is taking action to support its community through the COVID-19 Pandemic by establishing the ‘EC Cares’ campaign. This joined-up approach to mental health should be maintained beyond the Pandemic: A Mental Health Working Group should be established to drive action on mental health and oversee surveys to measure impact.

#### Success Measures

A staff survey will be conducted to benchmark employee attitudes around mental health and the support available through the College, and signpost information, support, and resources. This will form a 2021/22 benchmark, with the survey repeated annually to measure the impact of further action.

Feedback from students will be gathered through the Class Rep Conference system.

The attainment gap for students who declare a mental health condition as their sole disability will be decreased a further 2%.

#### Actions that will contribute to the success of this outcome include:

- Launch the EC Cares campaign to support the mental health and wellbeing of all students and staff during the COVID-19 pandemic.
- Bring together groups across the College such as the Healthy Working Lives Group, EC Cares, Student Experience, and ECSA to create a Mental Health Working Group to drive knowledge exchange and further action for both staff and students.
- Develop an intersectional approach that tackles health inequalities on the basis of disability, sexual orientation, transgender identity, and race.

#### Equality Outcome 5: LGBT students and staff report improved experiences and retention rates improve.

Remit	<input checked="" type="checkbox"/> Students	<input checked="" type="checkbox"/> Staff
Characteristics	Sexual Orientation, Sexual Reassignment	
Why this Outcome?		

<sup>11</sup> CRC 1, Nov 2019.

<sup>12</sup> <https://www.samh.org.uk/about-us/news-and-blogs/new-study-reveals-mental-health-impact-of-initial-lockdown-period>

LGBT Youth Scotland’s ‘Life in Scotland for LGBT Young People (2017)’ survey found that, of the respondents who had attended college, 25% of LGBT young people and 39% of transgender young people had experienced bullying while studying. The most common kinds of bullying experienced in education were verbal abuse, having rumours spread, or being socially excluded. Over 90% of LGBT young people who had experienced bullying said that it had negatively affected their educational experience, with the impacts of bullying including negative impacts on mental health and feeling unsafe. According to the UK Parliament’s ‘Trans Equality Report (2016)’, trans students face ‘unacceptable levels’ of bullying and harassment in further and higher education.

In 2017, the College set as an Equality Outcome to increase the proportion of LGBT students who have a positive outcome or experience. 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. Rather than seeing a decrease over the 2017-2021 period, this figure has remained stable. In the 2019/20 Student Satisfaction Survey, LGB students were as satisfied with the College as the survey average; however, trans and gender diverse students – those whose gender identity does not match that assigned at birth – were 6% less likely to be satisfied with their college experience. In this same survey, LGB students were 7% less likely and trans students 15% less likely to respond positively to the statement, ‘I believe all students at the college are treated equally and fairly by staff’. These data indicate that further work is required to improve experiences and outcomes for LGBT students. In 2021, the College will renew its LGBT Foundation Charter award from LGBT Youth Scotland. This programme of work involves auditing our policies and practices from the perspective of LGBT inclusion and setting an evidenced-based action plan, with advice and support from LGBT Youth Scotland.

In Stonewall’s 2019 Workplace Equality Index, Edinburgh College ranked 289 out of 445 participating organisations. The results of the Stonewall Staff Survey indicated that we can do more to improve the experience of LGBT staff members. Applying for Stonewall Scotland Diversity Champion status would involve having our policies, events and training for staff reviewed by Stonewall, and undertaking their recommendations would have a positive impact on LGBT staff.

**Success Measures**

Achievement of the LGBT Charter Foundation Award by 2022. The Charter journey will inform the development of further actions and success measures, to be reported on in the 2023 Progress Report.

Improve our rank in the Stonewall Workplace Equality Index by 2025.

**Actions that will contribute to the success of this outcome include:**

- Achieve the LGBT Charter Foundation Award with LGBT Youth Scotland, which will involve reviewing policies and practices from the perspective of LGBT inclusion, training staff, and setting a dedicated action plan. A full report on the LGBT Charter journey will be provided in the 2023 Progress Report.
- Using resources from the TransEDU community of practice, develop a Trans+ Policy and provide further training for staff on transgender and gender identity issues.

<ul style="list-style-type: none"> <li>• Establish a staff LGBT+ Network.</li> <li>• Scope out an application to the Stonewall Diversity Champions scheme.</li> </ul>		
<p>Equality Outcome 6: Staff and students are more confident that the College is taking action to prevent and tackle racial and religious harassment and discrimination.</p>		
Remit	<input checked="" type="checkbox"/> Students	<input checked="" type="checkbox"/> Staff
Characteristics	Race, Religion and Belief	
<p>Why this Outcome?</p>		
<p>In October 2019 the EHRC published its inquiry into racial harassment in publicly funded universities in Great Britain.<sup>13</sup> The EHRC report revealed that racial harassment was a common experience for students and staff. More than a quarter of staff said they had experienced racist name-calling, insults and jokes; 3 in 20 said racial harassment caused them to leave their jobs. Additionally, most staff and students who have experienced racial harassment do not report it. The report notes too that racial harassment ‘often goes hand-in-hand with religiously-motivated harassment’, for instance in cases of anti-Semitism and Islamophobia.<sup>14</sup></p> <p>This report was the basis of establishing the ‘Tackling racism on campus’ project, an Advance HE Project funded by SFC and led by an expert group of EDI practitioners, academics, tertiary education staff and students. This project asks us to start from the premise that racism exists on our campuses and in our society, and to recognise that the experience that staff and students report in our universities is likely to be experienced in our colleges.</p> <p>Edinburgh College is one of 44 Scottish colleges and universities that have signed up to the ‘Tackling racism on campus’ project’s declaration to stand united against racism. This public commitment provides a firm foundation for bringing about the structural and cultural changes that are required by our College and the sector at large to make racism a thing of the past.</p> <p>Edinburgh College is already making steps towards tackling this issue by being the first College in Scotland to invest in training for managers to encourage open and honest conversations about race in line with the declaration. Further actions are required over the next four years: the success of these initiatives will be evaluated through staff and student race climate surveys that ask honest questions about the experiences of students and staff, and ask them to evaluate how the College is tackling these issues.</p>		
<p>Success Measures</p>		
<p>The success of this outcome will be measured through staff and student race climate surveys that firstly benchmark the perception of how the College is doing now to prevent and tackle racial and religious harassment and discrimination, then are repeated at appropriate intervals to measure the impact of the actions that will be undertaken.</p>		

<sup>13</sup> EHRC (2019). Tackling racial harassment: Universities challenged.

<sup>14</sup> P27

A mark of success will be an increase in the number of staff and students who respond that they feel confident that the College is taking action to prevent and tackle racial and religious harassment and discrimination.

The aim is to create the benchmark data by April 2022 and track improvements on this baseline annually.

A target increase in the proportion of staff at the College who declare a BAME background of at least 1% per year in the 2021-25 reporting cycle will be monitored.

Actions that will contribute to the success of this outcome include:

- Further training for staff on topics such as unconscious bias, white privilege, micro-aggressions, and anti-racism.
- Implement recommendations of the Scottish Government toolkit on eliminating racism in recruitment.
- Implement recommendations of AdvanceHE Tackling Racism on Campus Project.
- A commitment to working across the College to decolonise the curriculum.
- Improve the facilities for reporting micro aggressions against students and staff, such as through a 'Report and Support' tool.
- Develop a new BAME Staff Network and create the benchmark data by April 2022.

Equality Outcome 7: The retention rate for care experienced students is increased.

Remit	<input checked="" type="checkbox"/> Students	<input type="checkbox"/> Staff
Characteristics	Care experience, disability	

Why this Outcome?

The SFC's National Ambition for Care Experienced Students (Jan 2020) asks us to treat care experienced as a protected characteristic like any other under the Equality Act 2010. This is because the attainment gap between students who are care experienced and those who are not is 'unacceptably large', and the disadvantages faced by care experienced young people can 'profoundly shape their adult lives'.<sup>15</sup> Care experienced school leavers are also more likely to experience poorer employment outcomes, being up to 15% more likely to be unemployed nine months after leaving school compared to all school leavers.<sup>16</sup> Provisions in place for care experienced people intersect with our provisions for disabled people; under legislation (Education (Additional Support for Learning) Scotland Act 2004 as amended by the ASL Act), all looked after young people are deemed to have additional support needs until they have been assessed as not having them.

Edinburgh College is a key destination for care-experienced school leavers: as of November, the new 2020/21 session has seen the College welcome 962 care experienced students. However, care experienced students are 16% more likely to withdraw from their courses than the general College population. This gap approximately matches the national picture.<sup>17</sup>

<sup>15</sup> National Ambition for Care Experienced Students (2020) 8.

<sup>16</sup> Ibid. 9.

<sup>17</sup> Ibid. 10.

This outcome links to the College's Corporate Parenting Plan, and the actions are driven by the Corporate Parenting Forum.

**Success Measures**

To reduce the difference in withdrawal rates for care experienced students by 4 percentage points – from 16% down to 12%.

**Actions that will contribute to the success of this outcome include:**

- A new online training package to be undertaken by staff;
- Development of a mentoring scheme for care-experienced students;
- Further development of transitions workshops for care-experienced students.
- Creating a specific MIS report on care experienced students to enable further analysis on enrolment and retention and to demonstrate the impact of the corporate parenting forum.

DRAFT

## D. Mainstreaming Report

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i.	<a href="#">WAX-ED: The Widening Access and Equality, Diversity, and Inclusion Working Group</a>	

In 2018, the College merged its Widening Access group and EDI (Equality, Diversity and Inclusion) group, as these groups were identified as having similar remits, creating WAX-ED: the Widening Access and Equality and Diversity working group. This group works in conjunction with the College Widening Participation Team.

WAX-ED meets at least six times a year. The group is the focal point of equalities work within the College, setting and logging progress on actions that address the College's Equality Outcomes, ROA commitments, and Access and Inclusion Strategy commitments, along with the work of other statutory reporting such as the iGAP and BSL Plan.

The group is chaired by the Head of Curriculum Planning and Performance with support from the Equalities Officer. Membership of the group currently sits at around 40 members of staff from across the College, including representatives from:

- ECSA staff and Student Vice President;
- All curriculum areas;
- Student Experience including Learning Support and Student Support;
- Curriculum Planning and Performance;
- HR & OD;
- Procurement;
- Communications, Marketing, Events and Stakeholder Management;
- Facilities;
- The Trade Unions EIS and Unison;
- Senior management including Vice Principals.



Since the outbreak of the Coronavirus pandemic, the group transitioned to online meetings via Microsoft Teams. This remote delivery has had the complementary effect of increasing attendance and participation at the meetings as members from across the four campuses are not required to travel to a single location. A WAX-ED Teams Space has been set up that contains the agendas, minutes, and attachments for each meeting, a dedicated space for tracking the actions arising from meetings, and a discussion board for members to use between meetings.

ii. Equality, Diversity, and Inclusion in the College Response to COVID-19

‘We have made it clear that fairness, dignity, equality and human rights are key principles that have to underpin our response at all stages. The harms that are caused by the pandemic are, to a greater or lesser extent, being felt by everybody, but they are not being felt equally, and how we respond has to take account of that inequality.’

First Minister Nicola Sturgeon  
Meeting of the Scottish Parliament, 21 May 2020

The COVID-19 pandemic officially reached Scotland in March 2020, leading to the first ‘Stay at Home’ lockdown order being introduced on 23 March 2020. At this time, all campuses of Edinburgh College closed; teaching went online; and, where possible, staff and students continued their work at home.

In order to ensure a coordinated planning approach across the College, the Principal developed the Edinburgh College 5R Plan. The 5R Plan mapped out five phases which the College would navigate through, in order to move from crisis response, to reopening safely and effectively, and then to ensure a sustainable long-term future for the College. The five phases are:

- (i) Respond – initial crisis response to the pandemic
- (ii) Resilience – resetting College operations and planning for the return
- (iii) Return – starting the new academic year
- (iv) Reimagine & Reinvent – planning on how the College will change and adapt to the ‘new normal’
- (v) Reform – implementing significant change to ensure the long-term sustainability and growth of the College.

Five sub-groups were established to develop and deliver operational actions in the plan:

- (i) Student Experience
- (ii) People
- (iii) Finance and Commercial
- (iv) Curriculum and Quality

(v) Estates & IT and Health & Safety.

The harms caused by COVID-19 do not impact everyone equally, and the response to the pandemic must recognise these unequal impacts. For instance:

- Particular groups are at increased risk of contracting COVID-19, such as those with pre-existing health conditions and disabilities, older people, and BAME people.
- Campus closures and the resulting remote learning and working pose challenges to those who have care responsibilities, and those who do not have access to their own computer and broadband connection at home.
- The impact of COVID-19 on the mental health of students and staff is a concern. Many people feel stress and anxiety as a result of the present risk to health and uncertainty as to when things will 'return to normal', and increased isolation from friends, family, and colleagues can impact on wellbeing and lead to depressive symptoms.

At the same time as these risks exist, the College response to COVID-19 presents opportunities to further equality by imagining a 'new normal'. For instance:

- The increased availability of online student support services means that wait times in physical queues have been reduced.
- The increase in digital teaching and learning materials goes hand in hand with an increase in accessible teaching and learning materials, which has benefits for all as well as those with additional support needs.
- The use of digital meeting tools could in future facilitate more home-working and less travel between campuses while keeping staff in touch with one another, leading to a more environmentally friendly and flexible future.

Actions undertaken as part of the 5R Plan that address inequality or discrimination, or further promote equality for particular groups, include:

- The College has worked with GoGirls to have sanitary products sent out to students rather than students needing to visit campus to get these products, tackling period poverty.
- Having an expanded range of student services that can be provided online decreases wait time in physical queues and leads to quicker access to Q&As, systems, etc. This includes access to counselling.
- The College has moved to digitally celebrating equalities events like Black History Month, the 16 Days of Activism Against Gender-Based Violence, and LGBT History Month.

- The College has been securing bursaries during lockdown to address potential income poverty, and worked to connect students with the technology they need to complete their course.
- The College has ensured that all staff have been provided with the equipment they need to work from home, including computers, desks, chairs, keyboards, and mice, as required.
- The College has launched the EC Cares campaign to promote mental health and wellbeing for both students and staff during this difficult time.

At the time of writing, Scotland is again in a national lockdown and the campuses are closed, though hope is on the horizon with the rollout across Scotland of the COVID-19 vaccination programme.

### iii. Equality, Diversity, and Inclusion Across the Curriculum

Curriculum teams across the College continue to promote equality, diversity, and inclusion in the work they do. Examples of their work include:

- In March 2020, Creative Industries' HUBCAP Gallery hosted a panel discussion looking at the ideas and issues that were raised in the exhibition "DO OR DIE" by Samantha Dick, including an examination of queer, trans, and gender-diverse issues.
- During Black History Month 2020, HND Make Up Artistry put together a video presentation on cultural appropriation in the fashion and performance industry for students. PASS (Performing Arts Studio Scotland) hosted a talk by a former student on her experiences at the College as a black artist.
- In the faculty of Health, Wellbeing and Social Sciences, new course has been designed for delivery to Level 5 History students on the Atlantic Slave Trade. The unit focuses on the experiences of enslaved people, as well as Scotland's role in slavery and to the lasting effect that slavery and the slave trade has had on the countries and the peoples of Africa and the Caribbean.
- The ACE (Access and Continuing Education) team worked with students to produce videos on the topic of 'Unsung Heroes' for LGBT History Month 2020. Lecturers in the team also produced videos on pronouns.

### iv. Tackling Gender-Based Violence

The Scottish Government's Equally Safe strategy, first published in 2014, presents a vision for a Scotland in which every woman and girl is safe and free from gender-based violence (GBV) in all its forms. Edinburgh College continues to deliver a range of actions to tackle GBV:

- The College is a member of Fearless Edinburgh, a multi-agency partnership committed to tackling GBV on campus whose membership includes Edinburgh's universities, Police Scotland, and the Edinburgh Rape Crisis Centre. The colleges and universities in the Fearless Edinburgh partnership are making a group commitment to achieving

White Ribbon status, which is a campaign that engages men in the conversation about tackling violence against women and girls.

- In 2020, a new Gender-Based Violence policy was introduced at the College, along with in-house training provided for staff.
- A new resource and support service information section on the Safeguarding page for staff is available via the staff intranet.
- Rape Crisis First Responder training has been booked and will be taking place for staff in February and March.
- New online training resources are available in the GBV section on the Wellbeing Hub for students.

#### v. [The British Sign Language Plan](#)

In accordance with the BSL (Scotland) Act (2015), the College published a BSL Plan 2018-2024 in November 2018, with the aim to develop a culture of Deaf Awareness within the organisation, break down barriers to learning for this group of students, and to ensure that the goals of the BSL (Scotland) Act 2015 are met and exceeded.

Since October 2020, the work of the BSL Plan has been overseen by a BSL Plan Steering Committee, with representation from the following groups:

- The Equalities Officer;
- Student Experience and Learning Support;
- ECSA;
- Curriculum areas, including the CM for Modern Languages who oversees our BSL course provision;
- Marketing and Communications;
- Facilities;
- And HR.

The Steering Committee liaises with Deaf Action to contribute to sector-wide progress reporting and aims to produce its own progress report in 2022.

Since 2018, the College has developed its BSL offering, and is proud to offer regular Introductory BSL and BSL Level 1 courses, as well as occasional BSL Level 2 courses. The College also offers Flexible Workforce Development Courses in BSL to outside organisations.

#### vi. [The Stand-Alone Pledge and Work with Veterans](#) Section TBC.

#### vii. [Staff Information: Executive Summary](#)

Since the previous mainstreaming report in 2019 our employee data collection and reporting has improved significantly and has allowed us to more thoroughly assess our progress to date. It now also enables us to identify and inform where current and future initiatives should be focused so as to yield further progress and ultimately work towards eliminating discrimination

for all employees (see Equality Outcomes for further details on aims and objectives for 2021 to 2025). This report makes comparisons between the 2019 and 2021 data and reflects on any changes (positive or negative) and aims to benchmark these with the wider community and national figures wherever possible. This enables a degree of relativity to be introduced and allows us to draw conclusions on where positive improvements have been incorporated into our regular work environment and working practices and identify where issues and concerns remain. Our 2021 data (as of 28 February 2021) is laid out in more detail in the following section but in summary identifies the following main areas:

#### **Gender/Sex:**

- Around 60% of college employees are female;
- Our mean Gender Pay Gap of 3.1% has increased slightly from 2019 but still remains very low compared to national (Scottish population) figures;
- Further occupational analysis highlights that the main Gender Pay Gap lies within College management and to a slightly lesser extent within support roles;
- Other factors which may influence our Gender Pay Gaps (positively or negatively) are that we have more females in lower paid support roles, female employees are more likely to be part-time (50%) and national pay harmonisation where over 40% of lecturers are on the same salary (highest in 5 point national pay scale), while support staff have a 36 point pay scale;
- Our female average hourly pay rates are higher than the Scotland rates;
- We appoint more women than men to college roles;
- Proportionally more CPD is undertaken by women and the cost per CPD is significantly higher for women than men;
- A slightly higher proportion of females left than in the College staff profile.

#### **Race/Religion:**

- Only 3.4% of our employees are BAME and 85.2% are white;
- Our mean Ethnicity Pay Gap is 11.3% (wider than our mean Gender Pay Gap);
- Average hourly pay for BAME employees is more than £2.00 an hour less than the average hourly rate for white employees;
- Our support staff mean Ethnicity Pay Gap is 4.8%, management is 4.9% and teaching is slightly lower at 3.6%;
- No BAME employees earn £75,000 or more at the college;
- 4.9% of BAME applicants were appointed while 10% of white applicants were appointed and, similarly, 4.7% of applicants who declared a non-Christian faith were appointed, while 9.6% of applicants with a Christian faith were appointed;
- 35% of college employees have not disclosed their religion;
- The average cost of CPD for BAME employees was only £11.83 compared to £27.97 for white employees;
- Employees with a non-Christian religion took up a slightly higher percentage of CPD (3%) than their staff profile (2%) but were only apportioned around 1% of the cost of CPD;
- 3.4% of people from a BAME background left which is in line with the current college profile;
- The proportion of staff from non-Christian faiths leaving (3.4%) was slightly higher than the staff profile (2.4%).

**Disability:**

- 12.4% of employees declared that they have a disability (college sector 6%);
- 41% of disabled employees work on a part-time basis;
- 36.5% of employees did not disclose if they have a disability or not;
- Our mean Disability Pay Gap is 3.5%;
- Our full-time mean Disability Pay Gap is higher at 7.8%;
- The proportion of disabled applicants was lower than the proportion of disabled appointees;
- Disabled employees undertook a slightly higher proportion of CPD than their staff profile (12.4%) but were only apportioned 5% of the cost of CPD;
- The proportion of disabled staff leaving (6.3%) was 49% lower than the staff profile (12.4%).

**Age:**

- Over 40% of our employees are aged 50 or over - this is similar to 2019 figures;
- Only 8.5% of our employees are aged 29 or younger, however, 27% of appointees were 16-29;
- The under 40s were slightly less likely to undertake CPD but had an average cost per CPD of £33.14, compared to an average cost of £13.75 for over 65s;
- The 50-59 age group makes up 30.6% of staff profile, but only 19.9% of leavers;
- Around a quarter of leavers were aged 16-29 but only a fifth were 50-59.

**Sexual Orientation:**

- 3.9% of employees are LGB;
- 37.5% of employees did not disclose their sexual orientation;
- The proportion of LGB appointees was slightly higher than the proportion of LGB applicants;
- LGB employees undertook a slightly lower proportion of CPD than their staff profile (3.9%) and were apportioned 4% of the cost of CPD;
- The proportion of LGB staff leaving (1.9%) is half the current staff profile.

**Marital Status:**

- 21.5% of employees did not disclose their marital status;
- A lower proportion of married people left than is reflected in the college profile (leavers 31.6%, employees 44.9%).

**Caring Responsibilities:**

- Around 20% of employees have caring responsibilities for a child or adult;
- 45% of employees did not disclose if they had caring responsibilities.

viii. Staff Information: Gender, Race, and Disability Pay Gaps

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).

Gender Pay Gap

*Mean Gender Pay Gap (Edinburgh College employees)*

Table 1	All Staff		Full Time		Part Time	
	2019	2021	2019	2021	2019	2021
Female average hourly pay	18.0	<b>19.5</b>	18.1	<b>19.6</b>	17.9	<b>19.4</b>
Male average hourly pay	18.4	<b>20.1</b>	18.3	<b>20.0</b>	18.8	<b>20.5</b>
Difference in average hourly pay	+£0.40	<b>+£0.60</b>	+£0.20	<b>+£0.40</b>	+£0.90	<b>+£1.10</b>
Mean Pay Gap 2019/2021	2.2%	<b>3.1%</b>	0.8%	<b>1.7%</b>	4.8%	<b>5.4%</b>
Mean Pay Gap 2015/2017	3.25%	3.80%	1.86%	2.23%	4.76%	6.31%

*Breakdown of Edinburgh College Mean Pay Gaps 2021*

Table 2	All Staff	Full Time	Part Time
All Staff	3.1%	1.7%	5.4%
Teaching staff	-0.3%	-1.1%	-0.8%
Support staff	1.5%	-0.7%	0.6%
Management	2.9%	1.5%	N/A

*Close the Gap statistics (national & public sector benchmark data)*

Table 3	All Staff		Full Time		Part Time	
	2019	2021	2019	2021	2019	2021
Female average hourly pay	15.4	-	16.3	-	13.0	-
Male average hourly pay	17.7	-	18.1	-	-	-
Difference in average hourly pay	+£2.30	-	+£1.80	-	-	-
Scotland Mean Pay Gap	13.3%	-	10.1%	-	28.4%	-
<b>Public sector figures</b>						
Female average hourly pay	17.3	-	18.2	-	14.9	-
Male average hourly pay	19.9	-	20.0	-	-	-
Difference in average hourly pay	+£2.60	-	+£1.80	-	-	-
Scotland Mean Pay Gap	13.1%	-	9%	-	25.3%	-

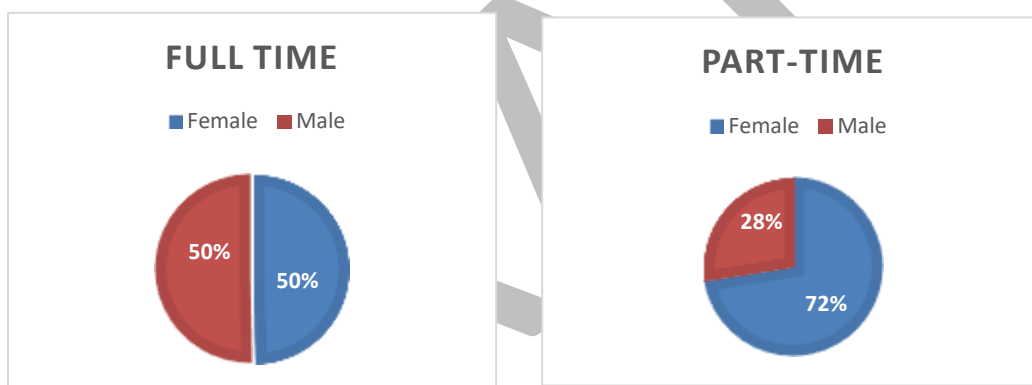
The gender pay gap is the difference between men's and women's average hourly earnings (excluding overtime). At the College we currently (as of 28 February 2021) have 718 female employees and 510 male employees, which is a 58.5% and 41.5% split respectively.

The tables on the previous page show the mean (or average) gender pay gap. Table 1 shows that the mean gender pay gap has increased since 2019 (+0.9%). The mean gender pay gap decreased between 2017 to 2019 (-1.6%) so this is showing a reversal in 2019 to 2021.

This increase is however not regarded as significant; the Scottish Government's website suggests that any difference within +/- 1.5 percentage points of an earlier year's figure suggests that the position is more likely to be maintaining than showing any change.

Further analysis of staff via category (table 2) highlights that management make a significant contribution to the size of the overall mean gender pay gap for the college.

The gender pay gap for part-time workers in the college has also increased from 2019 (+0.6%) and the majority of these workers are female (72.5%). At 5.4% the mean part-time gender pay gap is significantly higher than full-time and all staff figures. According to figures from Close the Gap, women account for 75% of all part-time workers in Scotland (2020 figures).



Additional Close the Gap statistics which have been tabulated highlight that in terms of benchmarking the College is significantly below both the national and public sector mean gender pay gaps for all staff, full-time and part-time. This is most notable in the part-time gender pay gap where it is around 20% lower.

In terms of average hourly pay for men and women, the 2019 figures (tables 4 & 5) show our female average hourly rates are close to the public sector figures for all staff and full-time and significantly higher for part-time employees. They are also higher than the national figures in all areas. Conversely, the male average hourly pay is more in line with the national figures and lower than the public sector. No male comparisons were possible for part-time.

**2019 figures (tables 4 & 5):**



<b>Female Average Hourly Pay</b>	<b>All Staff</b>	<b>Full-time</b>	<b>Part-time</b>
Edinburgh College	18.0	18.1	17.9
Close the Gap Scotland	15.4	16.3	13.0
Close the Gap Public Sector	17.3	18.2	14.9

<b>Male Average Hourly Pay</b>	<b>All Staff</b>	<b>Full-time</b>	<b>Part-time</b>
Edinburgh College	18.4	18.3	18.8
Close the Gap Scotland	17.7	18.1	Not available
Close the Gap Public Sector	19.9	20.0	Not available

### *Median Gender Pay Gap*

A further way of representing the gender pay gap is by using the median, or the middle number (although this is less common). However, the median is less affected by a few very large or small figures at either end of the pay scale, so can be seen as a more typical difference between employees. For example, at the College, 43% of all staff are on the same salary scale point (national point 5 for Lecturers) and all of the Senior Management team (10 employees, 0.8% of staff) are on the same scale point.

Our median gender pay gap is 4.8% for all staff, but 14.5% for full-time and 0% for part-time.

Table 6

	<b>All Staff</b>		<b>Full Time</b>		<b>Part Time</b>	
	2019	2021	2019	2021	2019	2021
Female Average Hourly Pay	20.4	22.2	18.6	19.9	20.4	23.3
Male Average Hourly Pay	20.4	23.3	20.4	23.3	21.2	23.3
Difference in Average Hourly Pay	None	+£1.10	+£1.80	+£3.40	+£0.80	None
<b>Median Gender Pay Gap 2019/2021</b>	0%	4.8%	8.6%	14.5%	3.7%	0%

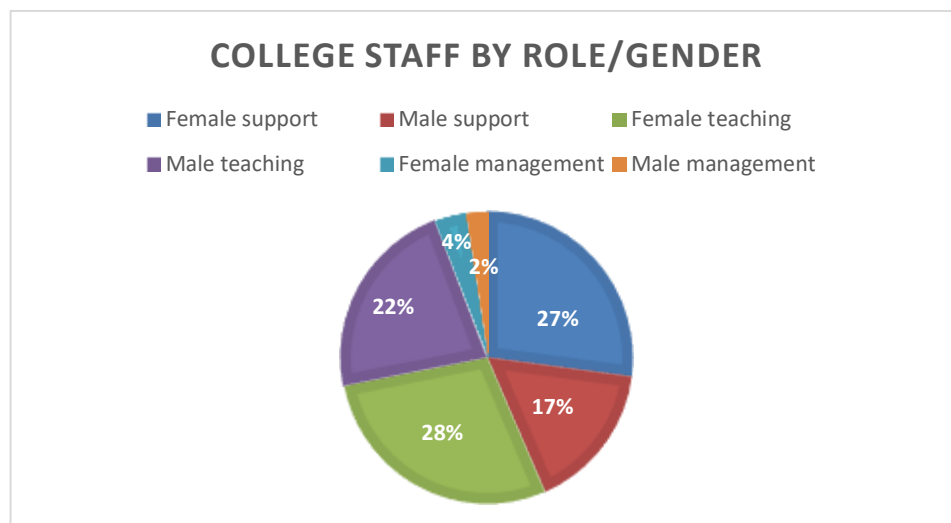
### *Close the Gap statistics*

Table 7

	<b>All Staff</b>		<b>Full Time</b>		<b>Part Time</b>	
	2019	2021	2019	2021	2019	2021
Median Pay Gap	14.3%	-	7.1%	-	32.3%	-

Generally, the main reasons for a median gender pay gap can be:

- 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).



- Delays in the timing of national pay settlements.

#### *Factors potentially impacting on the College's gender pay gap figures*

##### *Occupational segregation*

It is likely that occupational segregation is one factor which causes the college's gender pay gap. While there are females in senior grades, there are also more females clustered in lower grades in the college. 27% of college staff are females in support roles, which are lower grades. Females are also much more likely to be part-time (50% of all females) in the college than males (28% of all males), and being part-time can impact on career progression.

In comparison, Close the Gap state 42% of women workers are part-time compared to 12% of men (2020 figures). Therefore our % of part-time male employees is more than double the national Scottish average, which is a positive statistic.

In 2019, the College's median gender pay gap for all staff was 0%, while the Close the Gap median gender pay gap in Scotland was 14.3%.

##### *Flexible working/maternity*

The college supports flexible working for all staff. As women are more likely to take on caring responsibilities, they are more likely to need to work in a job with flexibility. There are also policies/procedure on family friendly leave and leave of absence and these have been updated to ensure they are in line with current legislation.

There were 24 staff members taking maternity leave from 1 March 2019 – 28 February 2021.

- 50% of these took maternity leave of 39 weeks or less;
- 33% of the staff members who have now returned to work reduced their hours within 6 months of their return (this was a higher percentage than during 2017-19 – 24%).

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).

We will monitor the career and salary progression of returners from maternity leave on an annual basis and determine objectives and actions from 2022 to remedy any inequalities that appear.

#### Lecturers national pay scale

As a result of the national pay harmonisation award for lecturing staff, all lecturers appointed on or before 1 August 2014 were on the maximum national scale point as of 1 April 2019 (national scale point 5 is currently £42,357 and 43% of lecturers are on this point). Pay harmonisation (at a national level) may have been a factor in the negative mean pay gap for teaching (-0.3%).

#### Support staff pay scale

The support staff scale currently runs from Band A (lowest) to I (£17,590 to £38,400). There are four scale points in each band that are applied yearly.

The highest point of Band I is roughly equivalent to the national lecturer scale point 3 (lecturers appointed after 1 April 2019 cannot progress beyond this point to scale points 4 and 5 unless they possess a TQFE qualification, or equivalent).

The national pay settlement for support staff is currently outstanding from 1 September 2020 and this may have impacted on the College's figures.

#### Ethnicity Pay Gap (mean and median)

In 2020 we developed our reporting to also include Ethnicity Pay Gaps. Using the same/similar methodology as the gender pay gap, the race pay gap is the difference between the hourly earnings (excluding overtime) of white employees and Black, Asian, and Minority Ethnic (BAME) employees. As you can see from the tables below these are much wider than the Gender Pay Gaps reported earlier.

The mean Ethnicity Pay Gaps are between 10.5% and 12.9% but the median Ethnicity Pay Gaps are between 24.7% and 32.1% - these are stark figures.

At the College currently only 3.4% (42) employees are BAME, while 85.2% are white and 11.4% prefer not to say/blank.

### Mean Ethnicity Pay Gap

Tables 8 & 9	All Staff	Full Time	Part Time
BAME Average Hourly Pay	17.7	17.8	17.3
White Average Hourly Pay	19.9	19.9	19.9
Difference in average hourly pay	+£2.20	+£2.10	+£2.60
Not recorded/prefer not to say	19.2	19.5	18.9
Mean Ethnicity Pay Gap 2020	11.3%	10.5%	12.9%

Salary Band	Ethnicity Pay Gap	
Under 20,000	0.1%	Minimal ethnicity pay gap
£20,001 to £30,000	4.2%	
£30,001 to £50,000	4.2%	
£50,001 to £75,000	8.5%	
Over £75,000*	100%	All white employees

\*Please note only 5 college employees earn £75,000 or more

- 60% of white employees were paid between £30,001 to £50,000 per annum
- 47% of BAME employees (19 out of 38) were paid between £20,001 to £30,000 per annum
- Mean Teaching Ethnicity Pay Gap is 3.6%
- Mean Support Ethnicity Pay Gap is 4.8%
- Mean Management Ethnicity Pay Gap is 4.9%

### Median Ethnicity Pay Gap

Table 10	All Staff	Full Time	Part Time
BAME Average Hourly Pay	16.1	16.9	15.8
White Average Hourly Pay	23.3	22.4	23.3
Difference in average hourly pay	+£7.20	+£5.50	+£7.50
Not recorded/prefer not to say	23.3	19.4	23.3
Median Ethnicity Pay Gap 2020	30.9%	24.7%	32.1%

Benchmark Ethnicity Pay Gap data is not currently available but with increased awareness and a growing number of organisations now including Ethnicity Pay Gap figures in their reporting these figures should start becoming available in the future.

Currently, our own figures show a minimal Ethnicity Pay Gap for those College employees earning under £20,000 (0.1%) and a 100% Ethnicity Pay Gap for those employees earning above £75,000.

Ethnicity Pay Gaps for support staff are 4.8%, management is 4.9% and teaching staff is slightly lower on 3.6%.

In terms of average mean hourly pay for BAME employees, white employees are paid more than £2.00 an hour more, and this rises to between £5.50 and £7.50 more when looking at median average hourly pay.

Earlier analysis, using 2020 data, had shown that around 10% of BAME employees were on temporary contracts, while only around 5% of white employees were employed on a temporary basis. However, figures at the end of February 2021 show that this has now reduced to around 5% for both BAME and white employees. Other figures also seemed to indicate that BAME leavers have on average a lower length of service compared with white leavers. However, further analysis is required on all of these figures to establish any trends over time and will be reported on more fully in the future. This may help to identify the specific reasons for the Ethnicity Pay Gaps at the college going forward.

We have not been able to collate intersectionality data (data referring to more than one protected characteristic) for this report but, interestingly, research by Close the Gap into the employment experiences of BAME women in Scotland found that 72% of survey respondents reported that they had experienced racism, discrimination, racial prejudice and/or bias in the workplace, and 42% of respondents indicated that they had experienced bullying, harassment or victimisation in the workplace because they are a BAME woman. This is a data area we are aiming to expand into for future reporting.

#### Disability Pay Gap (mean and median)

Table 11

	All Staff	Full Time	Part Time
Disabled Average Hourly Pay	18.8	18.2	19.7
Non-disabled Average Hourly Pay	19.5	19.7	19.2
Difference in average hourly pay	+£0.70	+£1.50	-£0.50
Not recorded/prefer not to say	20.3	20.4	20.2
Mean Disability Pay Gap 2020	3.5%	7.8%	-2.7%
Median Disability Pay Gap 2020	15.9%	17.2%	-5.8%

Using the same/similar methodology as the gender pay gap, the disability pay gap is the difference between the hourly earnings (excluding overtime) of non-disabled employees and disabled employees. The College's mean Disability Pay Gap 2020 is fairly low for all staff but higher for full-time staff and is negative for part-time staff i.e. disabled part-time staff are paid higher than non-disabled staff.

At the College 12.4% of employees (152) have declared that they have a disability, while 51.1% are non-disabled and 36.5% prefer not to say/blank. We need to continue to work on reducing the number of employees, and investigating the reasons why these employees prefer not to say or are blank. This will give us fuller data to report on and should enable us to more closely identify the barriers that currently exist for College employees.

41% of disabled employees work on a part-time basis. In future, we would like to see a reduction in the full-time pay gap by having more full-time higher paid disabled employees.

At present there is very limited Disability Pay Gap statistics available to make any benchmark comparisons against, however, Close the Gap do reference UK figures from 2017 (as stated below).

*Close the Gap statistics (UK figures only)*

Table 12	Benchmark data 2017	College figures 2021		
	All staff	All staff	Full-time	Part-time
Female Disabled Pay Gap	22%	4.1%	9.1%	-1.1%
Male Disabled Pay Gap	11%	2.8%	6.5%	-6.4%

The figures above show that the College's disability pay gaps by gender are higher for disabled female employees but are significantly below the benchmark figures we currently have available for both male and female disabled employees.

#### ix. Staff Mental Health and Wellbeing

The health and wellbeing of staff has been a big priority, with particular emphasis on mental health:

- Working Well conference June 2019 – the college held another wellbeing day, following the success of the previous year's event. There were wellbeing speakers and activities for staff to engage in and take a 'day out' to focus on their own wellbeing.
- Health and Wellbeing Hub – In August 2020 the college launched a Health and Wellbeing Hub - a one stop shop for all things wellbeing related including events, training information and signposting, and contact details for PAM Assist, the employee fee and confidential counselling service.

- Home and Garden Step Count Challenge - In response to lockdown, in May 2020 the college delivered a staff walking challenge. It was important to provide a walking challenge to support both physical fitness during a time when movements were restricted, and emotional wellbeing by supporting connectivity when staff are physically apart.
- Mentally Healthy Workplace (MHW) training - in response to mental health related staff absence, during 19/20 MHW training was made mandatory for all managers and was incorporated in to the college's management development programme.
- Cycle Solutions (Cycle to Work scheme) - by way of encouraging more staff to cycle to improve their physical health, in March 2020 the college entered into a partnership with Cycle Solutions to provide its Cycle to Work scheme.
- Internal Workplace Mediation scheme – In November 2019 the college launched an internal mediation scheme for staff. This wellbeing initiative was in response to reducing the level of grievance related casework, which can be experienced as stressful for all involved.
- Stress Control classes - in response to high levels of stress related staff absence, the college has worked in partnership with NHS Lothian to provide and promote NHS Stress Control classes for staff during 19/20.
- Campus walks – in September 2019, the college launched 20 and 30 minute plotted campus walks for all four campuses to encourage staff to go for regular wellbeing walks during their working day.
- The College launched the EC Cares campaign in Dec 2020 encompassing a number of initiatives to support staff and student during the pandemic. Staff initiatives included the launch of the SilverCloud wellbeing platform where staff can access online programmes such as Space from Stress and Space for Mindfulness. Resilient Home Working workshops covering practical strategies and tips for better home working have also been made available to staff along with an Exhale relaxation session.

#### x. [ECSA Equality, Diversity, and Inclusion Statement](#)

Edinburgh College Students' Association is a key driver in pushing and delivering the best outcomes for Edinburgh College students. The Students' Association advocates the student voice through well-established and developing partnerships with key partners within the College, especially the Equalities Officer. The student voice is amplified through representation of all students through student liberation groups, Class Reps and elected full-time officers.

[In 2020 ECSA published a new Equality, Diversity, and Inclusion statement – read this on ECSA.scot.](#)

#### xi. [Edinburgh College Board of Management Diversity Statement](#)

On 13 December 2016, the Board of Management agreed to participate in the 50/50 by 2020 initiative, a voluntary campaign through the Scottish Government to bring gender parity to

Boards. In 2018, the Gender Representation on Public Boards (Scotland) Bill was passed by the Scottish Parliament, which sets an objective for public boards that 50% of non-executive members are women by the end of 2022. As of October 2018, the Board gender balance across all of Scotland's colleges was approximately 56% male and 44% female, whilst non-executive Board membership was 60% male and 40% female.

The Edinburgh College Board of Management provides the following statement on Board diversity, which is included in the Annual Accounts and Financial Statements to 31 July 2020:

*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 2020 the Board comprised 67% women and 33% men.*

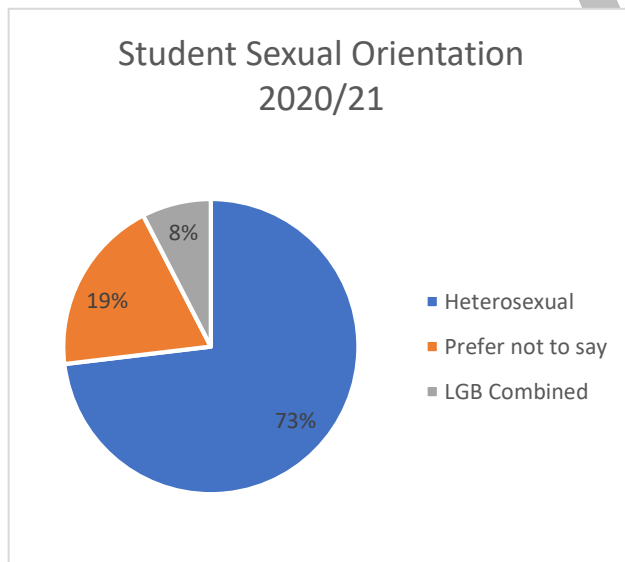
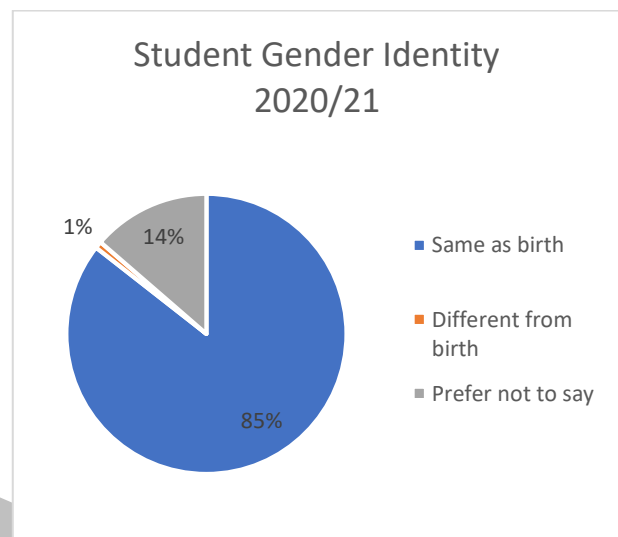
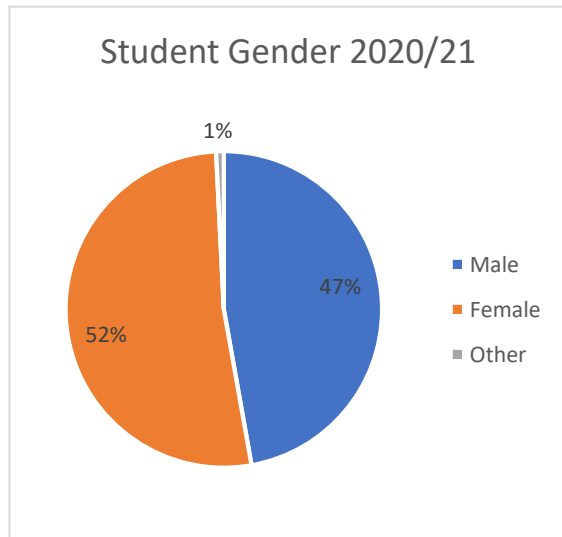
From 22 September 2020 to date, the overall Board gender balance (including all 17 current members) is 65% female / 35% male (i.e 11:6). The overall gender balance of non-executive members of the Board stands at 75% female / 25% male (i.e. 9:3).

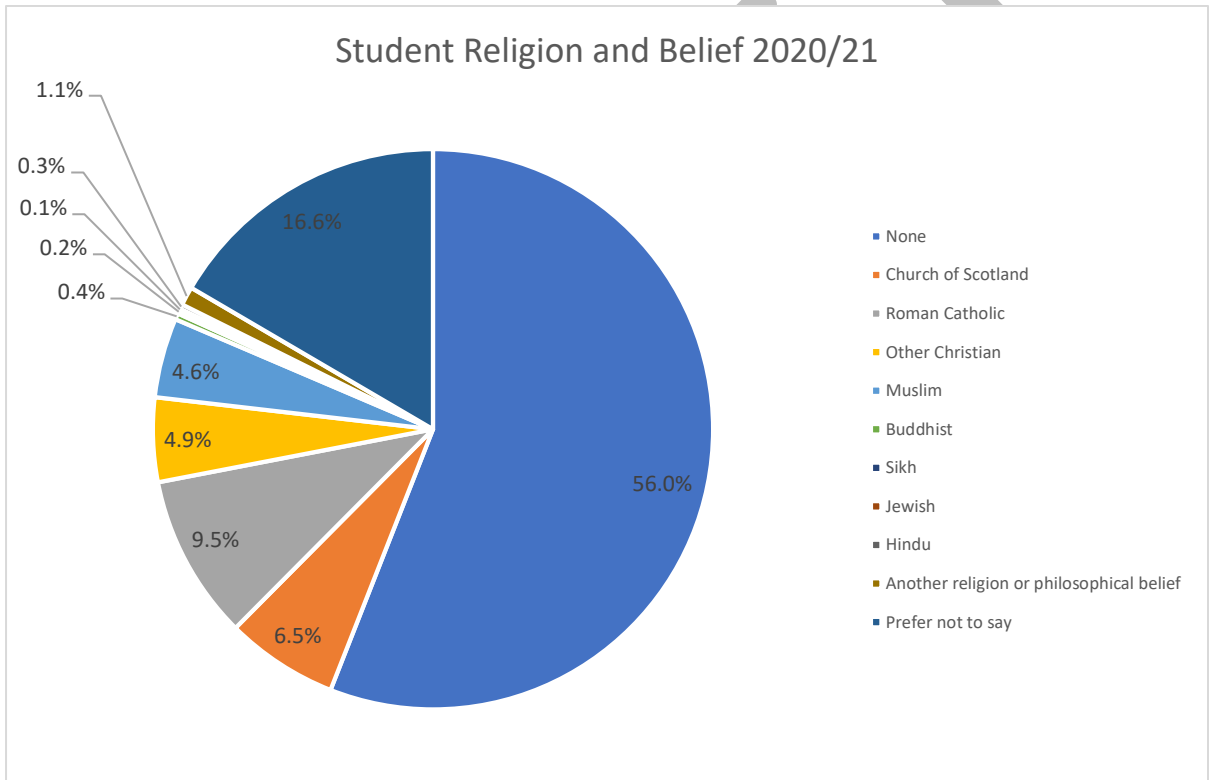
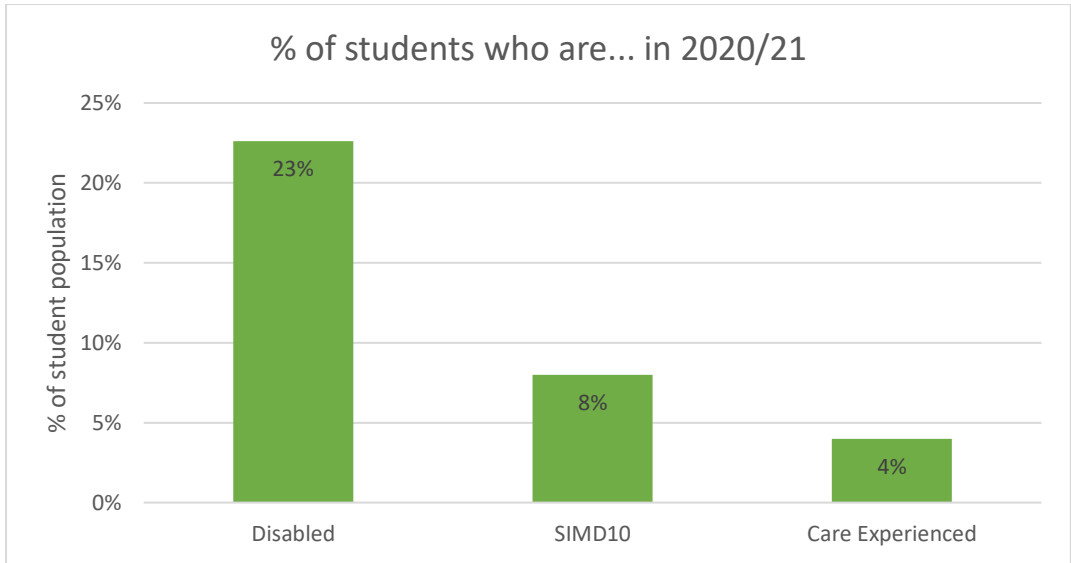
On 18 September 2020, the Nominations Committee (which reports directly to the Board of Management) agreed that the Equalities Officer would be invited to all future meetings of the Committee to provide guidance on matters of equality, diversity and inclusion – in relation to the appointment, induction and training of Board members. The Board of Management approved changes to the Nominations Committee's terms of reference on 22 September 2020, which outlined the attendance of the Equalities Officer.

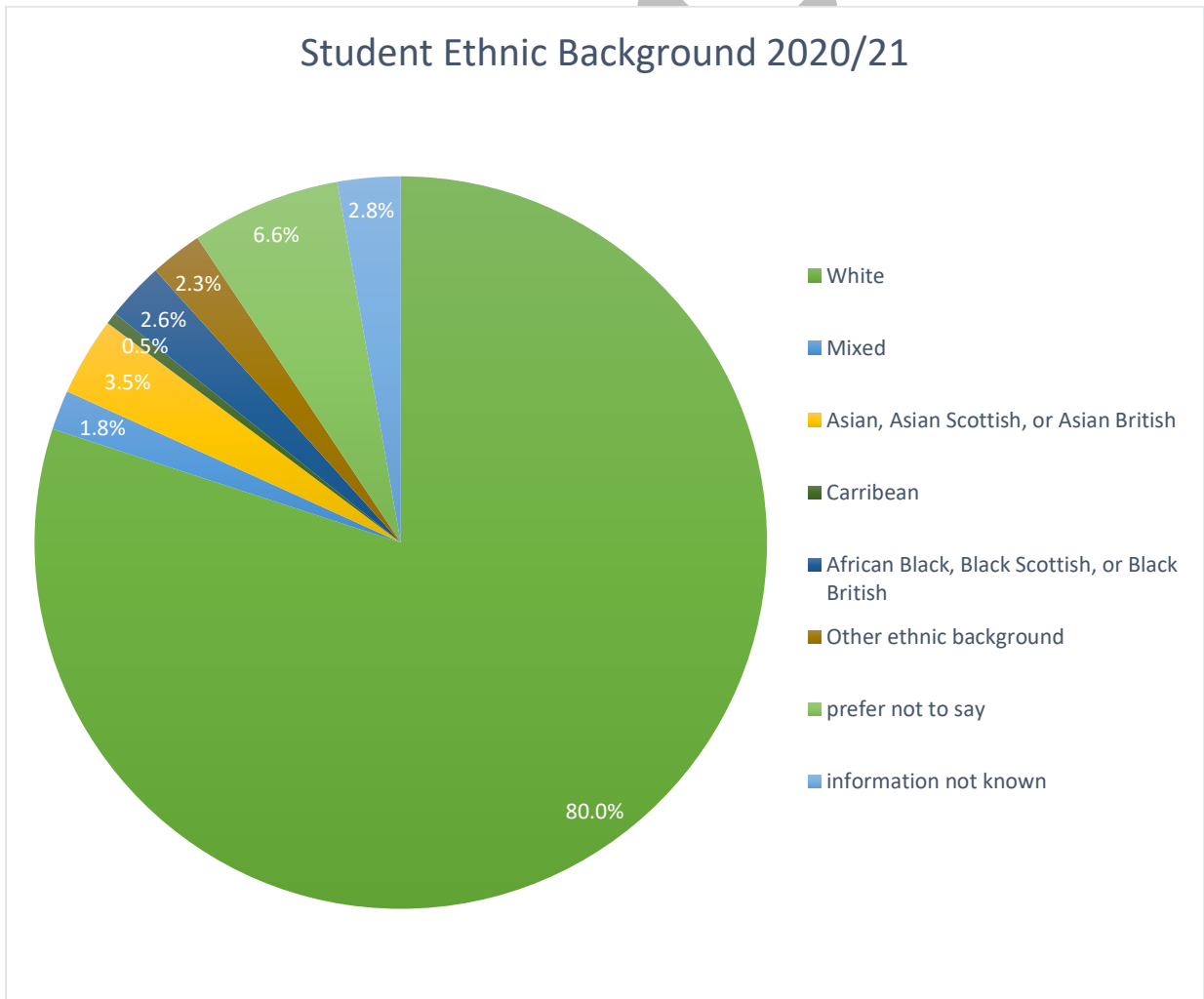
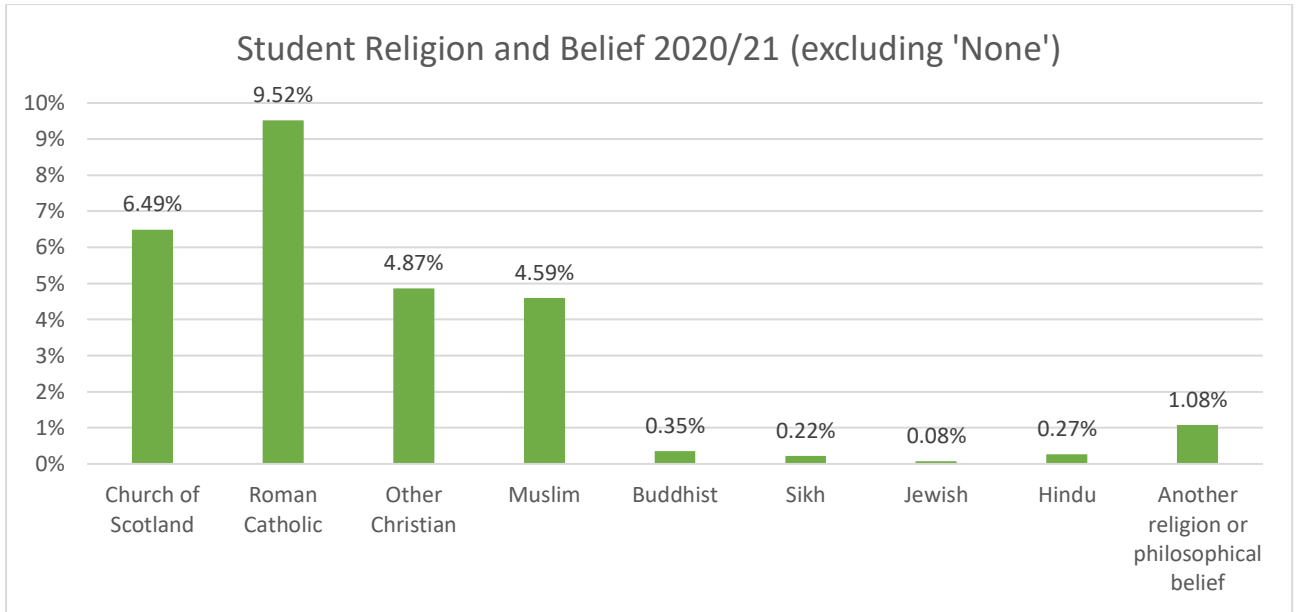


## E. Student Equality Profile

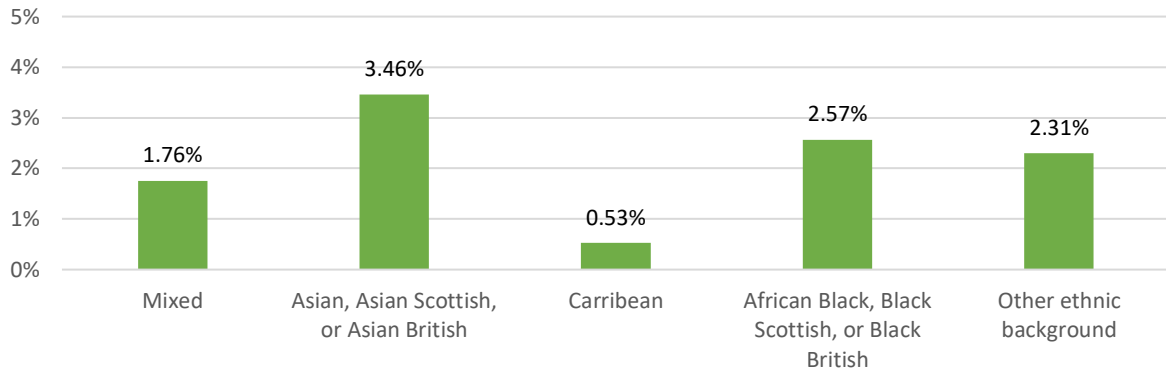
We collect equality monitoring data to better understand the Edinburgh College student community and develop a deeper awareness of the potential barriers our students may face.



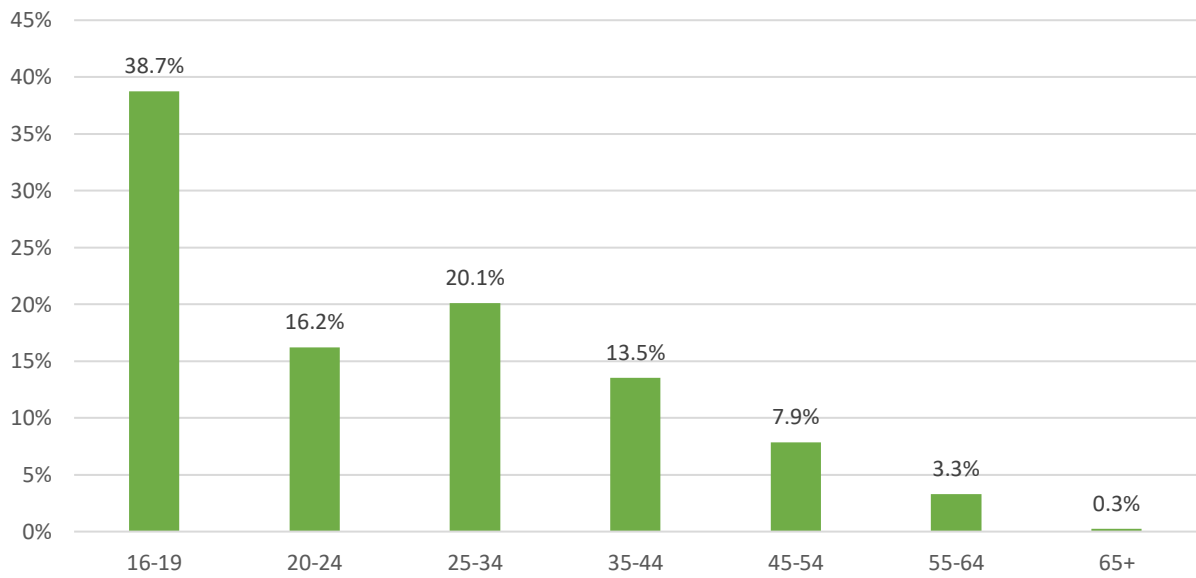




### Student Ethnic Background 2020/21 - Black, Asian, and Minority Ethnic



### Student Ages 2020/21



## F. Employee Information

### Key Employee Equality Information

#### Employee Personal and Sensitive Data Audit 2020

Staff can update their personal and sensitive data at any time via our online system, which covers all of the protected characteristics. However, during 2020 we focused on undertaking an employee data audit to ensure our data was correct and up to date and with the aim of improving the quality of the sensitive employee data we hold. This was undertaken at several points throughout the year with all staff and individual employee emails requesting employees to check their own data, providing log in reminder guidance and summarising the benefits to all of having improved data.

The benefits of this audit are reflected in the figures we are now able to provide in this report and the equality data tables at the end of this report consistently show around a 10% decrease in the prefer not to say/blank figures.

Our intention is to continue to undertake employee data audits on a bi-annual cycle to continually improve the quality of data available to us. This enables us to more accurately identify where potential issues may lie and where improvements have resulted from initiatives and actions implemented. Culture change of this nature takes time but the overall aim is to reduce and eventually eliminate discrimination and disadvantage for all protected characteristics.

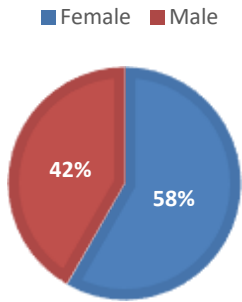
Prior to the employee audit we reviewed the data fields available and widened the categories/added fields to ensure we could record gender identity more widely, trans history and caring responsibilities. Unfortunately, due to the small numbers, and to respect confidentiality, we are still unable to report more expansive gender/trans statistics.

Pregnancy and maternity data is not recorded within the self-service online system.

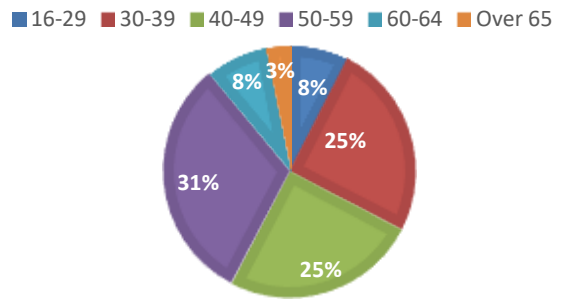
## Edinburgh College Staff profile

- Edinburgh College employed around 1,228 staff as at 28 February 2021.
- The gender balance is up slightly on that of April 2019: 58.5% to 41.5% (Female to Male) as opposed to 57.5% to 42.5% in April 2019. Females made up 61% of all college staff in Scotland in 2020 (Colleges Scotland Key facts 2020).
- The age profile of staff has not greatly altered since 2019. Two thirds of staff are aged 40 or over, with 41.7% aged 50 or over. Although it is not possible to make a direct comparison with the age profile across the Scottish college sector, our proportions of staff up to age 49 (58%) and aged 50 and over (42%) look similar.
- The proportion of staff from a BAME background is low, compared to both the student population and the local population. 42 staff declared that they have a BAME background, which is 3.4% of staff. This a slight increase on the 2019 figure of 3%. This is significantly lower than both our student population (around 10%) and the local population of around 8.3% in City of Edinburgh in 2011 (although under 2% in East Lothian and Midlothian). 11% either prefer not to say or have not disclosed their ethnicity, which is 2% less than in 2019. Across Scotland's colleges, the percentage of staff from a BAME background was 2% in 2020, no change from 2% in 2018.
- 6% of staff in Scotland's colleges declared a disability in 2020. 12% of our staff members declare a disability, which is 2% more than the in 2019 (10%). 37% of staff continue to either record 'prefer not to say' or have not responded, however, this is 9% lower than in 2019, but further improvements in disclosure levels could be made in future.
- The rate of non-disclosure for the protected characteristics of sexual orientation, religion and disability is on average 37%, for marital status it is lower at 21.5% and for ethnicity 11%. Religion, marital status and disability all showed around a 10% reduction in non-disclosure rates in 2020. The rates for sexual orientation and ethnicity were lower at -7.5% and -1.6% respectively. The college will continue to encourage staff to disclose through a bi-annual employee data audit. There are further details on other protected characteristics in the statistical tables at the end of this report.
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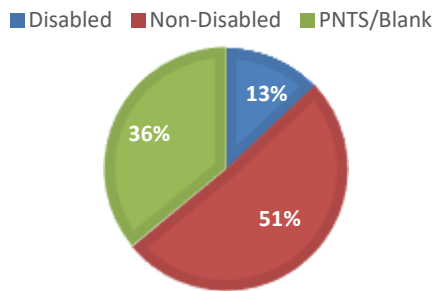
### STAFF GENDER 2021



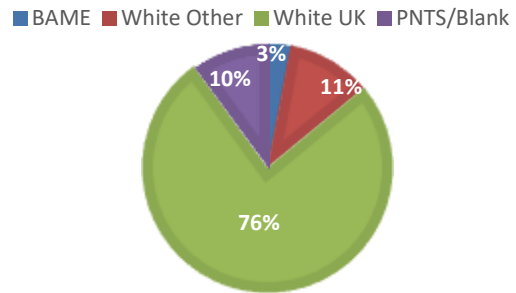
### STAFF AGE 2021



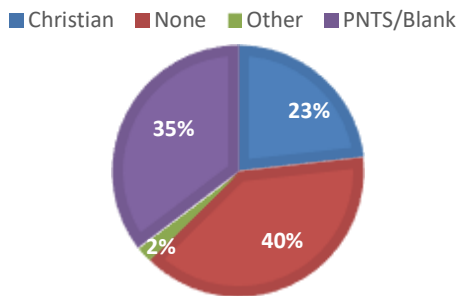
### STAFF DISABILITY 2021



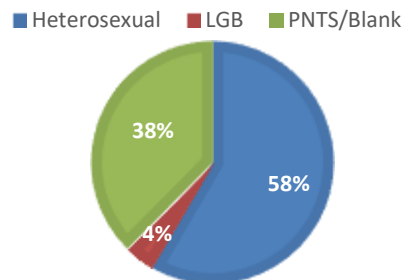
### STAFF ETHNICITY 2021



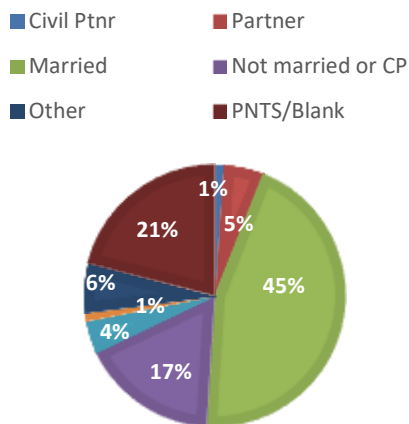
### STAFF RELIGION 2021



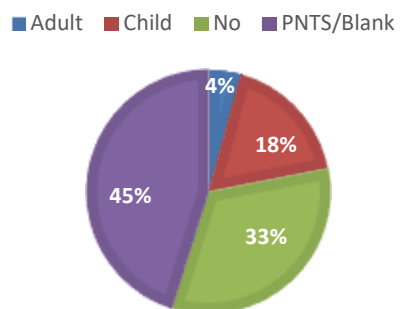
### STAFF SEXUAL ORIEN. 2021



### STAFF MARITAL STATUS '21



### STAFF CARING 2021



## Staff Recruitment

These figures relate to a period from March 2019 to February 2021, where 2246 applicants applied for employment and 225 people were successful (10%).

In comparison, in the period March 2017 to February 2019 there were 5880 applicants and 450 appointees. This is a reduction of 38% in the number of applicants and a 50% reduction in the number of appointees during the previous 2-year period.

The reduction is most likely due to the significant impact of the pandemic from March 2020 to February 2021. This is reflected in the breakdown of the figures as 67% (1504) of applications were received prior to pandemic commencing (up to February 2020) and only 33% (742) during pandemic (from March 2020).

However, it also looks as though the March 2019 to February 2020 were also down on previous years and this may reflect reduced levels of recruitment due to financial constraints.

- The proportion of female to males who applied (58% Female, 39% Male, 3% unknown) was similar to that of the current college staff population (58.5% female, 41.5% Male).
- The proportion of female to males who were appointed (69% Female, 30% Male, 1% unknown) was 11% higher for females than the current college staff population (58.5% female, 41.5% Male). Conversely, the proportion of male appointees was 12% lower (in 2017 to 2019 males were 4% higher).
- The proportion of applicants/appointments from those aged 16-29 were significantly higher than in the staff population (31% applicants, 27% appointees, 8.5% staff), and slightly higher in the 30-39 age group. 61% of applicants were aged under 40. In all other age groups, the applicant/appointment proportion was lower than the current staff population.
- 11.7% of applicants confirmed they were from a BAME background, which is significantly higher than the proportion of current BAME staff members (3.4%) but is generally in-line with the student population.
- 8.8% of shortlisted applicants were from a BAME background and 89% were White.
- 5.8% of appointees confirmed they were from a BAME background, which is a 50% reduction from the number of applicants. In comparison, 85% of applications were white and 86% of appointees were white.
- Only 4.9% of BAME applicants were appointed to college roles while 10% of white applicants were appointed;
- Only 4.7% of applicants who declared a non-Christian faith were appointed to college roles, while 9.6% of applicants with a Christian faith were appointed;
- The proportion of applicants who declare they are disabled was 10%, which is slightly lower than the current college staff population. The proportion of appointees who declared a disability was 13%. These are positive figures in terms of employing disabled applicants.
- The proportion of applicants who declare they are LGB was 7.3%, and appointees were 7.6%, both of which are higher than the current college staff population (3.9%). These are positive figures in terms of employing LGB applicants. Previously, the proportion of LGB applicants who were appointed was 1% lower than those who applied and this had been the case since 2017.



- The proportion of applicants who declare they have a non-Christian faith was 7.5%, which is higher than the current college staff population (2.4%), however, the number of appointees (3.4%) is closer to the current college population.
- Less than 7% of applicants opted for 'prefer not to say' when asked for their protected characteristics. This ranged from 0% Disabled, 3.3% Ethnicity, 4.4% Marital Status, 5.8% Religion and 6.7% Sexual Orientation. In comparison, figures were between 9% and 12% with regard to disability, marital status, religion and sexual orientation during March 2017 to February 2019. This reflects that applicants are less wary of now disclosing this information which is a positive change.
- Applicants are also asked the question 'Does your gender match your sex as registered at birth?' However, our responses are inconclusive due to extremely small numbers. The Equality and Human Rights Commission commissioned research that suggests approximately 1% of the UK population experiences some degree of gender variance (EHRC 2012, reported in the Equality Challenge Unit's Trans Guidance 2016).

### Staff Development

- There were approximately 5005 instances of Continuing Professional Development (CPD) in the period from March 2019 to February 2021. The average cost of CPD was £27.41.
- There were also 4,527 instances of statutory compliance training undertaken in the same period. For the total CPD undertaken 47% was compliance training and 53% staff CPD requests.
- (Please note the figures below refer to CPD requests only – statutory compliance figures have been excluded).
- The proportion of CPD undertaken by females (63.5%) was 5% higher than the current college staff profile (58.5%).
- 72.7% of the cost of CPD was spent on females at an average cost of £31.37, males had an average cost of £20.51.
- 36% of CPD was undertaken by those aged 50-59 at an average cost of £19.73, a group that makes up 30.6% of the current staff profile. While the under 40s were slightly less likely to undertake CPD (21.6%) compared with the current college profile (33.3%). The average cost of CPD for 16–39 year olds was £33.14, however, for the over 65s it reduced by 58.5% to £13.75.
- CPD is taken up by a slightly higher proportion of staff who declare they are from a BAME (3.9%) or White (89.3%) background than is in the current staff profile (BAME 3.4%, White 85.2%). However, the average cost of CPD for BAME staff was only £11.83 compared to an average cost of £27.97 for White staff (57.7% less). 1.6% of the total cost of CPD was spent on BAME staff.
- Disabled people make up a slightly higher percentage of the CPD profile (15%) than the current staff profile (12.4%). However, they only used 5% of the total cost of CPD.
- People who declare as LGB make up a slightly lower percentage of the CPD profile (3.1%) than the current staff profile (3.9%) and used 4.1% of the total cost of CPD.
- CPD is taken up by a slightly higher percentage of staff who declare they have a non-Christian religion (3% CPD, 2.1% staff), but only 1.1% of total CPD cost.

## Staff Retention

The staff retention figures (272 leavers) relate to the period between 1 April 2019 and 28 February 2021.

- The proportion of leavers was 61.4% female to 38.6% male, which means that a slightly higher proportion of females, and lower proportion of males left compared to the current female/male balance of 58.5% to 41.5%. We are unable to report on transgender leavers due to low volume of data recorded.
- 23% of leavers were in the 16-29 age group. This group makes up only 8.5% of the current staff profile. The 50-59 age group makes up 31% of staff profile, but only 20% of leavers – this was similar to the 2019 proportion (30% employees but 20% of leavers).
- The proportion of leavers from a BAME background was the same as the current college profile (3.4%). There was a lower proportion of people leaving from a White UK background (59.6%) compared to the current college profile (76%) (16% fewer), and from a White Other background there were 36% fewer leavers compared to the college profile (employees 9%, leavers 5.8%). In 2019 for White Other it was 1.6% more leavers than employees, so there has been a reversal in trend, which may possibly be linked to Brexit on 31 December 2020.
- The proportion of disabled staff leaving was half that of the current college population (6.3% leavers, 12.4% employees). A smaller proportion of non-disabled staff left compared to college profile (43% leavers, 51% employees).
- The proportion of LGB staff leaving (1.9%) is half the current staff profile (3.9%). A slightly smaller proportion of those recording as heterosexual / straight left (8%), but the proportion of those who did not disclose (4%) is the same as the College profile.
- The proportion of staff from non-Christian faiths leaving is slightly lower than the current staff profile (1.4% leavers, 2.4% employees) as is those who recorded as Christian (leavers 20.2%, employees 23.2%) and those having no faith (leavers 30.9%, employees 39.2%). The opposite was the case for those who did not disclose (leavers 47.4%, employees 35.3%).
- A lower proportion of married people left than is reflected in the college profile (leavers 31.6%, employees 44.9%). The opposite was the case for people who preferred not to say/blank (39.4% leavers, 21.5% employees). Figures for other groups are comparable with the college profile.

## Conclusions regarding protected characteristics for staff:

### Staff Profile

- The gender balance is up slightly on 2019 (58.5%) and to the 2020 Scottish College sector figures (female = 61%);
- 41.7% of employees are over 50 years old – 1.7% up on 2019;
- Only 8.5% of employees are 29 or younger – 1.5% down on 2019;
- 3.4% of employees are from a BAME background - 0.4% higher than 2019 and higher than the 2020 Scottish College sector (2%), but this is significantly lower than local population figures (8.3% in 2011 for Edinburgh area);
- The number of college staff who have declared they have a disability is 12.4% (+2.4% from 2019) and double that of the 2020 Scottish college sector (6%).

### Recruitment

- Applicants who declare they are BAME and/or LGB, and/or have a non-Christian faith all applied and were appointed in higher proportions than the current College staff profile;
- The levels of non-disclosure by applicants is fairly low – maximum 6.7% for sexual orientation.
- A higher proportion of women were appointed when compared with proportion of applicants;
- Only 50% of BAME applicants are appointed;
- The proportion of LGB people who are appointed is 0.3% higher than those who apply – this is a reversal from figures collated since 2017.
- All applicants confirmed if they were disabled or not, and the % of disabled applicants appointed (12.9%) was higher than the % of applicants (10.1%) who applied.

### Development

- The cost per CPD (£27.41) is lower than in 2019 (£46), this is likely to be impacted by the move to online delivery since March 2020;
- Proportionally more CPD is undertaken by women than men, and the cost per CPD is significantly higher for women. This is a reversal on the situation recorded in 2019 where the cost per CPD was significantly higher for men;
- The average cost of CPD for BAME staff was only £11.83 compared to an average cost of £27.97 for White staff (57.7% less). 1.6% of the total cost of CPD was spent on BAME staff;
- BAME, Disabled or those with a non-Christian religion make up a slightly higher proportion of the CPD profile as they do in the current staff profile. However, they all take up a lesser percentage of the total cost of CPD;
- LGB staff take up a slightly lower proportion of the CPD profile and a lesser percentage of the total cost of CPD;
- The under 40s were slightly less likely to undertake CPD but had an average cost per CPD of £33.14, compared to an average cost of £13.75 for the over 65s.

### Retention

- A slightly higher proportion of females, and lower proportion of males left when compared with the College staff profile;
- The 50-59 age group makes up 30.6% of staff profile, but only 19.9% of leavers;
- There was a lower proportion of people leaving from a White UK background compared to the current college profile (16% fewer)

### Gender Pay Gap

- The Gender Pay Gap has increased from 2.2% to 3.1% since 2019, however this still remains very low compared to gender pay gap figures for Scotland as a whole;
- The gender pay gap remains wider for part-time workers, the majority of which are female;
- Our median gender pay gap is 4.8% for all staff (however this is less relevant for the college because 43% of staff currently sit on 1 salary point);
- 27% of college staff are females (compared to 16% of males) in support roles, which are lower grades;
- 33% of the staff members who returned to work from maternity leave reduced their hours within 6 months of their return.

### Ethnicity Pay Gap

- The College's Ethnicity Pay Gaps are wider than our Gender Pay Gaps;
- The College's Ethnicity Pay Gap is 11.3%;
- There is a minimal Ethnicity Pay Gap for those College employees earning under £20,000 (0.1%);
- There is a 100% Ethnicity Pay Gap for those employees earning above £75,000;
- Average mean hourly pay for BAME employees is more than £2.00 an hour less than what white employees are paid;
- Ethnicity Pay Gap for support staff is 4.8%;
- Ethnicity Pay Gap for teaching staff is 3.6%
- Ethnicity Pay Gap for management is 4.9%.

### Disability Pay Gap

- The College's Disability Pay Gap is 3.5%;
- There is no Disability Pay Gap for part-time College employees;
- Average mean hourly pay for full-time disabled employees is £1.50 an hour less than what non-disabled staff are paid;
- 41% of disabled employees are part-time;
- Male disabled employees are paid higher than female disabled employees.

### Staff Equality Tables as at 28 February 2021

Age	Count		Percentage		
	2019	2021	2019	2021	Difference
16 - 29	120	104	9%	8.5%	(-1.5%)
30 - 39	315	305	25%	24.8%	
40 - 49	320	307	26%	25.0%	
50 - 59	380	376	30%	30.6%	(+1.7%>50)
60 - 64	85	98	7%	8.0%	
Over 65	30	38	3%	3.1%	

Disability	Count		Percentage		
	2019	2021	2019	2021	Difference
Disabled	120	152	10%	12.4%	(+2.4%)
None	560	628	45%	51.1%	
PNTS/blank	575	448	46%	36.5%	(-9.5%)

Ethnic Origin	Count		Percentage		
	2019	2021	2019	2021	Difference
BME	35	42	3%	3.4%	
White Other	120	130	10%	10.6%	
White UK	930	916	74%	74.6%	
PNTS/blank	165	140	13%	11.4%	(-1.6%)

Gender/Sex*	Count		Percentage		
	2019	2021	2019	2021	Difference
Female	720	718	57.5%	58.5%	(+1.0%)
Male	530	510	42.5%	41.5%	

\*We encourage disclosure of other gender identities but only report on female/male for confidentiality.

Religion	Count		Percentage		
	2019	2021	2019	2021	Difference
Christian	260	285	21%	23.3%	
None	410	481	33%	39.3%	
Other	10	26	2%	2.1%	+0.1%
PNTS/blank	560	433	45%	35.3%	(-9.7%)

Marital Status	Count		Percentage		
	2019	2021	2019	2021	Difference
Civil Partnership	10	13	1%	1.1%	
Living with partner		64		5.2%	
Married	500	551	40%	44.9%	(+4.9%)
Not married/civil partnership	260	203	21%	16.5%	
Other	85	71	6%	5.8%	
PNTS/blank	385	264	31%	21.5%	(-9.5%)
Single		51	4%	4.2%	
Widowed	10	11	1%	0.9%	

Sexual Orientation	Count		Percentage		
	2019	2021	2019	2021	Difference
Heterosexual/ Straight	655	720	53%	59%	
LGB	30	48	2%	3.9%	(+1.9%)
PNTS/blank	565	460	45%	37.5%	(-7.5%)
Further breakdown					
Asexual		<5		0.2%	
Bisexual		12		1.0%	
Gay Man		10		0.8%	
Gay woman/lesbian		17		1.4%	
Pansexual		<5		0.1%	
Not sure		<5		0.2%	
Other		<5		0.2%	

Caring responsibilities	Count	Percentage
Yes (adult)	52	4.2%
Yes (children under 18)	216	17.6%
No	406	33.1%
Prefer not to say/blank	554	45.1%

## Appendix 1: References

### College Documents

[Equality Outcomes and Mainstreaming Report 2017-2021 \[available online\]](#)

[Equality Outcomes and Mainstreaming Progress Report 2019 \[available online\]](#)

[Access and Inclusion Strategy 2018-2022 \[available online\]](#)

[BSL Plan 2018-2024 \[available online\]](#)

[Corporate Parenting Plan \[available online\]](#)

[Digital Strategy 2020-2025 \[available online\]](#)

[Institutional Gender Action Plan 2019 \[available online\]](#)

[Regional Outcome Agreement \[2019-20 available online\]](#)

[STEM Manifesto \[available online\]](#)

### External Sources

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