

## Equalities Mainstreaming Report

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### Introduction

Carnegie College is committed to ensuring that an equality perspective is integrated into day-to-day working across all functions. This supports our *“role in the development of a more inclusive and just society, and as educators of a diverse and globally minded workforce.”* [ECU FE guidelines, 2012]

This report explains the progress we have made towards mainstreaming the general duties of the Equality Act 2010, which 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 conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not.

The public sector equality duty covers the following protected characteristics (PCs): age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation. It also covers marriage and civil partnerships, with regard to eliminating unlawful discrimination in employment.

### Background

Carnegie College recognises that Equality and Diversity is everyone’s responsibility. While the overall coordination of compliance with related legislation lies within our Quality Development Services and Human Resource and Organisation Development Services we also have an Equality and Diversity Strategy Group with learner and cross-college multi-level representation who work to roll out the mainstreaming agenda.

Carnegie College will merge with Adam Smith College to become Fife College on 1st August 2013 and both colleges have worked in collaboration to develop the Equality Outcomes. Information relating to current position, progress to date and statistical and employment information has been produced for each college in separate mainstreaming reports. However the delivery strategy and actions for the future will be taken forward as a single college.

### Evidence base

Carnegie College collects and analyses learner information relating to age, disability, ethnicity and gender. Data for the remaining protected characteristics will be requested in learner enrolment forms from academic year 2013/14.

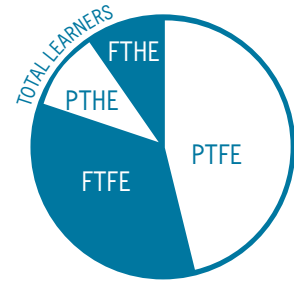
Learner statistics are analysed for equality both at college level and at subject/curriculum level within academic schools. Employee statistics are monitored within Human Resources and both learner and employee data is reported at executive and Board of Management level.

### Facts and Figures

*(based on students counted for Performance Indicators in 2011/12)*

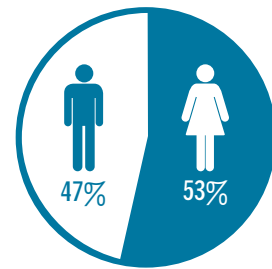
#### Total Learners

FTFE	1492
PTFE	1871
FTHE	541
PTHE	432



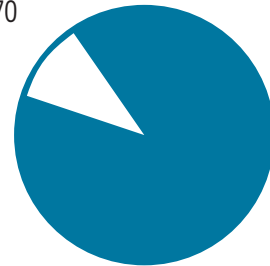
#### Gender Mix

Female	53%
Male	47%



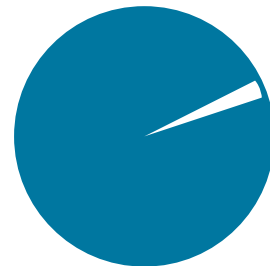
#### Disability

No known disability	3770
Disability	566



#### Ethnicity

White	4224
Other	112



## Holistic approach

Equality is embedded throughout our strategic aims and objectives and is mainstreamed through the implementation of policies, processes, activities and impact assessment.

The Equality and Diversity Strategy Group comprises a cross section of staff and includes learner representation. The strategy group meets quarterly to consider all relevant issues and to support both the promotion of equalities and the roll out of the mainstreaming agenda. Examples of work already carried out across the college include:

- Equality is considered within our Learning, Teaching and Assessment Strategy and curriculum team reviews. Along with learner feedback this is reviewed in the self evaluation process.
- Planning processes take account of Equalities and any related risks
- The Equal Opportunities monitoring form has been a part of our standard recruitment process for many years.
- All staff are required to complete equalities training modules including hate crime and to undertake regular refresher CPD.
- Materials can be requested in alternative formats and special arrangements are made for exams as appropriate.
- Reception areas are accessible and have posters available so that visitors can indicate which language they use.
- The Student Representative Council has a designated post for an Equality and Diversity Officer.
- Equality Impact Assessments have been carried out retrospectively on our policies and procedures and is undertaken in the development of new policies.
- A notice is included in all meeting agendas to raise awareness of the need to assess the impact from an equality perspective of any key decision making.
- The Equality and Diversity Strategy group work with the SRC to facilitate regular equalities awareness raising activities including LGBT events and Diversity week.
- Management and support roles have been reviewed and evaluated through a job evaluation process
- Marketing and promotional materials incorporate positive images in support of Equalities

## Planned Delivery strategy

Our aim is to fully integrate an equality perspective into day-to-day working across all functions. Equalities outcomes are supported by clear action plans which include:

- Remit of the E&D Strategy Group to be updated to reflect the requirements of the Public Sector Equality Duties of May 2012
- All new and revised policies and procedures will be Equalities impact assessed
- Recorded complaints will be monitored to highlight Equalities issues
- Continue to build up our Equality Impact Assessment Log
- Capture, analysis and monitoring of data across all PCs will be progressed

## Evaluation

Learner and customer feedback is collated, analysed and measured through a range of approaches including a biannual learner survey, evaluation questionnaires, focus groups and annual college review. Along with evidence from data analysis these in turn underpin the annual self-evaluation process. Equalities data is analysed to identify trends and any actions required. This enables evidence based review and enhancement.

Complaints and commendations are monitored to identify trends and areas for improvement and internal audit identifies and encourages sharing of examples of good practice.

## Employment Information

The Carnegie College employee profile for the academic year 2011-2012 is detailed below. During this session there were 443 staff employed by Carnegie College and 65 vacancies advertised.

Recruitment vacancies are advertised in a wide range of forums as appropriate e.g. newspapers, specialist magazines, Internet, College website, Colleges' Scotland website, Equality organisations etc, to attract as many quality applicants as possible. Due to the advertising medium used, this also covers a wide geographical region.

### Gender

39.5% male : 60.5% female

The balance is fairly even across academic staff and the gap is reduced for managers at 42%:58%. However for support staff there is a wider gap in the male to female ratio of 31%:69%.

38% of new applicants were male and the conversion to offer was within 1% of that for female applicants.

### Age

The overall trend for the age profile of all staff is reflected in that of the academic staff. 58% of the total workforce is aged 45 or above.

For the 65 vacancies, offers were made across all age bands although the conversion rate from application to offer did vary. For example this was 25% for applicants aged 65+ and 5.4% for those aged 15-24.

### Disability

Of the 443 staff, 34 (7.7%) declared a disability.

90% of all new applicants declared no disability. 4.5% of disabled applicants were given an offer while this was 9% for non-disabled applicants.

### Race

95.5% of all staff declare themselves as white, with 355 (80.1%) being Scottish White.

94% of all new applicants were in a white category. 9.8% of white applications converted to an offer while this was 4.7% for non-white applicants (including those who did not declare).

## Religion

45% of all staff identified with a religion, 32% had no religion and 23% did not declare.

For new applicants, these figures were 61%, 1% and 38% respectively.

## Other protected characteristics

We collect staff data on sexual orientation, pregnancy and maternity and gender reassignment. Marriage and civil partnership status information is not yet collected and has been identified as an area for improvement.

## Online Equality and Diversity Training

Carnegie College provides training to keep employees up to date and aware of current legislation and issues related to Equality and Diversity at work.

The current approach is:

- New employees undertake an in-depth local and corporate Induction that includes completion of the Equality module "Diversity, Equality and Discrimination (Equality Act 2010)" within 4 weeks of commencing employment and "Managing Diversity" to be completed within the 6 month probationary period.
- Current employees who commenced employment prior to January 2010 are expected to complete both the "Diversity, Equality and Discrimination (Equality Act 2010)" and "Managing Diversity 2010" modules.
- All staff are required to complete a three year refresher of both modules.
- CPD workshops on the Equality Act 2010 and other changes to legislation are provided for staff as required

In addition Staff Development monitor and report regularly on the progress of staff working towards Equality Modules. The chart below shows the status of completion of the Equality Modules mentioned above as of the 31 July 2012:

