

2023
**EQUALITY OUTCOMES
AND MAINSTREAMING
PROGRESS REPORT**

THE EDINBURGH COLLEGE BOARD OF MANAGEMENT STATEMENT

As a Board of Management, we do not underestimate our collective responsibility, the influence we have and the impact we make on so many people's lives, in our city and beyond. We are determined to unlock the full potential of Edinburgh College, as a secure and inclusive environment that supports the wellbeing of our people and communities and improves life for individuals by delivering an education that is more than an academic qualification.

Creating an environment for our employees and students which is not only free from discrimination but celebrates and values diversity both reflects and is fundamental to achieving our goal. We are committed to ensuring that each person, regardless of heritage or personal circumstances, will have the opportunity to give of their best and be appropriately recognised, rewarded, and developed for their contribution. People make our College and there is a strong sense of pride amongst employees in what we have achieved. Whilst we were tested in our response to the global pandemic, employees were deeply committed to doing everything possible to sustain one another, our students, and the communities we supported throughout the crisis.

The impact of the Covid-19 Pandemic and, more recently, the significant challenges posed by the rising cost of living have hindered our efforts to close the equalities gaps highlighted in our Equality Outcomes and Mainstream Report 2021 to 2025. The data presented within this progress report illustrates that several gaps, since we published our equality outcomes in 2021, have not diminished contrary to our efforts.

From 2021, our employees and the Edinburgh College Students' Association have created and continue to create many initiatives that meet a variety of needs of employees and students, for example:

- Flexible Learning – where feasible and practicable, students can choose to study online, in person or both.
- Agile Working Policy – enabling employees to have a better work-life balance while ensuring that services can continue to be delivered in the most effective way.

- EC Cares and Wellbeing Hub – ensuring employees and students can access wellbeing support confidentially as and when they need them.
- Dedicated support for care experienced students – seamless support from the application stage to reaching a positive destination.
- Widening access – improving the accessibility of our information and application process. Furthermore, to ensure our curriculum and teaching materials are reflective of the modern equal society we live in.
- Being a Community Hub – enabling partners and communities to hold their events at our campuses.
- Formation of Anti-Racist Unity Group – supporting our journey to become an anti-racist college.
- Disability Training – increasing the range of training topics to equip our employees better.
- Barrier-free recruitment process – extending our guaranteed interview scheme to candidates with other characteristics and introducing transparent interviews.

We are pleased that many of our initiatives have gained prestigious awards and recognition by national bodies and our work is being shown as good practice for other establishments to adopt. You can read more about our achievements in this report.

Being recognised as an Inclusive College, provides us with the added momentum to do better and more to close the inequality gaps being experienced by our employees and students. As a Board, we will commit to improve the representation across different protected characteristics among our membership. We welcome that the Scottish Funding Council (SFC) has asked all colleges and universities in Scotland to include improvement on representation as one of the National Equality Outcomes.

Please visit [the College's website](#) if you wish to find out more about the work we do as a Board.

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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. As Scotland’s Capital College, we provide high-quality education and training to people and businesses across the region and beyond.

Furthermore, we have a statutory 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 conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- 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 through 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:

1. Progress on Equality Outcomes 2021-2025
2. Mainstreaming Report
3. Scottish Funding Council National Equality Outcomes
4. Student Retention and Attainment
5. Employee Information

This document illustrates the College’s commitment to deliver ‘Inclusion by Design’; embedding equality, diversity and inclusion in its day-to-day functions, data collection, policies, leadership, and values of the Edinburgh College.

1. SECTION ONE: PROGRESS ON EQUALITY OUTCOMES 2021 TO 2025

In 2021, Edinburgh College published a new set of equality outcomes that we aim to achieve by 2025.

The themes of the equality outcomes were developed using internal data, external information, and discussions with key groups such as the WAX-ED, the Corporate Parenting Forum, Edinburgh College Students' Association (ECSA), Human Resources, Senior Management team, and the Board of Management.



In this report, we are highlighting the progress we have made so far in achieving the published equality outcomes.

Information on certain measurements is not included because the outcomes are designed for four years. A fuller progress report will be published in 2025.

For a copy of the Equality Outcomes and Mainstreaming Report 2021 to 2025, please visit [the Edinburgh College website](#).

Equality Outcome One: Accessibility

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																	
Success Measures	Progress																	
<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 the Edinburgh College Students' Association'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>At Edinburgh College, we welcome students of all ages, backgrounds and abilities. Some students may require additional support with their learning to get the best out of their time at college. Our Learning Support team meet the students who have indicated that they need support to discuss how their additional support need and/or disability will impact on their teaching, learning and assessment experience, agreeing reasonable adjustments with the student and the teaching team. The reasonable adjustments and support requirements are recorded in the student file.</p> <p>During session 2021/22, 6,834 enrolments were students with disabilities. Both the retention and attainment rates have improved over the past three years for our disabled students. In 2019/2020, the retention rate was 82.79%, this was risen to 83.48% in 2021/2022 (+0.68%). Similarly, the attainment rate was 57.44% in 2019/2020 and this was risen to 62.64% in 2021/2 (+5.2%). However, in comparison to the general attainment rate of 69.22% for all students, there is an attainment gap of 6.58% (2021/2022). The attainment gap has gradually widened during the course of the reporting period, 5.4% (2019/2020) and 5.79% (2020/2021).</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Attainment All Students</th> <th>Attainment Students with Disability</th> <th>Attainment Gap</th> </tr> </thead> <tbody> <tr> <td>2019/2020</td> <td>62.84%</td> <td>57.44%</td> <td>5.40%</td> </tr> <tr> <td>2020/2021</td> <td>63.30%</td> <td>57.51%</td> <td>5.79%</td> </tr> <tr> <td>2021/2022</td> <td>69.22%</td> <td>62.64%</td> <td>6.58%</td> </tr> </tbody> </table> <p>The national attainment rate of students with disability in 2020/2021 was 63.8%.</p>		Year	Attainment All Students	Attainment Students with Disability	Attainment Gap	2019/2020	62.84%	57.44%	5.40%	2020/2021	63.30%	57.51%	5.79%	2021/2022	69.22%	62.64%	6.58%
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<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>Manager and Employee Guidance for Supporting Neurodiversity was launched in November 2022.</p> <p>The question "Is there anything you and/or your manager could be doing differently to allow you to develop better in your role? If you have a disability, please ensure you have discussed reasonable adjustments that are needed" is included in the Enhance Guidance - College's personal development review process.</p> <p>The College has provided reasonable adjustments where necessary such as change to working patterns, training on personal care, provision of appropriate equipment, signpost for further internal/external support, redeployment, provide alternative format or visual display, and access to health and physical activities.</p> <p>Additional changes have been made to implement agile working practices for employees returning to work following the Covid-19 pandemic. Employees will be consulted at the all-staff conference in June 2023 about the range and the format of staff forums they wish to set up.</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>	<p>In 2021, 20 different disability related training opportunities were delivered with 700 employees attending.</p> <p>In 2022, 45 different disability related training opportunities were delivered to 1,292 employees.</p> <p>A significant increase in disability related training and number of employees attending training.</p>																	

Equality Outcome Two: Gender

The number of subject areas with an extreme gender imbalance reduces.																						
Remit	Students	Staff																				
Characteristics	Gender																					
Success Measures	Progress																					
Reduce the proportion of programme areas with an extreme gender imbalance from 34.8% to 23.5% by 2025.	<p>The gender imbalance for all our four course centres fluctuated during the Covid pandemic however the gaps have returned to the same percentage as before with the exception of Health Wellbeing and Social Science where the gap has increased to 34% in 2021/2022 from 26% in 2019/2020. Please see Chart 17 in Section 4 for a full breakdown of gender and faculties.</p> <p>Below is a summary of the gender gaps over the past three academic years. The symbol ♂ indicates that there are more male students and ♀ means there are more female students.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Construction and Engineering</th> <th>Creative Industries</th> <th>Health, Wellbeing and Social Science</th> <th>Tourism and Hospitality</th> </tr> </thead> <tbody> <tr> <td>2019/2020</td> <td>52% ♂</td> <td>1% ♂</td> <td>26% ♀</td> <td>32% ♀</td> </tr> <tr> <td>2020/2021</td> <td>65% ♂</td> <td>5% ♂</td> <td>35% ♀</td> <td>29% ♀</td> </tr> <tr> <td>2021/2022</td> <td>52% ♂</td> <td>3% ♀</td> <td>34% ♀</td> <td>33% ♀</td> </tr> </tbody> </table> <p>Further review and positive actions will be required to reduce the gender imbalance in our curriculum areas.</p>		Year	Construction and Engineering	Creative Industries	Health, Wellbeing and Social Science	Tourism and Hospitality	2019/2020	52% ♂	1% ♂	26% ♀	32% ♀	2020/2021	65% ♂	5% ♂	35% ♀	29% ♀	2021/2022	52% ♂	3% ♀	34% ♀	33% ♀
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Report on increased female participation in Computing.	<p>There has been significant improvement in open learning, particularly in our Digital Promotions and Data Science courses which attract more female students due to their flexibility and being able to study from home. For example, the percentage of female students in Digital Promotions has increased from 58% (2019/2020) to 74% (2021/2022), and in European Computer Driving License (ECDL) from 75% (2019/2020) to 86% (2021/2022). There has been higher uptake again in session 2022/2023 in the Codespace Massive Open Online Courses (MOOC) which also offer the same or more flexibility to female students learning from home. The follow on, online CodeSpace bootcamp to date has been almost 50:50.</p> <p>The other areas of growth in female participants are in Web, Software and Digital Design. These HND courses have always attracted more female participation at HN level than our other courses, but we are now seeing increased numbers in the SCQF level 6 and those moving in to HN. This is a result of separating computing FE provision in to 'Tech/Cyber' and 'Software/Web' meaning more female students now stay and/or join the Web/Software route. In the past, with general FE that covered all topics, many female students were put off having to do networking, software and computer science and similarly many of the male students are not keen on Web Design. Combining web with software has made the course more appealing to female students whilst allowing them to try, experience and become proficient in Software Development which they then pursue in to HND courses.</p>																					

Equality Outcome Three: Poverty

Retention for students from deprived backgrounds improves.																	
Remit	<input checked="" type="checkbox"/> Students <input type="checkbox"/> Staff																
Characteristics	Age, Disability, Race, Gender, Poverty																
Success Measures	Progress																
A reduction in the 6% retention gap for SIMD10 students.	<p>The retention rate for students who live in the SIMD areas remains consistent over the past three years, 84.31% in 2021/2022 compared to 84.76% in 2019/2020. There has been no significant reduction in the retention gap in comparison to all students.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Retention All Students</th> <th>Retention SIMD10 Students</th> <th>Retention Gap</th> </tr> </thead> <tbody> <tr> <td>2019/2020</td> <td>90.34%</td> <td>84.76%</td> <td>5.58%</td> </tr> <tr> <td>2020/2021</td> <td>88.40%</td> <td>83.88%</td> <td>4.52%</td> </tr> <tr> <td>2021/2022</td> <td>89.99%</td> <td>84.31%</td> <td>5.68%</td> </tr> </tbody> </table> <p>ECSA's annual Housing and Finance survey received 367 responses and it showed that the cost-of-living crisis was being felt by Edinburgh College students. The results showed a decrease in students who indicated that their housing was affordable (from 61.8% affordable in 2021 to 56.4% in 2022), as well as an increase in higher ranked stress about their personal finances.</p> <p>The partnership with The Edinburgh College Development Trust included two major research projects (i) student homelessness, and (ii) the impact of colleges on socio economic inequalities.</p>	Year	Retention All Students	Retention SIMD10 Students	Retention Gap	2019/2020	90.34%	84.76%	5.58%	2020/2021	88.40%	83.88%	4.52%	2021/2022	89.99%	84.31%	5.68%
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Increased engagement with schools in SIMD10 areas on outreach programmes and increase applications from students from SIMD10 areas by 3%.	<p>The Edinburgh College Development Trust has funded work in three secondary schools (Craigroyston, Royal High and Broughton) in north west Edinburgh to improve support to pupils intending to go to college.</p> <p>On the Sighthill Campus, local Youth and Children's Group activities have resumed their weekly activities, with around 30 children and young people (P5 -S2) participating each week.</p> <p>The College remains engaged in the delivery of the Sighthill and Broomhouse Youth Engagement Project. This project has been established to help tackle growing levels of poverty, poor educational attainment, and increasing levels of anti-social behaviour in the area amongst 11 - 21-year olds. The College has facilitated a number of campus tours for local schools and youth groups to discuss improved access and use of campus facilities.</p> <p>In the current academic year, the College launched a new project called ASPIRE which is an exciting new learning experience for S2 pupils that will enable them to develop the skills and knowledge they need for employment in areas of job growth. This programme offers a new way of learning that gives pupils enhanced learning experiences at Edinburgh College and through other partner activities. The programme starts in S2 and gives pupils the opportunity to try a range of different college taster sessions that combine skills-based industry themed projects in areas of job growth to help build an understanding of job roles and inform future career choices. Pupils attend college one day a week alongside their usual school studies and have support from school staff whilst at college too. This project is a partnership with East Lothian Works and East Lothian Council.</p> <p>At Ross High School, there has been a significant increase in applications to our College. In 2019/202, there were 106 applications received from school leavers of Ross High School. In 2021/2022, there were 147 applications, an increase of 39%</p>																

Equality Outcome Four: Mental Health

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																		
Success Measures	Progress																		
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.	<p>The all staff survey of June 2020 provided a benchmark for future wellbeing activities. The issues will be explored again in the 2023 all staff survey. The College launched the EC Cares campaign with the aims to provide all employees and students mental health and wellbeing support throughout their time at the College.</p> <p>Employees can access and find information about the Employee Assistance Programme provider - MCL Medics, Cognitive Behavioural Therapy support service SilverCloud and other resources available via the Health and Wellbeing Hub on the staff intranet. During 2022, 152 individual sessions were conducted by MCL Medics.</p> <p>Students can access a wide range of support via the Wellbeing Hub on Moodle. Since 2018, an annual all staff conference 'Working Well' is held. The aims of the conference, held on Wednesday 29 June 2022, were to continue to build a culture where employee wellbeing is of the utmost importance and to thank employees for their hard work following another challenging year.</p> <p>A portion of the funding from Scottish Funding Council for mental health and wellbeing support in colleges was used to fund a dedicated Staff Health and Wellbeing Officer role for one year, providing additional health and wellbeing support to all employees.</p> <p>An Employee Engagement survey will be conducted in 2023. This survey will include questions around workplace attitudes and support for Mental Health.</p>																		
Feedback from students will be gathered through the Class Rep Conference system.	<p>Vice President Welfare of ECSA led the Student Mental Health Agreement project group (Consisting of lecturing and support staff, ECSA, Wellbeing and SMT) to set up an updated agreement in partnership between the College and ECSA. ECSA supported and led workshops offered to LDTs and curriculum areas giving students the opportunity to hear from the SMHA group and take part in a short student consultation on their experience of mental health provision at Edinburgh College.</p> <p>The group also created a resource that employees could use to run their own student consultations in class which included information about services available, consultation questions and feedback forms.</p> <p>53 students took part in an additional Class Rep Mental Health consultation and as part of the wider student consultation workshops 162 students took part in the process.</p> <p>Six proposed aims have been agreed based on this student feedback. The aims will form part of the Student Mental Health Agreement which will have associated actions to be completed in partnership across the College.</p> <p>In the ECSA End of Semester Survey January 2023, 68% of the responders said they knew about the support services available through the Wellbeing Portal on Moodle and how to access them. Those who had used the Wellbeing Portal rated the portal positively.</p>																		
The attainment gap for students who declare a mental health condition as their sole disability will be decreased a further 2%.	<p>The attainment rate of students who declare a mental health condition has increased from 50.86% in 2019/2020 to 56.55% in 2021/2022. However, when compared to all students, the attainment gap has increased by 0.68%. When compared to students with disability, the attainment gap was reduced by 0.38%.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Attainment of All Students/ Students with Disability</th> <th>Attainment of Students with a Mental Health Condition</th> <th>Attainment Gap</th> </tr> </thead> <tbody> <tr> <td>2019/2020</td> <td>62.84% / 57.44%</td> <td>50.86%</td> <td>11.99% / 6.58%</td> </tr> <tr> <td>2020/2021</td> <td>63.30% / 57.51%</td> <td>54.44%</td> <td>8.86% / 3.07%</td> </tr> <tr> <td>2021/2022</td> <td>69.22% / 62.64%</td> <td>56.55%</td> <td>12.67% / 6.2%</td> </tr> </tbody> </table> <p>The national attainment rate of students with disability in 2020/2021 was 63.8%.</p>			Year	Attainment of All Students/ Students with Disability	Attainment of Students with a Mental Health Condition	Attainment Gap	2019/2020	62.84% / 57.44%	50.86%	11.99% / 6.58%	2020/2021	63.30% / 57.51%	54.44%	8.86% / 3.07%	2021/2022	69.22% / 62.64%	56.55%	12.67% / 6.2%
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Equality Outcome Five: LGBT+

LGBT students and staff report improved experiences and retention rates improve.	
Remit	<input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Staff
Characteristics	Gender Reassignment, Sexual Orientation
Success Measures	Progress
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.	<p>In May 2022, Edinburgh College was awarded the Foundation Charter Award from LGBT Youth Scotland. This was the result of a year-long project to evaluate where the College was on LGBT inclusion, and how we can do better for our LGBT employees and students.</p> <p>The Charter Award programme was split into six elements:</p> <p>Leadership A LGBT Champion Committee was set up to oversee the work needed to complete the Charter Award. In June 2021, employees and students were surveyed about their perceptions of how inclusive Edinburgh College is for LGBT people. This highlighted what could be done better around visibility and training.</p> <p>Training An online training course designed by LGBT Youth Scotland was made available to College employees in summer 2021, some of whom went on a follow-up live workshop in August 2021. All employees received an LGBT Briefing through the College Update for LGBT History Month in February 2022.</p> <p>Policy LGBT Youth Scotland reviewed some of our policies, and gave feedback which informed the revised Equality, Diversity, and Inclusion Policy.</p> <p>Practice In June 2021, a Pronouns Explainer video was produced with employees and students submitting their own "Hello, my name is... and my pronouns are..." videos. The then ECSA Student President and Equalities Lead produced a video about bisexuality for Pride. College employees joined ECSA on their LGBT History Month stalls in Granton and Milton Road.</p> <p>Visibility The College worked on increasing the visibility of our commitment to LGBT inclusion, including distributing leaflets about LGBT Youth Scotland's youth services and including links to LGBT services on the College website.</p> <p>Monitoring and Evaluation The College achieved the evaluation with LGBT Youth Scotland and received the Foundation Charter Award!</p>
Improve our rank in the Stonewall Workplace Equality Index by 2025.	<p>As an alternative to being part of the Stonewall Workplace Equality Index, we have taken the decision to create our own baseline by using information from employee and student surveys to be conducted in 2023.</p> <p>The College will continue to strengthen its work on the LGBT Charter with LGBT Youth Scotland.</p>

Equality Outcome Six: Racial and Religious Discrimination

Staff and students are more confident that the College is taking action to prevent and tackle racial and religious harassment and discrimination.	
Remit	<input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Staff
Characteristics	Race, Religion and Belief
Success Measures	Progress
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>The Anti-Racist Unity Group (ARUG) was set up in May 2021 following employee interest. The group has enjoyed participating in 'book group' type discussions, learning about Black History through walking tours with Edinburgh Caribbean Association, attending events and bringing about new initiatives, including being a key player in the College becoming an affiliated organisation of the Black Leadership Group (BLG).</p> <p>This group will lead on the analysis of the Race Climate Survey when it resumes its regular meetings in 2023.</p>
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.	<p>It is the college's intention to make explicit our stance against all hate motivated harassment and discrimination in our existing policies:</p> <ul style="list-style-type: none"> Positive Behaviour and Anti-Bullying and Harassment Dignity and Respect Policy <p>A new reporting infrastructure is currently being explored to assist employees and students to report incidents.</p> <p>The College annually updates and revises its Equality and Diversity Calendar which includes significant religious and cultural festivals. The communications team promotes the awareness of those festivals via staff intranet and College's social media channels. The College's partnerships with community groups can be found in section two, the mainstreaming report.</p>
The aim is to create the benchmark data by April 2022 and track improvements on this baseline annually.	The benchmark data will be gathered during 2023 and will inform actions going forward.
A target increase in the proportion of staff at the College who declare a BME background of at least 1% per year in the 2021-25 reporting cycle will be monitored.	<p>A review of employee recruitment practices has been ongoing since 2020, based on the outcomes of the work from the Advance HE national project on Anti-Racism in Scottish Universities and Colleges, funded by the SFC. The outcomes are on the SFC web page along with a toolkit for universities and colleges to use; the working group developing the toolkit was chaired by Edinburgh College.</p> <p>The results of the survey were presented to universities, colleges, the SFC and Scottish Government and we are continuing to change recruitment practices in line with recommended practice. We are also working with colleges in England and Wales that are leading in this area to share practice. Work is also underway with the national Unison Black Members network and further partnership working should be developed with them.</p> <p>The College is the only Scottish College to be members of the Black Leadership Group, which works with colleges across the UK to reduce racism experienced by employees and students in UK further education. We have delivered training to the senior management team and all middle managers and work is underway to deliver a number of projects to eliminate racism in our practice through the BLG 10 Point Action Plan.</p> <p>Recruitment and selection training for managers continues to be delivered; it includes a strong emphasis on avoiding bias and having inclusive recruitment practices. This will be further developed in 2023.</p>

Equality Outcome Seven: Care Experience

The retention rate for care experienced students is increased.																	
Remit	<input checked="" type="checkbox"/> Students <input type="checkbox"/> Staff																
Characteristics	Care Experience, Disability																
Success Measures	Progress																
To reduce the difference in withdrawal rates for care experienced students by 4 percentage points - from 16% down to 12%.	<p>The table below shows that the withdrawal gap between Care Experienced students and all students has remained consistent. It also shows that withdrawal rates have not reduced over the past three years, it has increased by 0.45%.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Withdrawal All Students</th> <th>Withdrawal Care Experienced Students</th> <th>Withdrawal Gap</th> </tr> </thead> <tbody> <tr> <td>2019/2020</td> <td>9.66%</td> <td>15.24%</td> <td>+5.58%</td> </tr> <tr> <td>2020/2021</td> <td>11.60%</td> <td>16.12%</td> <td>+4.52%</td> </tr> <tr> <td>2021/2022</td> <td>10.01%</td> <td>15.69%</td> <td>+5.69%</td> </tr> </tbody> </table> <p>The national withdrawal rate of care experienced students in 2020/2021 was 25.9%. It is worth noting that Care Experienced students had been impacted more severely and disproportionately during the Covid-19 pandemic in comparison to other groups. This demonstrated that this group of students need more in-person support than other students.</p> <p>The College has launched a pathway for all Care Experienced students to ensure that they are supported at every stage of their student journey:</p> <ul style="list-style-type: none"> Encouraging disclosure of care experience at application, emphasising that doing so means support can be provided at the initial point of contact. A welcome email from Care Experienced Lead upon being offered a place on a course, including information on their role, the support available, an offer of a 1:1 and details on how to contact them directly. A Care Experienced Guide is provided to students. Each student is designated a campus contact who offers support including with funding applications and works to ensure their award is received within 14 working days. One-to-one support is provided by Care Experienced Lead and campus contacts throughout the students' college journey. To ensure support is embedded in the students' experience, employees are provided with a checklist to aid them in offering the most effective support. <p>All employees must complete the mandatory Corporate Parenting in Colleges course. Student Experience Team provide additional training to ensure that all employees are informed of the range of support being made available to Care Experienced Students.</p> <p>The College developed partnerships with its three local authorities to ensure a joined-up approach for the region's Care Experienced people. Our Care Experienced Lead and Corporate Parent Strategic Lead are integral parts of the Corporate Parent Board for each authority - combining support to widen access. The College is also a part of the Hub for Success - a collaboration between Edinburgh FE and HE institutions - established to support educational progress for people who are care experienced. The College's Corporate Parent Forum meets four-times-a-year and welcomes curriculum and support staff, student representatives and external partners - further demonstrating its joined-up approach.</p>	Year	Withdrawal All Students	Withdrawal Care Experienced Students	Withdrawal Gap	2019/2020	9.66%	15.24%	+5.58%	2020/2021	11.60%	16.12%	+4.52%	2021/2022	10.01%	15.69%	+5.69%
Year	Withdrawal All Students	Withdrawal Care Experienced Students	Withdrawal Gap														
2019/2020	9.66%	15.24%	+5.58%														
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2. SECTION TWO: MAINSTREAMING REPORT

EQUALITY, DIVERSITY, AND INCLUSION IN THE COLLEGE RESPONSE TO POST COVID-19 RECOVERY

We commend the resilience of employees and students for minimising the impact to learning when the Nation was disrupted by the Covid-19 virus. From 2021 onwards, the College continues to deliver high quality learning, teaching, operations, and support to all our students via online and blended approach, and aims to improve on this approach.

It is now clear that changes to commercial and international demand and the way in which we underpin and support the economic recovery in our region are by far the greatest challenges and opportunities we face. We are anticipating a downturn in our expected income for the foreseeable future, but we are countering this by working to secure as much business and as many partnerships as possible, and by delivering new courses and different skills training that will support people back into employment.

The College's recovery is guided by our 5Rs Plan (Response, Resilience, Return, Re-imagining and Re-invent, and Reform). The plan has been delivered in five subgroup themes as below:

Subgroup	Progress
Curriculum and Quality	<ul style="list-style-type: none"> Ensuring the completion of resulting from the 2020/21 session. Establishing arrangements for deferred students from the 2020/21 session to complete practical skills units, course work and work placements in 2021. Integrating Moodle and Microsoft Office 365 to enable each college course to have a dedicated Microsoft Team, through which to deliver student course induction, and enable all students to engage with their lecturers for learning, teaching and assessment purposes. Launching new learning materials for employees and students to make better use of Moodle and Microsoft Teams. Devising a new timetabling approach for all students based on the three elements of the blended learning model (online / on campus / off campus). Agreeing which student groups and classes area priority for campus access during semester 1. From August 2021 this included deferred students, full-time Access and Continuing Education (ACE) students, who are our most vulnerable students who require to do practical classes in semester 1, and our School College Partnership (SCP) pupils. Establishing a laptop lending scheme, prioritising the most vulnerable.
Student Experience	<ul style="list-style-type: none"> Enhancing online student support services, especially for vulnerable and hard to reach students, including care experienced students. Developing a new digital student card in partnership with Lothian Buses. ECSA's development of the virtual campus and virtual office to enable students to access their services and support. Developing and delivering a 'virtual clearing event' process to support students post SQA results day. Developing an online approach to enrolment, and welcome week, and college induction, in partnership with ECSA.
People	<ul style="list-style-type: none"> Responding to staff surveys from 2021 to ascertain support needs when working from home and inform a new People Strategy Developing new guidance on working from home and agile working. Developing and delivering a new programme of employees CPD activity, with a focus on promoting wellbeing, improving digital skills for pedagogy and improved workflow for professional services.

Subgroup	Progress
Estates, Health and Safety and IT	<ul style="list-style-type: none"> Continuing to adapt risk assessments for on-campus classes, activities and services, and college activity at outreach centres and workplaces where students study or are on placement / apprenticeships. Identifying and ordering PPE equipment resulting from risk assessment work. Developing and distributing health and safety guidance for halls, employees, students, and visitors. Modifying campus layouts and signage in line with health and safety and public health advice and guidance. Agreeing with ISS new cleaning arrangements to mitigate against the risks of virus transmission. Working to build catering provision.
Finance and Commercial	<ul style="list-style-type: none"> Work to fully re-open halls, gyms and restaurants Work to ensure the safe arrival of international students. Ongoing monitoring of IT and equipment costs, and off-site training costs. Overseeing contract negotiations with SDS and other organisations.

PARTNERSHIP WITH STAKEHOLDERS AND COMMUNITIES

The College continues to work on the delivery of the [Edinburgh Community Planning Partnership \(CPP\)](#) Local Outcome Improvement Plan and Locality Improvement Plans. The College has taken a leading role in the design and delivery of a £120,000 programme of small grants for community-based adult learning in the City.

The College assisted in producing the new Single Midlothian Plan for the [Midlothian CPP](#), with a focus on economic recovery, employability and training, skills development and tackling poverty.

The College contributed to [East Lothian CPP's](#) new Tackling Poverty Plan, with a focus on tackling long term unemployment, through re-skilling and upskilling.

Work continues with the [Action for Children](#) partnership work on the STAY Transitions Project, and the [National Deaf Children's Society](#) partnership work on improving recruitment and support for deaf students.

The College continues to widen and improve its engagement with [third sector community-based adult learning providers](#) across the region. To date 15 organisations have been engaged with directly by attending volunteer forums, staff meetings and service user events. Agreed actions have largely focussed on improving learner journeys between providers and the College.

The College was a lead partner in the [North Edinburgh Community Festival](#) on 7 May 2022, for the residents of the Granton, Muirhouse and Pilton areas. The Development Trust donated £2000 for an events coordinator to help organise this major event. Over 6000 people attended the event with around 500 people visiting the College stall.

The college continues to improve engagement and partnership activity with the [Edinburgh Cost of Living Project](#), established to help those people and communities most affected by price increases across a range of household goods and services. The project has delivered training to employees about new support services, and referrals are now in place to such services. The College has created an online hub on our website, where information about such services can be sourced by employees and students. Some services were also present at the recent ECSA wellbeing fares. The College also supported partnership activities during Challenge Poverty Week.

The College worked with **Project Esperanza**, a Granton women's project to host an event on International Women's Day in March 2022. We also hosted an **African Connections Community Festival** at Granton Hub in October 2022 with over 100 community members attending events in the Hub and the Theatre. Similarly, **Indian and Sikh** communities celebrated Diwali at a community event held on the Granton Campus in October 2022.

In November 2022 Edinburgh College hosted one of six **UK World Skills finals** at Granton Campus. Hundreds of people attended the event including competitors across 18 skills competitions, their families, judges, industry representatives, managing agents, Scottish Ministers, school pupils, partner agencies, embassies, and employees and students. On the evening of the 17th, 120 VIP guests were hosted in the Apprentice Restaurant, and served by employees and students. The whole event was deemed a great success and laid firm foundations for future events in Scotland.

SUPPORT FOR REFUGEES

The College has been extensively engaged in providing ESOL support to two new groups of refugees residing in the City as a result of the UK Government's Afghanistan Refugee Relocation Scheme.

The College provided accommodation, catering and English language learning support to Dnipro children and municipality staff. The College is also engaged in Edinburgh Ukrainian Refugee Reception Centre, managed by the Council, providing advice on ESOL courses and other college learning and associated funding opportunities. The College hosted the lighting up of the Granton Gas Tower in the colours of the Ukrainian flag.

ECSA organised a donation appeal in partnership with OPIR, an organisation with previous experience of getting aid to those in need. Donation points were set up in all ECSA offices for toiletries, clothing, sleeping bags and other items. The donations generously collected from Edinburgh College employees and students were added to the convoy that headed to Poland and the Ukrainian border at the end of March 2022. They delivered a total of 10 tonnes of aid, and with financial support were able to add much needed generators as they arrived. During the college Easter Holidays, ECSA officers and employees helped welcome the Dnipro kids. The team helped build beds and make their temporary homes as comfortable as possible.

RECOGNITION AS AN INCLUSIVE COLLEGE

In June 2021, Edinburgh College received the Herald Higher Education Award for Widening Access. As a proud corporate parent, **Edinburgh College is dedicated to removing barriers by widening access to Care Experienced people**. From student support and curriculum teams, through to the college's Students' Association - Care Experience support is embedded into the College's culture and is the responsibility of all employees throughout the students' journey. While the College has always championed its Care Experienced students, over recent years, our employees have enhanced and refined the support available to students, from application through to completion, ensuring Care Experienced people have the best possible opportunity to succeed.

Later in the same year, Edinburgh College was highly commended in the Inclusive College Award by College Development Network (CDN) for the support we provided to Unaccompanied Young People. Over the past years, **Edinburgh College focused on improving the educational experience and engagement for the growing number of unaccompanied young people**. It was recognised that these students, together with their extensive network of professionals, require additional support while attending college. Edinburgh College has strived to ensure that there is a robust network of support for the unaccompanied young people who attend college – led by the Student Safeguarding and Welfare Lead. We have looked at improving areas such as access to funding, mental health support and course structure and progression. We are continually working in partnership to look at new ways to improve our support and services.

Hearteningly, we won further three awards and two commendations at CDN College Awards in 2022. The College were named winners in the Digital Learning, Inclusive College and Skills Development categories as well as being highly commended in Sustainability Action and commended in Digital Learning.

The Digital Learning Award was a recognition for the partnership with Cadpeople to introduce a unique learning experience for students studying across health and social care courses. Through the use of virtual reality technology, **the College introduced a new digital experience that would prepare students for working directly with people with dementia**, as well as giving them an insight in to the challenges faced by people living day-to-day with the disease, so that they could better understand how to take care of them when working within the sector.

We also received a commendation for the Digital Learning Award for our Call to Action project, an educational theatre digital collaboration with Singapore International Foundation to explore the complex relationships between young people, culture and wider social politics. 60 young people (40 from Edinburgh and 20 from Singapore), aged 17 and over, **created two digital editions of the Living Newspaper focusing on the experiences of young people during and in the post-pandemic world**.

For the Skills Development Award, Edinburgh College and Access to Industry collaborated to establish an Access Data project as part of the Data Skills Gateway programme. This project aims to help learners to gain confidence in using digital technologies in different education, social, or vocational online environments. **The project targeted the Edinburgh and South East Scotland City Region Deal's Data-Driven Innovation's (DDI) skills gateway priority target groups, including people with a disability, people from a minority ethnic background, people who are neuro divergent, veterans, and women**.

The College collected the Inclusive College award for its anti-racism work – **becoming the first Scottish college to affiliate with the Black Leadership Group**. In addition, managers undertook a four-part ‘Let’s Talk About Race’ training course exploring difficult conversations around racism and effective ally-ship; and the College also celebrated one year since the inaugural meeting of its Anti-Racist Unity Group (ARUG) in May 2021, an employee-led staff group which champions the College’s commitment to racial equality.

The work of becoming an anti-racist College began in 2020 when Scotland’s colleges and universities signed a declaration to tackle racism on campuses as part of a project funded by the Scottish Funding Council and delivered by Advance HE. The work on developing an anti-racist toolkit for colleges and universities to use was led by Edinburgh College.

Our partnership with the Scottish Association of Minority Ethnic Educators (SAMEE) and the Scottish Parliament also won us the Championing Diversity and Inclusion Award at the Scottish Public Sector Awards in 2022. **The Emerging Leaders programme supports minority ethnic employees in achieving their full potential now and in the future**. It was developed in response to diversity monitoring within the Parliament, which found an ethnicity pay gap caused by a lack of minority ethnic employees in more senior positions.

EXTENSION OF GUARANTEED INTERVIEW SCHEME

As part of College’s commitment to Armed Forces Covenant, we have adopted a guaranteed interview scheme for all declared veterans who meet essential criteria, similar to the scheme for disabled candidates. This scheme also applies to candidates with care experience.

We will soon extend the scheme to Black and Asian Minority Ethnic (BME) candidates who meet all essential criteria.

To enhance our selection process, all interview panels will include either an HR person or someone who is from a minority ethnic background to ensure a more diverse panel with fairer outcomes for candidates.

ENHANCE ACCESSIBILITY

Over the past few years, our Development team has been working on improving the accessibility of the College’s website and Course Application System (ECAS) to meet the WCAG 2.1 Guidelines. In addition to meeting the guidelines, the team also took into consideration other accessibility issues such as literacy or language barriers. The Development team is currently collaborating with a wide range of service user groups to test the new sites before launching them in the Summer of 2023.

EMPLOYEE INFORMATION: KEY ANALYSIS

Our employee data collection and reporting has allowed us to identify and track past trends and enabled us to 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 details on aims/objectives for 2021-25).

This report refers to data and makes comparisons using figures from 1 August 2019, 2020, 2021 and 2022. In the 2021 report, the reference data used was the end of February, however, in recent years we have increased our management/equality reporting which is based on the academic year of 1 August to 31 July, therefore, it made sense to also change this report to make more effective use of existing figures, comparisons and benchmarking.

The decision to include four years of data within this report also recognises the unusual times we have all lived through in the last couple of years due to the pandemic and its implications. It was felt that considering figures pre, during and post Covid-19 enables us to provide a clearer picture of where we were previously, where we are currently, and the changes (positive or negative) which may/or may not have occurred.

We also aim to benchmark our figures against 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 data is laid out in more detail throughout the report but in summary identifies the following main areas:

Gender/Sex

- Around 60% of college employees are female;
- Our mean gender pay gap of 4.5% has increased by +2% since 2021, but still remains low compared to national (Scottish population) figure of 10.1% in 2021;
- Our part-time mean gender pay gap is our highest at 5.9%. This has averaged at 5.2% over the last 5 years, however, there was a significant reduction to 3.6% in 2021. It remains significantly below the Scottish population of 27.3% in 2021;
- 72.4% of our part-time employees are female;
- Occupational analysis highlights that the gender pay gap lies fairly evenly split between College management (2.1%) and support roles (1.9%);
- Further breakdown shows the mean gender pay gaps appear to occur in support middle management and in the support salary band £30,001 - £50,000
- 27% of college employees are females in support roles (compared to 16% of males). The support pay scale includes 28 pay grades which are below lecturing and management salaries;
- Our median gender pay gap is 9.4% for all employees (however this is less relevant for the college because 39% of employees currently sit on one salary point);
- There is nearly £1 difference in the average hourly pay between males and females at the College, again nearly double the difference in 2019 (£0.45)

- 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 88% of lecturers (39% of all employees) are on the same salary (highest in 5 point national pay scale), while support staff have a 35 point pay scale;
- Our female average hourly pay rates are higher than the Scotland and public sector pay rates, while our male rates are above Scotland but below public sector;
- We appoint more women than men to college roles;
- Proportionally more CPD is undertaken by women (around 40% more) and the cost per CPD is significantly higher for women than men (again around 40% more);
- The proportion of male to female leavers was virtually the same as the College profile;
- 26% of employees who returned to work from maternity leave reduced their hours within 6 months of their return (and only 23% returned on full-time hours).

Ethnicity/Race

- Only 4% of our employees are BME and 87% are white;
- Our mean ethnicity pay gap is 11.7% (significantly wider than our mean gender pay gap of 4.5%);
- Average hourly pay for BME employees is between £2.28 and £2.96 an hour less than the average hourly rate for white employees;
- Our support staff mean ethnicity pay gap is 4.8%, management is 100% and teaching is 0%;
- No BME employees earn £75,000 or more at the college;
- The average cost of CPD for BME employees was only £3.56 compared to £12.16 for white employees;
- 6.2% of appointees were from a BME background;
- 4.2% of people from a BME background left which is slightly above current college profile (4%).

Religion/Belief

- 9.6% of applicants who declared a non-Christian faith were appointed, while 13.6% of applicants with a Christian faith were appointed;
- We do not know the religion of 24% of college employees (blank response), while 3% opted for Prefer not to say;
- Employees with a non-Christian religion took up a slightly higher percentage of CPD (4.3%) than their employee profile (3%), had an average CPD cost of £56.26 and were apportioned 8.1% of the cost of CPD;
- The proportion of employees from non-Christian faiths leaving (3.7%) was slightly higher than the employee profile (3%).

Disability

- 12% of employees declared that they have a disability (college sector 6.7%);
- 34% of disabled employees work on a part-time basis;
- 31% of employees did not disclose if they have a disability or not;
- Our mean disability pay gap is 3.1%;
- Our full-time mean disability pay gap is higher at 6.1%;
- There is a negative mean disability pay gap for part-time employees (-2.5%);
- Average mean hourly pay for full-time disabled employees is £1.26 an hour less than what non-disabled employees are paid;
- Male disabled employees have a greater disability pay gap (7.3%), than female disabled employees (4.3%);
- Full-time disabled male employees have a much larger disabled pay gap (20.4%) than females (4.3%);
- The proportion of disabled applicants (11.8%), was only slightly lower than the proportion of disabled appointees (11.0%);
- In 2020 and 2021 a higher proportion of appointees were disabled compared to applicants;
- Disabled employees undertook a slightly lower proportion of CPD than their employee profile (10.3% compared to 12%) but were only apportioned 7.8% of the cost of CPD;
- The proportion of disabled employees leaving (15.4%) was nearly 10% higher than in 2019.

Age

- 69% of our employees are aged 40 or over (+3% on 66% in 2019);
- Only 8.0% of our employees are aged 29 or younger (-1% on 9% in 2019);
- 20.7% of appointees were 16-29;
- The under 40s were slightly less likely to undertake CPD but had an average cost per CPD of £41.17, compared to an average cost of £5.65 for over 65s;
- 19% of leavers were aged 16 – 29, 22% aged 30-39 and a further 22% aged 50-59. All 3 groups made up 63.3% of leavers.

Sexual Orientation

- 6% of employees are LGB (+2.1% from 2021);
- 31% of employees did not disclose their sexual orientation (down 6.5% on 2021). Only 5% opted for PNTS (prefer not to say);
- The proportion of LGB appointees was higher than LGB applicants;
- LGB employees undertook a higher proportion of CPD (8.1%) than their employee profile (5%) and were apportioned 7.7% of the cost of CPD;
- The average cost of CPD for LGB and heterosexual employees was virtually the same (£31.45 and £31.87 respectively);
- The proportion of LGB employees leaving (8.0%) has increased from 2.4% in 2021.

Marital Status

- We do not know the marital status of 15% of employees (blank responses). Only 6% of employees opted for PNTS.
- A lower proportion of married people left than is reflected in the college profile (leavers 39.9%, employees 45%).

Caring Responsibilities

- 26% of employees have caring responsibilities for a child or adult (+6%);
- We do not know if 35% of employees have caring responsibilities (blank responses). Only 2% opted for PNTS.

Employee Profile

- The gender balance is virtually unchanged since 2019 (58.1% female) and to the 2020/21 Scottish College sector figures (61% female);
- 42.1% of employees are over 50 years old – 1.4% up on 2019;
- Only 8% of employees are 29 or younger – around 1% down on 2019;
- 4% of employees are from a BME background – 1% 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 employees who have declared they have a disability is 12% (same as in 2019) and is nearly double that of the 2020 Scottish college sector (6.7%).

Recruitment

- Applicants who declare they are BME and/or LGB, and/or have a non-Christian faith all applied and were appointed in higher proportions than the current College employee profile;
- The levels of non-disclosure (PNTS) by applicants is fairly low – maximum 6.6% for sexual orientation;
- Only 47.3% of BME applicants were appointed;
- Since 2020 the proportion of LGB people who were appointed is higher than those who apply – this is a reversal from figures collated between 2017 and 2019;
- In both 2020 and 2021, the % of disabled applicants appointed was higher than the % of applicants who applied.

Development

- The cost per CPD (£29.81) is higher than previously reported at £27.41;
- Proportionally more CPD is undertaken by women than men (around 40% more), and the cost per CPD is higher for women (£32.12 female, £25.70 male);
- The average cost of CPD for BME employees was only £12.21 compared to an average cost of £31.18 for white employees (61% less). 2% of the total cost of CPD was spent on BME employees;
- BME, LGB or those with a non-Christian religion make up a slightly higher proportion of the CPD profile as they do in the current employee profile. However, only BME take up a lesser percentage of the total cost of CPD;
- LGB employees take up a higher proportion of the CPD profile;
- The average cost of CPD for LGB and heterosexual employees was virtually the same (£31.45 and £31.87 respectively);
- The under 40s were slightly less likely to undertake CPD but had an average cost per CPD of £41.17, compared to an average cost of £5.65 for the over 65s.

Retention

- The proportion of females to males who left was virtually the same as the College employee profile;
- The 50-59 age group makes up 32.5% of employee profile, but only 21.8% of leavers;
- There was a lower proportion of people leaving from a white background (75%) compared to the current college profile (87%).

EQUALITY PAY GAPS: GENDER, RACE, AND DISABILITY

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).

Mean Gender Pay Gap (Edinburgh College employees)

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 1 August 2022) have 660 female employees and 476 male employees, which is a 58.1% and 41.9% split respectively.

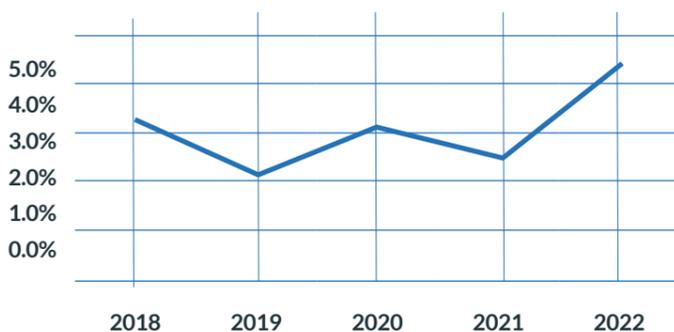
Table 1 shows the mean (or average) gender pay gap for the College. The mean gender pay gap (4.5%) has increased since 2021 (+2%). If we review the mean gender pay gap over the last five years we can see that there have been earlier increases and decreases, however, these year on year changes have all been within +/- 1.5% (Chart 1).

The increase between 1 August 2021 and 1 August 2022 is the largest and is regarded as significant; the Scottish Government's website suggests that any difference out with +/- 1.5 percentage points of an earlier year's figure suggests that the position is showing a change rather than maintaining the earlier figure.

The reason for this recent significant change is not known, but appears to be a post-pandemic change, as between 2019 and 2021 the mean gender pay gap remained within 1%, fluctuating between 2.3% and 3.2%. We will undertake more detailed analysis on the gender pay gap as we progress through this report.

	2019	2020	2021	2022
Male average hourly pay	£19.73	£19.90	£20.39	£20.99
Female average hourly pay	£19.28	£19.29	£19.88	£20.05
Difference in average hourly pay	+£0.45	+£0.61	+£0.51	+£0.94
Mean Gender Pay Gap	2.3%	3.05%	2.48%	4.48%

Chart 2.1 Annual Mean Gender Pay Gap



Part-time mean Gender Pay Gap

The gender pay gap for part-time workers in the College has also increased significantly (+2.2%) to 5.9% and the majority of these workers are female (72.4%) (charts 3 and 4). However, the current increase is a reversal of the significant decrease of -2.1% seen between 2020 and 2021.

In the last five years (chart 2), the part-time mean gender pay gap has on average been around 5.2%. There was a significant reduction in 2021 to 3.61%, which would indicate that the changes, in the ways of working/furlough etc, which occurred during the pandemic reduced the part-time mean gender pay gap and gave part-time female employees greater parity. There may be lessons to be learned from this period which could be used in reducing this gender pay gap going forward.

At 5.9% the mean part-time gender pay gap is higher than full-time and all employees figures. According to figures from Close the Gap, women account for 75% of all part-time workers in Scotland (2022 figures).

	Full-time				Part-time			
	2019	2020	2021	2022	2019	2020	2021	2022
Male average hourly pay	£19.52	£19.70	£20.31	£21.01	£20.30	£20.45	£20.60	£20.92
Female average hourly pay	£19.22	£19.29	£19.88	£20.35	£19.34	£19.28	£19.88	£19.69
Difference in average hourly pay	+£0.30	+£0.41	+£0.43	+£0.66	+£0.96	+£1.17	+£0.72	+£1.23
Mean Gender Pay Gap	1.5%	2.00%	2.06%	3.13%	4.70%	5.71%	3.61%	5.85%

Chart 2.2 Full and Part-time Mean Annual Gender Pay Gaps

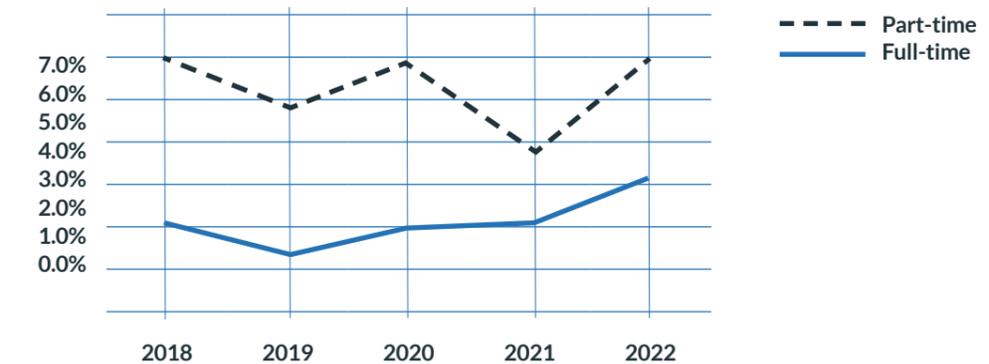


Chart 2.3 Full-Time

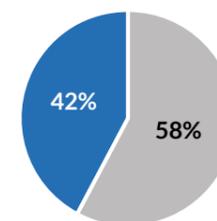
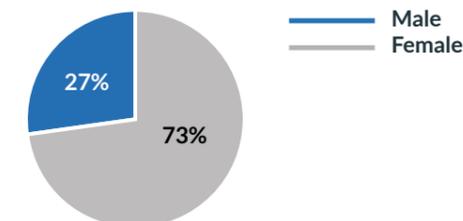


Chart 2.4 Part-Time



Breakdown of mean Gender Pay Gaps 2022

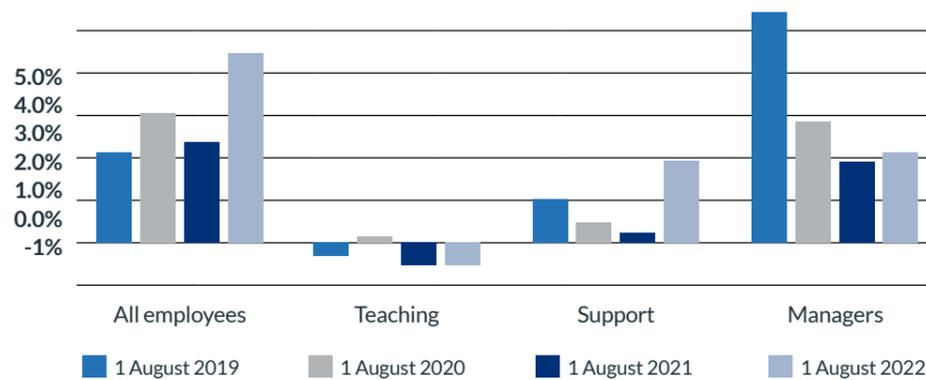
Further analysis of employees via category (table 2.3) highlights that management and support staff currently share the overall mean gender pay gap for the college.

Although, table 4 and chart 5 highlight that the management mean gender pay gap has decreased by -2.4% from 4.5% in 2019 to 2.1% in 2022. Conversely, the support mean gender pay gap was 0.5% or less in 2020 and 2021, but has increased by +1.6% to 1.9% in 2022.

	All Employees	Full-time	Part-time
All employees	4.5%	3.1%	5.9%
Teaching	-0.6%	-2.0%	-1.1%
Support	1.9%	0.8%	-1.0%
Management	2.1%	1.4%	N/A

	1 August 2019	1 August 2020	1 August 2021	1 August 2022	Variance
All employees	2.3%	3.1%	2.5%	4.5%	+2%
Teaching	-0.3%	0.1%	-0.6%	-0.6%	unchanged
Support	1.0%	0.5%	0.3%	1.9%	+1.6%
Management	4.5%	2.8%	1.9%	2.1%	+0.2%

Chart 2.5 Annual Gender Pay Gaps by Role



Further analysis of the management mean gender pay gap (table 5), highlights that for several years support middle management is the group where the management mean gender pay gap has occurred.

Management Group	2019	2020	2021	2022
Management (incs. middle managers and above)	4.5%	2.8%	1.9%	2.1%
Executive Team	-83.9%	-83.9%	-76.5%	-69%
Senior Management Team	0%	0%	0%	0%
Middle Managers (academic)	0%	0%	0%	0%
Middle Manager (support)	6.1%	5.6%	7.6%	6.4%

A further breakdown of the mean support staff gender pay gap (table 6-8 and chart 6), highlights that this appears to occur in the £30,001-£50,000 salary band, and has done for several years. There are around 160 support staff in this salary band (excluding middle managers) – with 57.5% female and 42.5% male (which is very similar to the overall college profile of 58.1% female and 41.9% male).

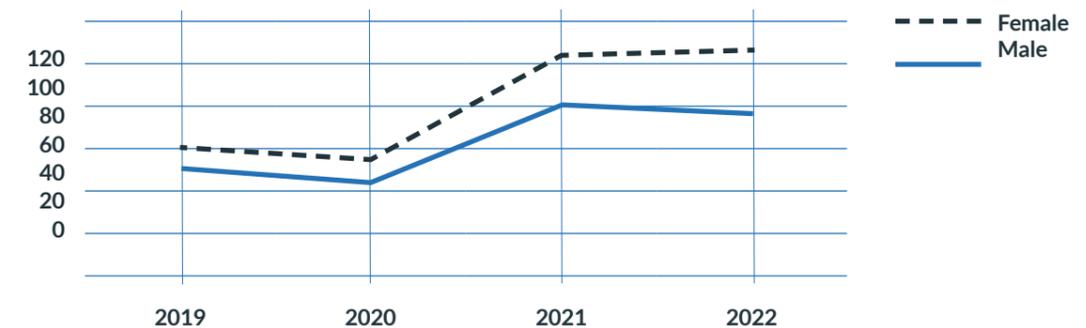
In 2019 and 2020 there was on average 40 female employees in the £30,001-£50,000 salary band, however this increased to an average of around 90 in 2021 and 2022 (+56%). Similarly, for male employees there were on average 34 in 2019 and 2020, which increased to 67 in 2021 and 2022 (+49%). The reason for this is likely to have been the 1 August 2021 cost of living increases of £1,000 for support and academic, which moved more employees up onto £30,000+ salaries.

Salary Band	2019	2020	2021	2022
Under £20,000	-1.0%	0.3%	-2.5%	-0.5%
£20,001 to £30,000	-0.2%	0.3%	-1.3%	-1.3%
£30,001 to £50,000	1.5%	2.1%	1.1%	2.4%

Salary Band	2019	2020	2021	2022
Under £20,000	8	12	6	7
£20,001 to £30,000	270	279	223	232
£30,001 to £50,000	41	38	84	92

Salary Band	2019	2020	2021	2022
Under £20,000	13	12	7	2
£20,001 to £30,000	165	158	125	135
£30,001 to £50,000	35	32	65	68

Chart 2.6 Employees earning £30,001 to £50,000 by Gender and Year



Close the Gap statistics (national and public sector benchmark data)

Close the Gap statistics which have been tabulated overleaf (table 9), highlight that in terms of benchmarking the College is significantly below both the national and public sector mean gender pay gaps for all employees, full-time and part-time. This is most notable in the part-time gender pay gap where it is around 20% lower (College part-time gender pay gap is 5.9%).

	All Employees			Full-time			Part-time		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Female average hourly pay	£15.36	£16.28	£16.52	£16.28	£17.12	£17.55	£13.00	£13.98	£13.72
Male average hourly pay	£17.71	£18.17	£18.40	£18.17	£18.50	£18.77	-	-	-
Difference in average hourly pay	£2.30	£1.89	£1.88	£0.96	£1.80	£1.22	-	-	-
Scotland Mean Pay Gap	13.3%	10.4%	10.1%	10.1%	7.5%	6.6%	28.4	29.7%	26.9%

	2019	2020	2021	2019	2020	2021	2019	2020	2021
Female average hourly pay	£17.30	£18.20	£18.61	£18.20	£19.10	£19.49	£14.90	£15.71	£15.67
Male average hourly pay	£19.90	£20.64	£21.28	£20.00	£20.87	£21.54	-	-	-
Difference in average hourly pay	£2.60	£2.44	£2.67	£1.80	£1.77	£2.05	-	-	-
Public Sector Mean Pay Gap	13.1%	11.8%	12.5%	9%	8.5%	9.5%	25.3%	24.7%	27.3%

In terms of benchmarking average hourly pay for men and women, the 2021 figures (tables 10 and 11), show our female average hourly rates are above all the national and public sector figures, and are significantly higher for part-time employees. In 2019 the female full-time figure was below the public sector figure but this gap had been eliminated by 2021. However, the male average hourly pay is above all the Scotland figures but below all the public sector figures. No male comparisons were possible for part-time.

Female Average hourly pay	All Employees		Full-time		Part-time	
	2019	2021	2019	2021	2019	2021
Edinburgh College	18.0	19.9	18.1	19.9	17.9	19.9
Close the Gap Scotland	15.4	16.5	16.3	17.6	13.0	13.7
Variance	£2.60	£3.40	£1.80	£2.30	£4.90	£6.20
Close the Gap Public Sector	17.3	18.6	18.2	19.5	14.9	15.7
Variance	£0.70	£1.30	£0.10	£0.40	£3.00	£4.20

Male Average hourly pay	All Employees		Full-time		Part-time	
	2019	2021	2019	2021	2019	2021
Edinburgh College	18.4	20.4	18.3	20.3	18.8	20.6
Close the Gap Scotland	17.7	18.4	18.1	18.8	-	-
Variance	£0.70	£2.00	£0.20	£1.50	-	-
Close the Gap Public Sector	19.9	21.3	20.0	21.5	-	-
Variance	£1.50	£0.90	£0.70	£1.20	-	-

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). 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. However, at the College 39% of all employees are on the same salary scale point (national point 5 for Lecturers) and all of the Senior Management Team (SMT) are on the same scale point (8 employees, 0.7% of employees). This makes the median gender pay gap a less useful indicator for us than the mean gender pay gap.

Our median gender pay gap (table 12) is 9.4% for all employees, but 21.8% for full-time and 9.2% for part-time. In terms of benchmarking, Close the Gap median gender pay gaps in Scotland (table 14) were 11.5% (+2.1%) for all employees, 3.6% (-18.2%) for full-time and 32.4% (+23.2%) for part-time in 2021 (2022 figures are not available). Clearly, our part-time median gender pay gap is significantly below national figure, but our full-time is also significantly above.

A significant increase of 9.4% occurred in the median gender pay gap between 2021 and 2022. This is due to the £2.20 difference in average hourly pay for male and female employees (table 12). The reason is likely to be because in previous years both the male and female average hourly pay rates fell on Lecturing scale point 5.

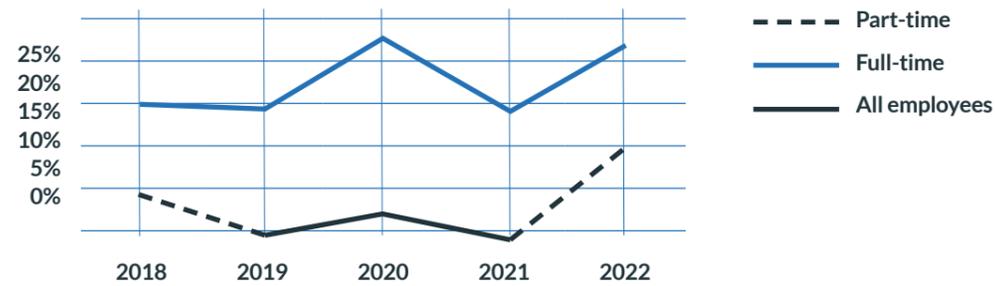
	All Employees			
	2019	2020	2021	2022
Male Average Hourly Pay	22.8	22.8	23.3	23.8
Female Average Hourly Pay	22.8	22.4	23.3	21.6
Difference in Average Hourly Pay	None	£0.40	None	£2.20
Median Gender Pay Gap	0%	1.8%	0%	9.4%

	Full-time				Part-time			
	2019	2020	2021	2022	2019	2020	2021	2022
Female average hourly pay	19.6	17.7	19.9	18.6	22.8	22.8	23.3	21.6
Male average hourly pay	22.8	22.8	23.3	23.8	22.8	22.8	23.3	23.8
Difference in average hourly pay	£3.20	£5.20	£3.40	£5.20	None	None	None	£2.20
Median Gender Pay Gap	14%	22.4%	14.5%	21.8%	0%	0%	0%	9.2%

	Close the Gap statistics (national benchmark data)								
	All Employees			Full-time			Part-time		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Median Pay Gap	14.3%	10.9%	11.5%	7.1%	3%	3.6%	32.3%	24.4%	32.4%

In the last 5 years, our median gender pay gaps have on average been 3.0% for all employees, 17.5% for full-time employees and 2.6% for part-time employees (chart 7). The full-time median gender pay gap appears to be by far the most significant.

Chart 2.7 Annual Median Gender Pay Gaps



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

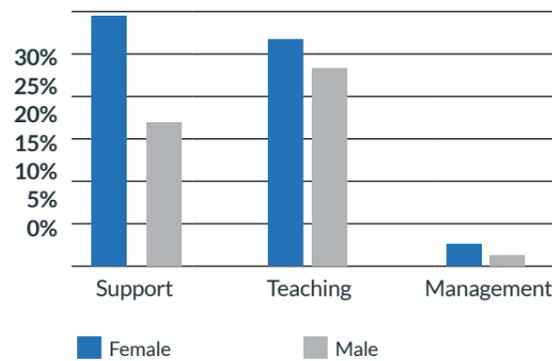
- Occupational, or job segregation, where women and men do different types of work, or women tend to be clustered at more junior grades within organisations.
- Lack of flexibility in working practices, which means that women who tend to have more caring responsibilities, find it hard to balance work 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. 29% of employees are females in support roles (+2% on 2021), which includes lower grades (chart 8). Only 17% of males are in support roles.

Chart 2.8 College employees by role/gender



Females are also much more likely to be part-time (45.3% of all females) in the College than males (23.9% of all males), and being part-time can impact on career progression. Both these figures have decreased since 2020, when female 50% and male 28%.

In comparison, Close the Gap state 41% of women workers are part-time compared to 13% of men (2020 figures). Therefore our % of part-time male employees is more than double the national Scottish average, which is a positive statistic.

Flexible working/maternity

The college supports flexible working for all employees. 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/procedures on family friendly leave and leave of absence and these have been updated to ensure they are in line with current legislation.

Table 2.15

	Annual Maternity Leave			
	1 Aug 2018 - 31 July 2019	1 Aug 2019 - 31 July 2020	1 Aug 2020 - 31 July 2021	1 Aug 2021 - 31 July 2022
No. of employees on maternity leave	16	14	21	26
Took 39 weeks leave or less	63%	50%	43%	42%
Reduced hours within 6 months of return	44%	21%	19%	19%
Returned on full-time hours	13%	29%	24%	27%
Left within 6 months of return	19%	29%	19%	19%

39 weeks is the period that an employee is normally eligible to receive Occupational or Statutory Maternity Pay (SMP). However, an employee is eligible to take 52 weeks maternity leave, but over 40% of employees only take maternity leave for the period they receive maternity pay. If maternity pay was available for longer it is likely that more employees would take their full 52 weeks leave entitlement.

On average 26% of employees who returned to work reduced their hours within 6 months, only 23% returned on full-time hours and 22% left within 6 months of their return. This shows that a significant amount of skills and experience are lost.

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).

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 £43,357 and 88% of lecturers are now on this point. This equates to 39% of all College employees are on one scale point. Pay harmonisation (at a national level) may have been a factor in the negative mean gender pay gap for teaching (-0.6% in 2022). The national pay settlement for lecturing staff is currently outstanding from 1 September 2022 and this may have impacted on the College’s figures.

Support staff pay scale

The support staff scale runs from Band A (lowest) to I (£19,838 to £40,168). There are four scale points in each band that are applied yearly, with the exception of Band A, which now has 3 points as lowest point removed as below Real Living Wage (RLW).

All support salaries between £19,838 and £34,679 (28 scale points) are below the starting salary for Lecturers of £35,170 per annum.

The national pay settlement for support staff is currently outstanding from 1 September 2022 and this may have impacted on the College’s figures.

Ethnicity Pay Gap (mean and median)

In 2020 we developed our management 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 (BME) employees.

At the College currently only 4% (45) employees are BME, while 87% (989) are White, 1% (8) prefer not to say and 8% (94) are blank. In terms of benchmarking, the College remains at around 50% below the local population figure for BME (8.2% in 2011 Census for Edinburgh). However, the SFC figure for the whole of the College FE sector was only 2.3% BME employees in 2020/21, therefore, we are +1.7% higher.

Mean Ethnicity Pay Gap

The mean ethnicity pay gaps 2022 are between 10.9% and 14.7% (see tables 16,17 and 18) and are much wider than the gender pay gaps reported earlier. The difference in average hourly pay between BME and White employees is between £2.28 and £2.96 per hour. For gender this figure is much lower at between £0.66 and £1.23 per hour.

	All Employees			
	2019	2020	2021	2022
BME Average Hourly Pay	£16.81	£17.35	£17.75	£18.04
White Average Hourly Pay	£19.51	£19.60	£20.13	£20.56
Difference in average hourly pay	+\$2.70	+\$2.25	+\$2.38	+\$2.52
Median Ethnicity Pay Gap	13.9%	12.5%	11.8%	12.2%

	Full-time			
	2019	2020	2021	2022
BME Average Hourly Pay	£17.17	£17.35	£17.97	£18.55
White Average Hourly Pay	£19.44	£19.59	£20.22	£20.83
Difference in average hourly pay	+\$2.27	+\$2.24	+\$2.25	+\$2.28
Median Ethnicity Pay Gap	11.7%	11.4%	11.1%	10.9%

	Part-time			
	2019	2020	2021	2022
BME Average Hourly Pay	£15.97	£16.54	£17.11	£17.14
White Average Hourly Pay	£19.63	£19.63	£20.00	£20.10
Difference in average hourly pay	+\$3.66	+\$3.09	+\$2.89	+\$2.96
Median Ethnicity Pay Gap	18.6%	15.8%	14.5%	14.7%

Mean Ethnicity Pay Gap by Role

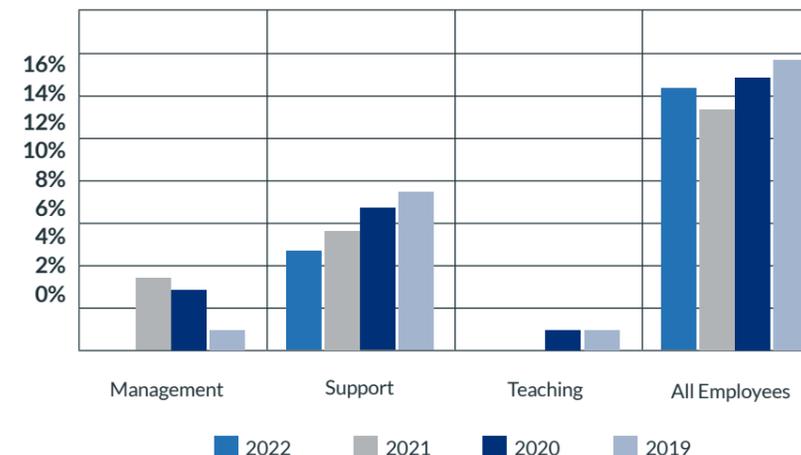
Mean lecturing staff ethnicity pay gap is 0%, support staff is 4.8% and management is 100% (*all white managers).

The mean support staff ethnicity pay gap is 4.8%, which we would like to reduce further, but encouragingly this has reduced by 2.4% since 2019, which is showing positive progress.

Management (includes middle managers and above) is now 100% white, so showing no diversity. It is suggested that we consider positive action in recruitment when appointing to any management roles in 2023 and beyond.

	1 August 2019	1 August 2020	1 August 2021	1 August 2022	Variance
All employees	13.9%	12.5%	11.8%	12.2%	+0.4%
Teaching	0.7%	0.7%	0.0%	0.0%	Unchanged
Support	7.2%	6.8%	5.8%	4.8%	-1.0%
Management	0.7%	3.5%	3.7%	100%	+96.3%

Chart 2.9 Mean Ethnicity Pay Gap by Job Role



Mean Ethnicity Pay Gap by Salary Band

The College's mean ethnicity pay gap appears to occur where employees earn more than £30,000. 61% of white employees, but only 41% of BME employees, received a salary between £30,001 to £50,000 per annum in 2022.

There is a -6.5% mean ethnicity pay gap for employees earning below £20,000 (-12.2% since 2021). One factor for such a significant change/decrease is due to the very low numbers of employees earning less than £20,000 (8 employees in 2021 and 4 in 2022). Another factor is that in 2021 there were a greater number of white employees, but this has now reduced to a 50:50 representation, where the BME employees are earning more than their white colleagues.

There is a 4.5% mean ethnicity pay gap for salaries between £50,001 to £75,000 (-6.5% since 2020). Curriculum Team Managers and Heads of School earn above £50,000.

All employees earning over £75,000 are white, so 100% mean ethnicity pay gap in this salary band.

Salary Band	2019	2020	2021	2022	Var.	
Under £20,000	-1.2%	-2.0%	5.7%	-6.5%	-12.2%	Negative Ethnicity Pay Gap
£20,001 to £30,000	6.2%	6.1%	3.8%	0.6%	-3.2%	Minimal Ethnicity Pay Gap
£30,001 to £50,000	2.3%	3.1%	1.7%	3.7%	+2.0%	
£50,001 to £75,000	8.5%	11.0%	8.2%	4.5%	-3.7%	
Over £75,000*	100%	100%	100%	100%	0%	All white employees

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

Chart 2.10 Mean Ethnicity Pay Gap by Salary Band



Median Ethnicity Pay Gap

Our 2022 median ethnicity pay gap is 25.5% (-4.7% on 2021 and -10.6% since 2019).

In terms of benchmarking, ONS figures show a median Scotland ethnicity pay gap of 10.3% in 2019. This was 25.8% below our median ethnicity gap of 36.1% in 2019. The reason(s) for the College having such a significant median ethnicity pay gap are likely to be similar to the gender situation, where the male and female average hourly pay rates, both/or either of which, fall above/below Lecturing scale point 5.

In terms of average mean hourly pay for BME employees (tables 16,17 and 18), white employees are paid between £2.28 to £2.96 more per hour, and this rises to between £5.40 and £6.78 more when looking at median average hourly pay.

	2019	2020	2021	2022
BME Average Hourly Pay	£14.59	£15.21	£16.26	£17.04
White Average Hourly Pay	£22.82	£22.82	£23.27	£22.86
Difference in average hourly pay	£8.23	£7.61	£7.01	£5.82
Median Ethnicity Pay Gap	36.1%	33.4%	30.2%	25.5%

	2019	2020	2021	2022
BME Average Hourly Pay	£15.30	£15.53	£16.49	£16.67
White Average Hourly Pay	£22.28	£22.41	£22.86	£22.07
Difference in average hourly pay	£6.98	£6.88	£6.37	£5.40
Median Ethnicity Pay Gap	31.3%	30.7%	27.9%	24.5%

	2019	2020	2021	2022
BME Average Hourly Pay	£14.17	£15.03	£15.05	£17.04
White Average Hourly Pay	£22.82	£22.82	£23.27	£23.82
Difference in average hourly pay	£8.11	£7.79	£8.22	£6.78
Median Ethnicity Pay Gap	37.9%	34.1%	35.3%	28.5%

Other figures (see retention section later in report), seem to indicate that BME leavers have on average a lower length of service compared with white leavers.

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 BME 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 BME woman. BME women have also been disproportionately impacted by Covid-19 job disruption. This is a data area we are aiming to expand into in future.

Disability Pay Gap (mean and median)

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.

At the College 12% of employees (136) have declared that they have a disability. The College FE sector benchmark figure is 6.7% disabled employees in 2020/21. Our levels of disability/disclosure are significantly above this which is a positive sign.

At the College 56% of employees are non-disabled, 3% prefer not to say and 28% are blank. We have reduced the blank responses by 5% since 2019 (33%), but we need to continue to work on reducing these, which would be achieved through further employee data audits. This should give us fuller data to report on and should enable us to more closely identify the barriers that currently exist for College employees.

Mean and Median Disability Pay Gaps

The College's mean disability pay gap 2022 is fairly low for all employees (3.1%) (table 24) but around 50% higher (6.1%) for full-time employees (table 25). However, it is negative for part-time employees (table 26) i.e. disabled part-time employees are paid higher than non-disabled employees.

34% of disabled employees work on a part-time basis. We would like to see a reduction in the full-time pay gap by having more full-time higher paid disabled employees.

	All Employees			
	2019	2020	2021	2022
Disabled Average Hourly Pay	£18.53	£18.73	£19.22	£19.53
Non-disabled Average Hourly Pay	£19.10	£19.21	£19.77	£20.16
Difference in average hourly pay	£0.57	£0.48	£0.55	£0.63
Mean Disability Pay Gap	2.9%	2.5%	2.8%	3.1%
Median Disability Pay Gap	16.6%	14.3%	10.7%	8.9%

	Full-time			
	2019	2020	2021	2022
Disabled Average Hourly Pay	£18.25	£18.16	£18.64	£19.35
Non-disabled Average Hourly Pay	£19.08	£19.28	£19.97	£20.61
Difference in average hourly pay	£0.83	£1.12	£1.33	£1.26
Mean Disability Pay Gap	4.4%	5.8%	6.7%	6.1%
Median Disability Pay Gap	0.2%	2.3%	9.1%	9.7%

	Part-time			
	2019	2020	2021	2022
Disabled Average Hourly Pay	£18.95	£19.59	£20.06	£19.87
Non-disabled Average Hourly Pay	£19.12	£19.11	£19.42	£19.39
Difference in average hourly pay	£0.17	-£0.48	-£0.64	-£0.48
Mean Disability Pay Gap	0.9%	-2.5%	-3.3%	-2.5%
Median Disability Pay Gap	0%	0%	-2.5%	-5.5%

Mean Disability Pay Gap by Gender

The figures below (table 27) show that the College's mean disability pay gaps by gender are higher for disabled male employees (4.3%). However, further analysis shows that for full-time disabled female employees the mean disability pay gap is significantly higher (4.8%), compared to -7.0% for males. Conversely, for part-time disabled male employees the mean disability pay gap is much higher (7.5% compared to -0.8%).

	College Figures					
	All employees		Full-time		Part-time	
	2021	2022	2021	2022	2021	2022
Mean Female Disabled Pay Gap	3.2%	2.5%	6.9%	4.8%	-0.9%	-0.8%
Mean Male Disabled Pay Gap	2.3%	4.3%	6.6%	-7.0%	-9.0%	7.5%

Median Disability Pay Gap by Gender

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 2020, however, these are for **median** disability pay gaps and are 36% for disabled women and 13.6% for disabled men. The College's figures in 2022 (table 28) are significantly below this for female disabled employees (between 4.3% and 5.6%), while for male disabled employees there is a significant pay gap for full-time, which is reduced for all employees and negative for part-time. For context, there are 39 full-time disabled male employees and 11 part-time.

	College Figures								
	All employees			Full-time			Part-time		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Mean Female Disabled Pay Gap	4.0%	9.1%	4.3%	-5.0%	8.8%	4.3%	-6.9%	-8.7%	5.6%
Mean Male Disabled Pay Gap	8.8%	9.7%	7.3%	21.2%	20.9%	20.4%	0%	0%	-10.4%

STUDENT EQUALITY PROFILE 2021/2022

The total number of students who studied at Edinburgh College in 2021/2022 was 27,985. Below is the breakdown of those students by protected characteristics.

Chart 2.11 Age

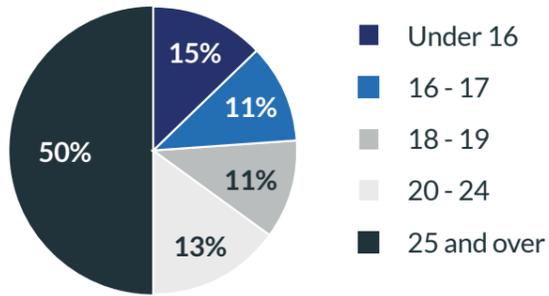


Chart 2.12 Gender

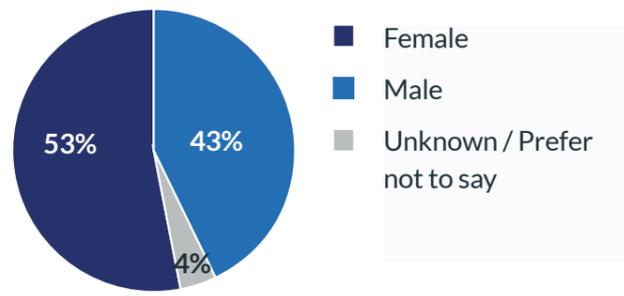


Chart 2.13 Disability



Chart 2.14 Ethnicity

15620	Scottish	227	Any Other Background
3105	Information Not Known	185	Chinese, Chinese Scottish, or Chinese British
1871	Any Other White Background	171	Irish
1304	British	133	Indian, Indian Scottish, or Indian British
1235	English	132	Other African Background
1011	Polish	131	Bangladeshi, Bangladeshi Scottish, or Bangladeshi British
819	Prefer Not To Say	96	Black, Black Scottish or Black British
412	African, African Scottish or African British	68	Caribbean, Caribbean Scottish, Caribbean British
405	Any Mixed Background	61	Welsh
320	Arab, Arab Scottish, or Arab British	60	Northern Irish
269	Pakistani, Pakistani Scottish, or Pakistani British	25	Other Caribbean or black background
260	Any Other Asian Background		

Chart 2.15 Religion

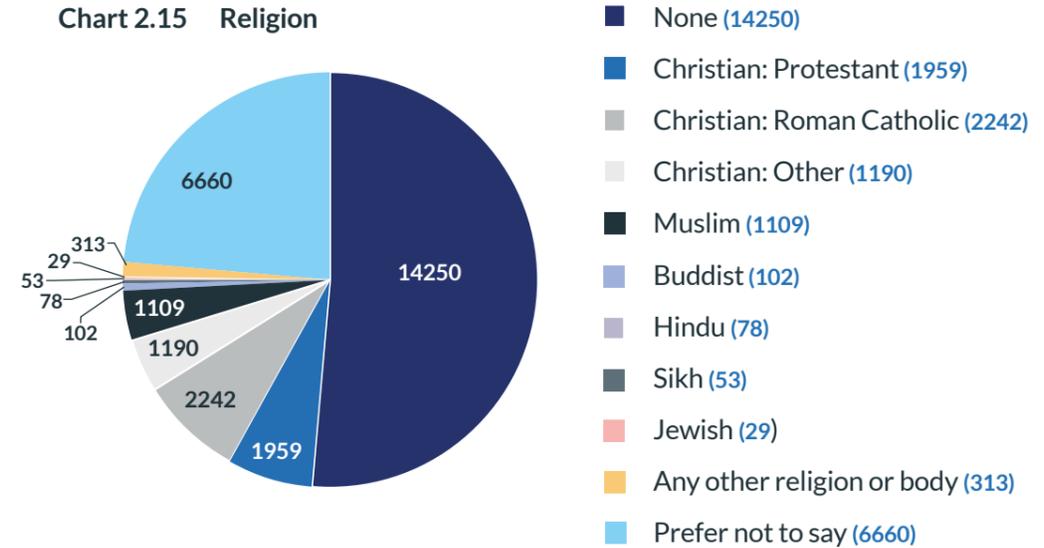
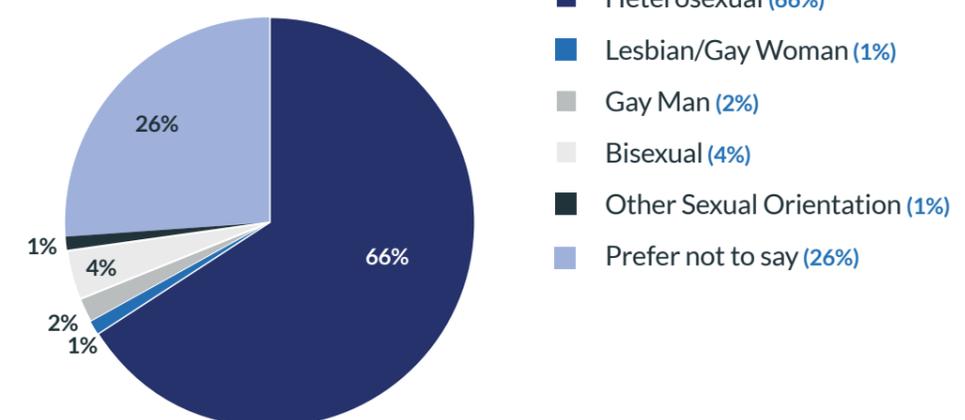


Chart 2.16 Sexual Orientation



3. SECTION THREE: SCOTTISH FUNDING COUNCIL NATIONAL EQUALITY OUTCOMES

On 18 January 2023, The Scottish Funding Council (SFC) and the Equality and Human Rights Commission (EHRC) jointly published the report Tackling Persistent Inequalities Together. This report sets out 17 National Equality Outcomes that aim to help universities and colleges pave the way to remove the most persistent inequalities identified by the two national bodies.

All universities and colleges in Scotland have been asked to consider how we will implement these National Equality Outcomes from 2023 onwards. Below is an illustration of Edinburgh College's Equality Outcomes against the new National Equality Outcomes. Employees, students and other interested parties will be consulted later in 2023 on the draft College's equality outcomes that have been revised as a result of the newly published National Equality Outcomes. New actions for our College will be developed after the consultation.

Current Edinburgh College Equality Outcomes 2021 - 2025	Scottish Funding Council National Equality Outcomes 2023
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.	1. The retention outcomes for university students aged 25 and over will improve.
2. The number of subject areas with an extreme gender imbalance reduces.	2. The success rates for college students aged under 19 will improve.
3. Retention for students from deprived backgrounds improves.	3. The success and retention rates of college and university students who declare a mental health condition will improve.
4. Students and staff feel more supported with their mental health and wellbeing.	4. Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from teaching staff, while on their course.
5. LGBT students and staff report improved experiences and retention rates improve.	5. Disabled staff and students report feeling safe in the tertiary system.
6. Staff and students are more confident that the College is taking action to prevent and tackle racial and religious harassment and discrimination.	6. Where representation is not proportionate to the relevant population, increase the representation of disabled staff in the workforce and on college Boards and university Courts.
7. The retention rate for care experienced students is increased.	7. Trans staff and students report feeling safe to be themselves in the tertiary system.
	8. Staff and students feel supported and safe and are confident that complaints of harassment or bias on the grounds of race will be dealt with appropriately because complaints procedures are fit for purpose and offer effective redress.
	9. Institutions should also have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist.
	10. Where representation is not proportionate to the relevant population, increase the racial diversity of Court members and address any racial diversity issues in college Boards.
	11. Where representation is not proportionate to the relevant population, increase the racial diversity of teaching and non-teaching staff to align with student representation in the sector.
	12. Students and staff report that they have confidence in institutional report and support mechanisms because they are fit for purpose.
	13. Staff and students know how to access support about violence, harassment and abuse, report their experience and feel properly supported in doing so because the services are fit for purpose.
	14. Institutions can evidence approaches that prevent and respond to violence, harassment and abuse.
	15. Men (staff and students) know how to access mental health support (recognising intersectionality within that group).
	16. Institutions will have regard to significant imbalances on courses and take action to address it.
	17. Lesbian, Gay and Bisexual staff and students report that they feel safe being 'out' at university and college.

Proposed Equality Outcomes 2023 to 2025

1. The success rate for students aged under 19 will improve.	Remit	<input checked="" type="checkbox"/> Students	<input type="checkbox"/> Staff
	Characteristics	Age	
2. The success and retention rates of students who declare a mental health condition will improve.	Remit	<input checked="" type="checkbox"/> Students	<input type="checkbox"/> Staff
	Characteristics	Disability, Mental Health	
3. Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from lecturing staff, while on their course.	Remit	<input checked="" type="checkbox"/> Students	<input type="checkbox"/> Staff
	Characteristics	Disability	
4. Employees and students report feeling safe and confident that complaints of violence, harassment, abuse and bias will be dealt with appropriately and sensitively.	Remit	<input checked="" type="checkbox"/> Students	<input checked="" type="checkbox"/> Staff
	Characteristics	All	
5. The representation of employees and Board will align with the population of City of Edinburgh and the wider region.	Remit	<input checked="" type="checkbox"/> Students	<input checked="" type="checkbox"/> Staff
	Characteristics	All	
6. Have regard to attainment levels by racial group and ensure that our curriculum is diverse and anti-racist.	Remit	<input checked="" type="checkbox"/> Students	<input type="checkbox"/> Staff
	Characteristics	Race	
7. Male employees and students know how to access mental health support (recognising intersectionality within that group).	Remit	<input checked="" type="checkbox"/> Students	<input type="checkbox"/> Staff
	Characteristics	Sex, Disability, Mental Health	
8. Have regard to significant gender imbalances on courses and take action to address it.	Remit	<input checked="" type="checkbox"/> Students	<input type="checkbox"/> Staff
	Characteristics	Sex	
9. The retention rate for students from deprived backgrounds will improve.	Remit	<input checked="" type="checkbox"/> Students	<input type="checkbox"/> Staff
	Characteristics	Poverty	
10. The retention rate for care experienced students will improve.	Remit	<input checked="" type="checkbox"/> Students	<input type="checkbox"/> Staff
	Characteristics	Care Experience	

4. SECTION FOUR: STUDENT RETENTION AND ATTAINMENT

We monitor the retention and performance of our students by protected characteristics to ensure that all students are given the support to achieve their full potential. The statistical information helps the College to develop further support for students to close any performance or attainment gaps.

Below is a summary of the retention and attainment gaps between all students and students of different protected characteristics:

Table 4.1 Type of Students	Retention			Attainment		
	2019/2020	2020/2021	2021/2022	2019/2020	2020/2021	2021/2022
All Students	90.34%	88.40%	89.99%	62.84%	63.30%	69.22%
Under 16	95.41% (-5.07)	92.87% (-4.47) ↑	96.84% (-6.85) ↓	55.80% (7.04)	47.12% (16.18) ↑	59.72% (9.50) ↓
Age 16-17	82.73% (7.61)	75.49% (12.91) ↑	76.15% (13.84) ↑	58.68% (4.16)	50.77% (12.53) ↑	57.04% (12.18) ↓
Age 18-19	85.26% (5.08)	82.77% (5.63) ↑	80.91% (9.08) ↑	64.64% (-1.80)	60.27% (3.03) ↑	66.20% (3.02) ↓
Age 20-24	88.15% (2.19)	86.07% (2.33) ↑	85.64% (4.35) ↑	67.21% (-4.37)	65.07% (-1.77) ↑	72.23% (-3.01) ↓
Age 25 and over	92.82% (-2.48)	93.03% (-4.63) ↓	93.91% (-3.92) ↑	62.68% (0.16)	71.43% (-8.13) ↓	75.03% (-5.81) ↑
Female	89.64% (0.70)	88.56% (-0.16) ↓	89.81% (0.18) ↑	64.58% (-1.74)	67.43% (-4.13) ↓	67.95% (1.27) ↑
Male	91.16% (-0.82)	88.10% (0.30) ↑	89.66% (0.33) ↑	61.04% (1.80)	58.87% (4.43) ↑	70.63% (-1.41) ↓
Disability	82.79% (7.55)	82.07% (6.33) ↓	83.48% (6.51) ↑	57.44% (5.40)	57.51% (5.79) ↑	62.64% (6.58) ↑
Mental Health	77.08% (13.26)	77.82% (10.58) ↓	78.76% (11.23) ↑	50.86% (11.98)	54.44% (8.86) ↓	56.55% (12.67) ↑
White	87.81% (2.53)	87.57% (0.83) ↓	89.21% (0.78) ↓	62.82% (0.02)	62.31% (0.99) ↑	69.61% (-0.39) ↓
BME	87.30% (3.04)	86.48% (1.92) ↓	86.06% (3.93) ↑	62.18% (0.66)	68.29% (-4.99) ↓	66.46% (2.76) ↑
Christianity	89.24% (1.10)	90.46% (-2.06) ↓	90.61% (-0.62) ↑	66.98% (-4.14)	69.90% (-6.60) ↓	70.86% (-1.64) ↑
Other Faiths	86.24% (4.10)	86.37% (2.03) ↓	86.49% (3.50) ↑	58.43% (4.41)	67.44% (-4.14) ↓	66.14% (3.08) ↑
Heterosexual	87.02% (3.32)	87.70% (0.70) ↓	88.96% (1.03) ↑	63.31% (-0.47)	63.09% (0.21) ↑	69.85% (-0.63) ↓
LGB+	82.24% (8.10)	80.61% (7.79) ↓	84.33% (5.66) ↓	62.14% (0.70)	59.39% (3.91) ↑	63.73% (5.49) ↑
Care Experienced	78.37% (11.97)	81.91% (6.49) ↓	74.50% (15.49) ↑	53.35% (9.49)	49.56% (13.74) ↑	54.63% (14.59) ↑
SIMD10	84.76% (5.58)	83.88% (4.52) ↓	84.31% (5.68) ↑	57.26% (5.58)	57.98% (5.32) ↓	61.76% (7.46) ↑

For more analysis on students' performance, please refer to the following tables and charts in this section.

ALL STUDENT ENROLMENTS

Table 4.2: The total number of enrolments at Edinburgh College by session.

Session	Total Number of All Students Enrolled	Total Number of All Students on programmes leading to recognised qualifications	Percentage of All Students on programmes leading to recognised qualifications
2019/2020	29275	17918	61.21%
2020/2021	29473	18538	62.90%
2021/2022	34463	18514	53.72%

Chart 4.1: Retention Rate of All Enrolments
Retention of All Students by Session

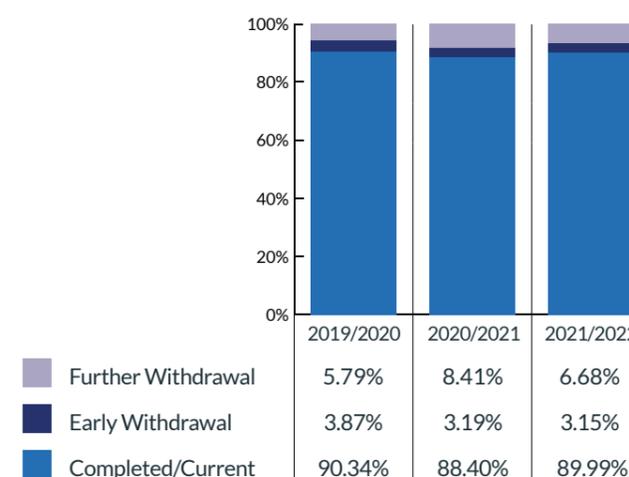
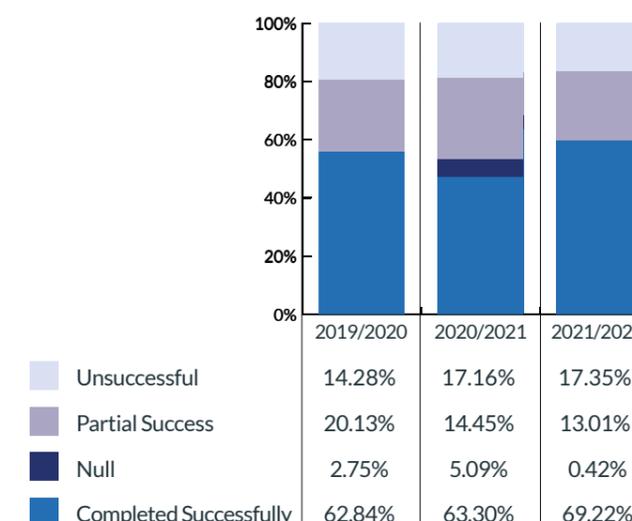


Chart 4.2: Performance Rate of All Enrolments
Retention of All Students by Session



STUDENTS BY AGE

Under 16

Table 4.3: The total number of student enrolments under the age of 16 enrolled with Edinburgh College by session.

Session	Number of Students Under 16 Enrolled	Number of Students Under 16 on programmes leading to recognised qualifications	Percentage of Students Under 16 on programmes leading to recognised qualifications
2019/2020	4186	862	20.59%
2020/2021	2328	764	32.82%
2021/2022	4400	777	17.66%

Chart 4.3: Retention Rate of Students Under 16
Retention of Students Under 16 by Session

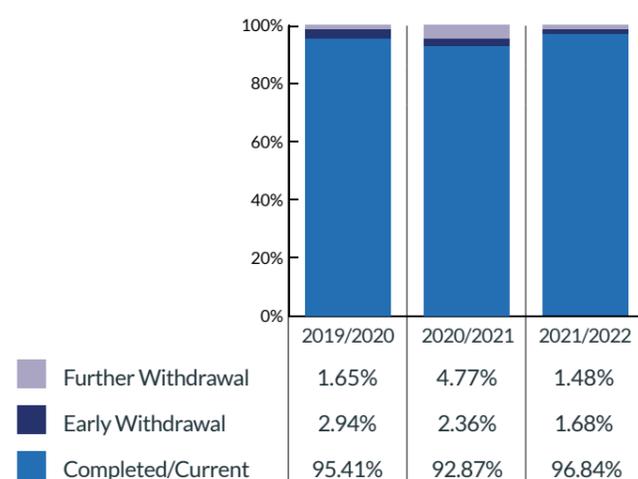
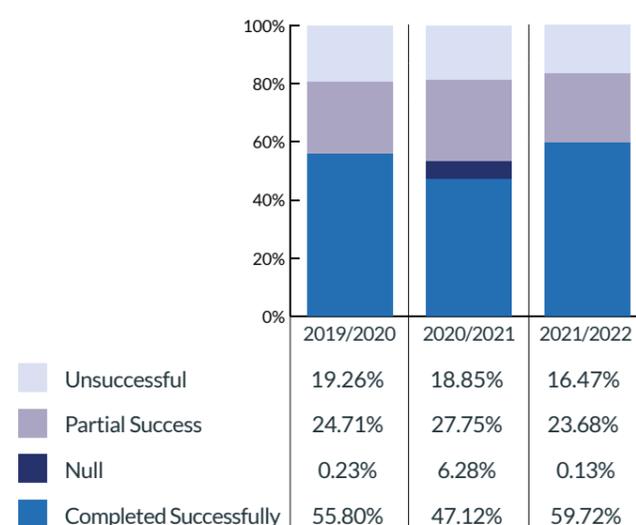


Chart 4.4: Performance Rate of Students Under 16
Outcome of Students Under 16 by Session



Age 16 - 17

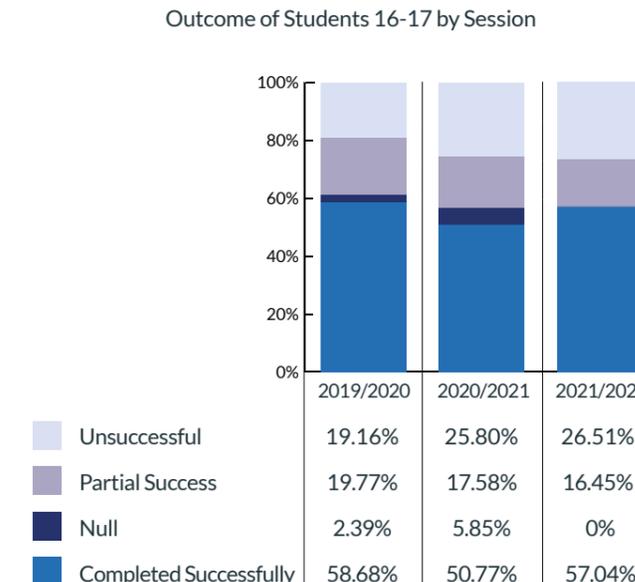
Table 4.4: The total number of students aged 16 - 17 enrolled with Edinburgh College by session.

Session	Number of Students aged 16 to 17 Enrolled	Number of Students aged 16 to 17 on programmes leading to recognised qualifications	Percentage of Students aged 16 to 17 on programmes leading to recognised qualifications
2019/2020	3735	3262	87.34%
2020/2021	3664	3333	90.97%
2021/2022	3447	3010	87.32%

Chart 4.5: Retention Rate of Students Aged 16-17
Retention of Students 16-17 by Session



Chart 4.6: Performance Rate of All Students Aged 16-17
Outcome of Students 16-17 by Session



Age 18 - 19

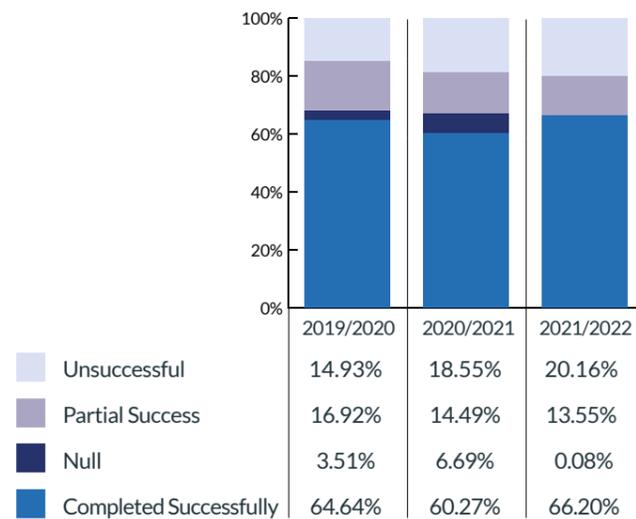
Table 4.5: The total number of students aged 18 - 19 enrolled with Edinburgh College by session.

Session	Number of Students aged 18 to 19 Enrolled	Number of Students aged 18 to 19 on programmes leading to recognised qualifications	Percentage of Students aged 18 to 19 on programmes leading to recognised qualifications
2019/2020	3555	3363	94.60%
2020/2021	3975	3574	89.91%
2021/2022	3823	3556	92.97%

Chart 4.7: Retention Rate of Students Aged 18-19
Retention of Students 18-19 by Session



Chart 4.8: Performance Rate of Students Aged 18-19
Outcome of Students 18-19 by Session



Age 20 - 24

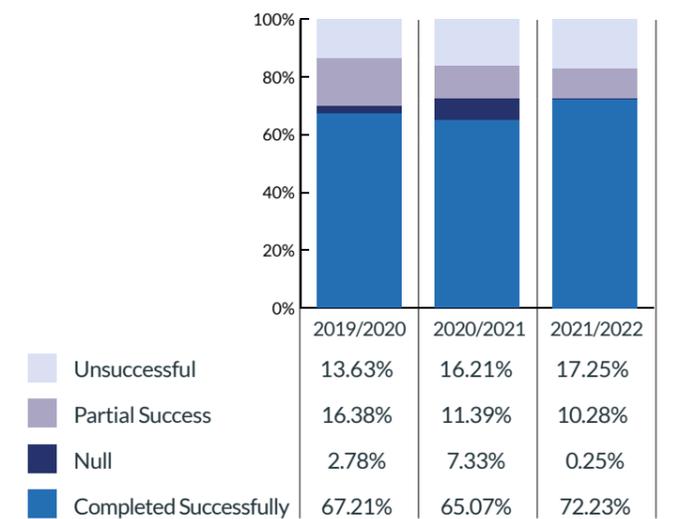
Table 4.6: The total number of students aged 20 - 24 enrolled with Edinburgh College by session.

Session	Number of Students aged 20 to 24 Enrolled	Number of Students aged 20 to 24 on programmes leading to recognised qualifications	Percentage of Students aged 20 to 24 on programmes leading to recognised qualifications
2019/2020	4059	3376	83.17%
2020/2021	4450	3670	82.47%
2021/2022	4498	3630	80.70%

Chart 4.9: Retention Rate of Students Aged 20-24
Retention of Students 20-24 by Session



Chart 4.10: Performance Rate of Students Aged 20-24
Outcome of Students 20-24 by Session



Age 25 and Over

Table 4.7: The total number of students aged 25 and over enrolled with Edinburgh College by session.

Session	Number of Students aged 25 and over Enrolled	Number of Students aged 25 and over on programmes leading to recognised qualifications	Percentage of Students aged 25 and over on programmes leading to recognised qualifications
2019/2020	13740	7055	51.35%
2020/2021	15056	7197	47.80%
2021/2022	18295	7541	41.22%

Chart 4.11: Retention Rate of Students Aged 25 and Over
Retention of Students Aged 25 and Over by Session

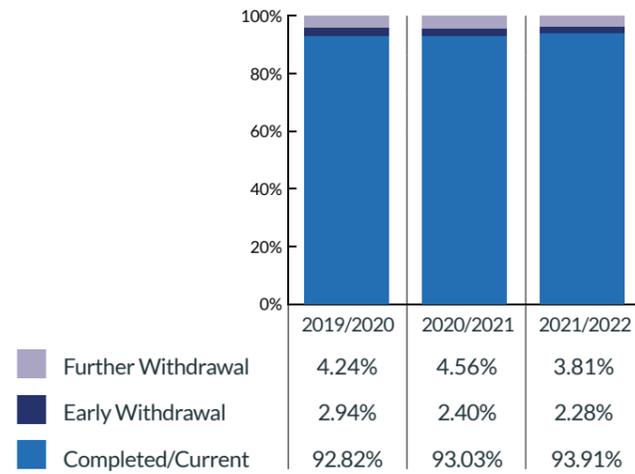
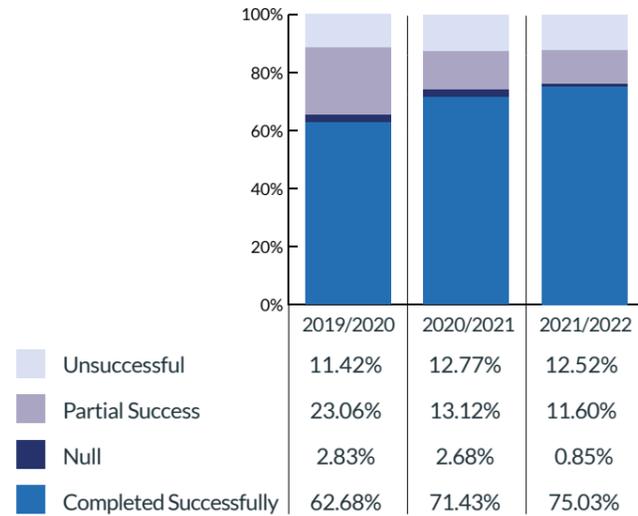


Chart 4.12: Performance Rate of Students Aged 25 and Over
Outcome of Students Aged 25 and Over by Session



STUDENTS BY GENDER/SEX

Female

Table 4.8: The total number of female students enrolled with Edinburgh College by session.

Session	Number of Female Students Enrolled	Number of Female Students on programmes leading to recognised qualifications	Percentage of Female Students on programmes leading to recognised qualifications
2019/2020	15660	9251	59.07%
2020/2021	15563	9392	60.35%
2021/2022	18579	9335	50.24%

Chart 4.13: Retention Rate of Female Students
Retention of Female Students by Session

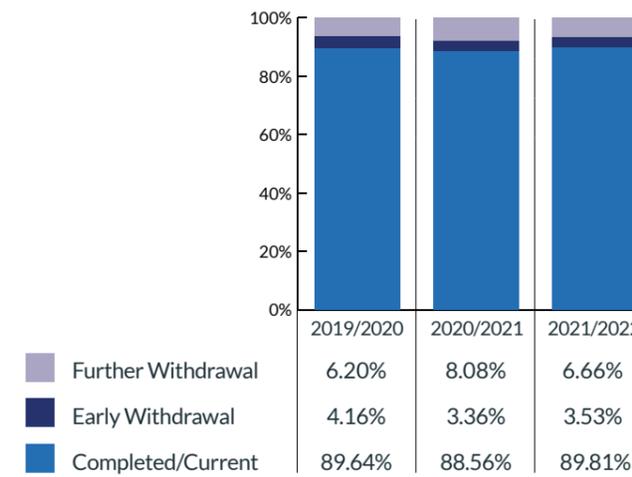
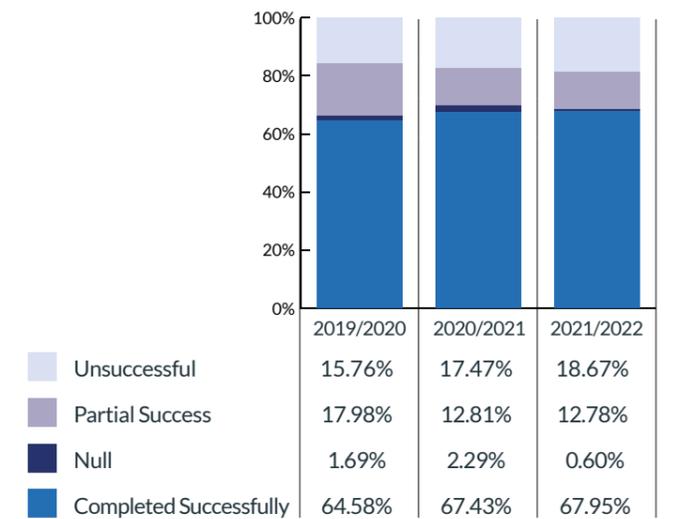


Chart 4.14: Performance Rate of Female Students
Outcome of Male Students by Session



Male

Table 4.9: The total number of male students enrolled with Edinburgh College by session.

Session	Number of Male Students Enrolled	Number of Male Students on programmes leading to recognised qualifications	Percentage of Male Students on programmes leading to recognised qualifications
2019/2020	13391	8561	63.93%
2020/2021	13484	8987	66.65%
2021/2022	14679	8972	62.12%

Chart 4.15: Retention Rate of Male Students
Retention of Male Students by Session

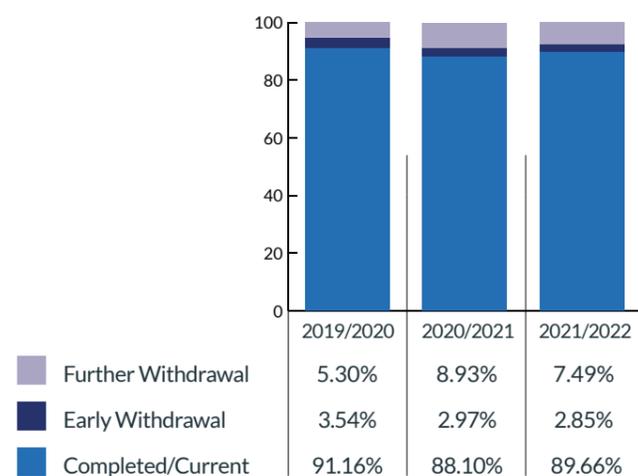
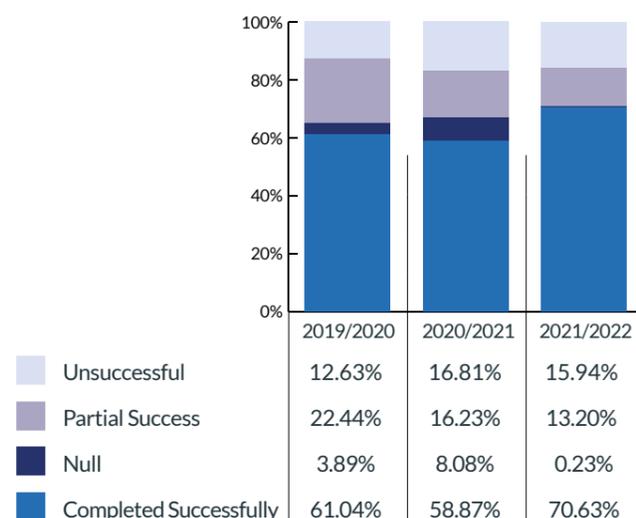
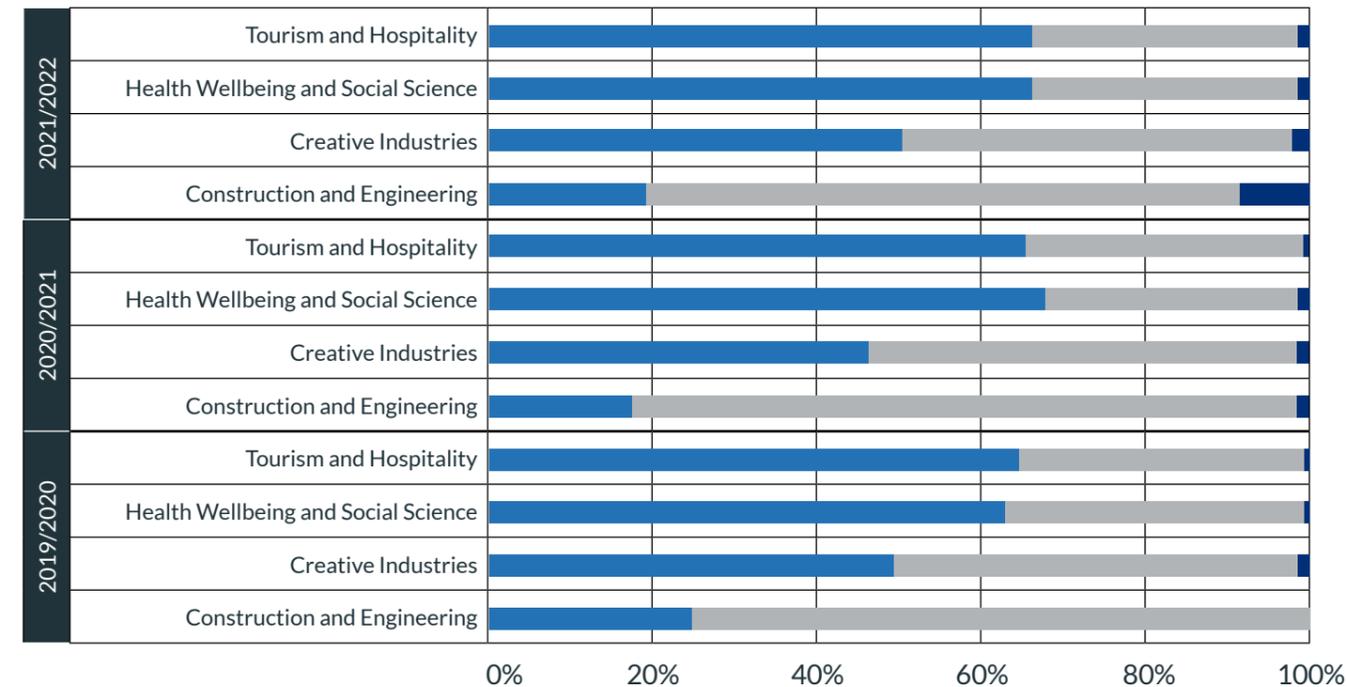


Chart 4.16: Performance Rate of Male Students
Outcome of Male Students by Session



Gender and Faculty

Chart 4.17: Breakdown of Students by Gender and Faculty



2019/2020	Tourism and Hospitality	Health, Wellbeing and Social Science	Creative Industries	Construction and Engineering
Course Centre	0	0	0	0
Female	65%	63%	49%	24%
Male	34%	37%	50%	76%
Unknown/PNTS	1%	1%	2%	0%

2020/2021	Tourism and Hospitality	Health, Wellbeing and Social Science	Creative Industries	Construction and Engineering
Course Centre	0	0	0	0
Female	65%	63%	46%	17%
Male	34%	31%	52%	82%
Unknown/PNTS	1%	2%	2%	2%

2021/2022	Tourism and Hospitality	Health, Wellbeing and Social Science	Creative Industries	Construction and Engineering
Course Centre	0	0	0	0
Female	66%	66%	50%	19%
Male	32%	32%	47%	72%
Unknown/PNTS	2%	2%	3%	9%

STUDENTS BY DISABILITY

Table 4.10: The total number of students with disability enrolled with Edinburgh College by session.

Session	Number of Students with Disability Enrolled	Number of Students with Disability on programmes leading to recognised qualifications	Percentage of Students with Disability on programmes leading to recognised qualifications
2019/2020	5374	4375	81.41%
2020/2021	6129	4759	77.65%
2021/2022	6834	4898	71.67%

Chart 4.18: Retention Rate of Students with Disability
Retention of Students with Disability



Chart 4.19: Performance Rate of Students with Disability
Outcome of Students with Disability by Session

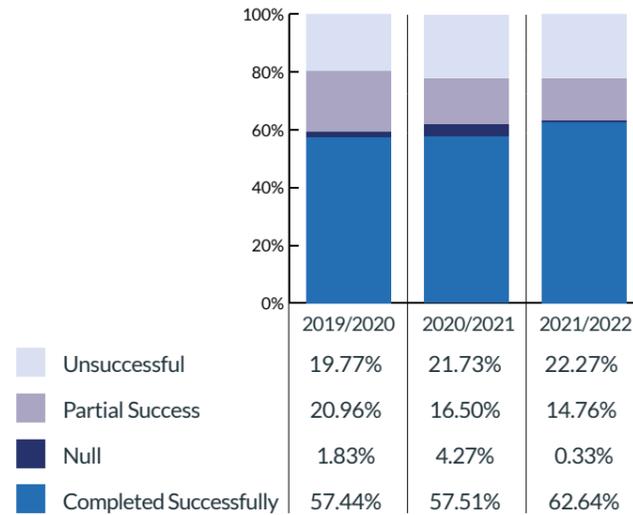


Table 4.11: The total number of students who declare a mental health condition enrolled with Edinburgh College by session.

Session	Number of Students with a mental health condition Enrolled	Number of Students with a mental health condition on programmes leading to recognised qualifications	Percentage of Students with a mental health condition on programmes leading to recognised qualifications
2019/2020	2203	1854	84.16%
2020/2021	2597	2061	79.36%
2021/2022	2872	2129	74.13%

Chart 4.20: Retention Rate of Students with a Mental Health Condition
Retention of Students with Disability

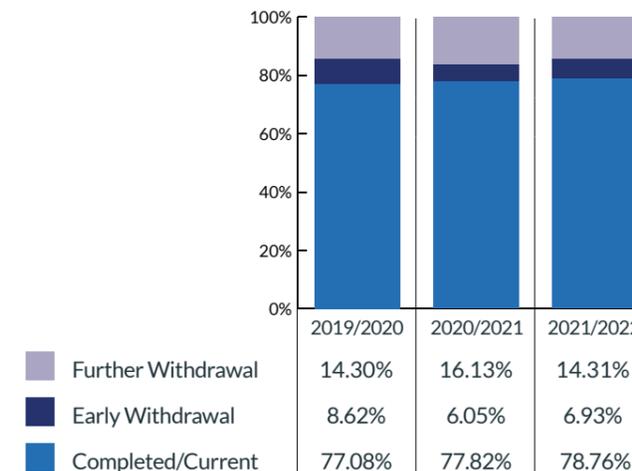
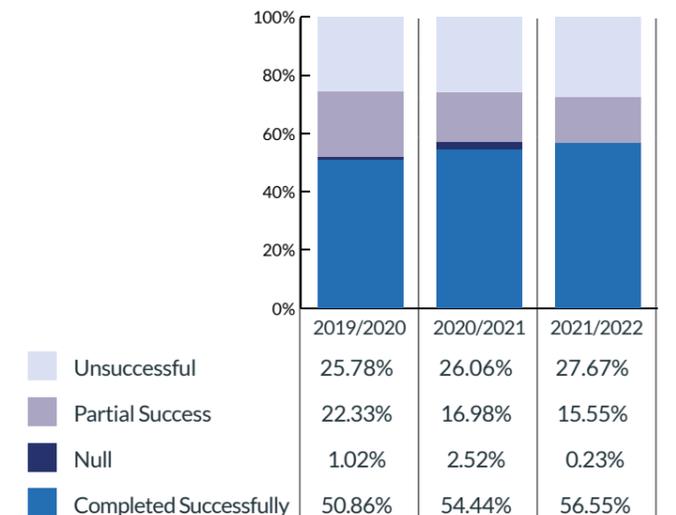


Chart 4.21: Performance Rate of Students with a Mental Health Condition
Outcome of Students with Disability by Session



STUDENTS BY RACE

White Ethnic Groups

Table 4.12: The total number of students of white ethnic groups enrolled with Edinburgh College by session.

Session	Number of Students of White Ethnic Groups Enrolled	Number of Students of White Ethnic Groups on programmes leading to recognised qualifications	Percentage of Students of White Ethnic Groups on programmes leading to recognised qualifications
2019/2020	19555	15222	77.84%
2020/2021	23317	15542	66.65%
2021/2022	26684	15489	58.05%

Chart 4.22: Retention Rate of Students of White Ethnic Groups
Retention of White Students by Session

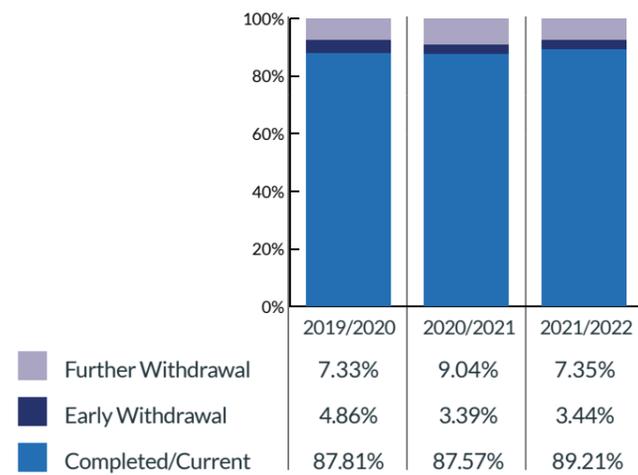
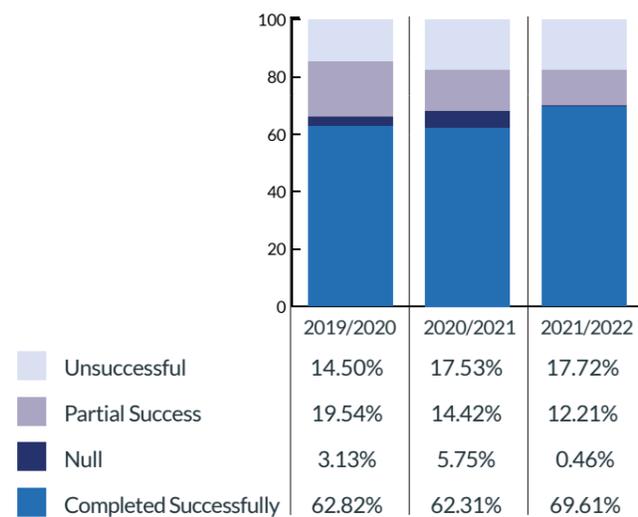


Chart 4.23: Performance Rate of Students of White Ethnic Groups
Outcome of White Students by Session



BME Ethnic Groups

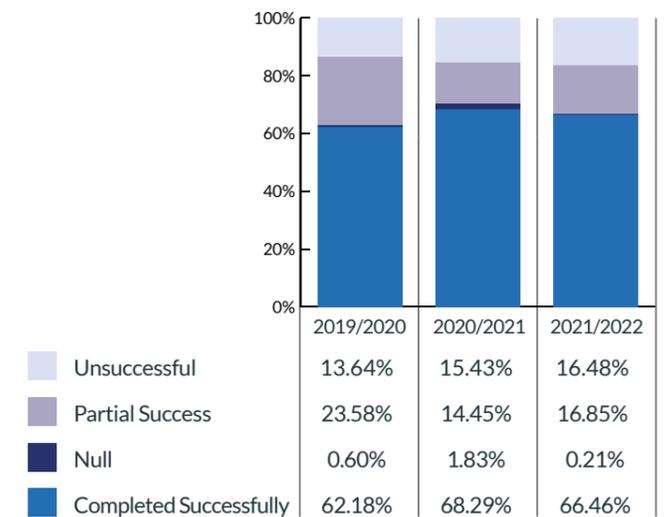
Table 4.13: The total number of students of BME ethnic groups enrolled with Edinburgh College by session.

Session	Number of Students of BME Ethnic Groups Enrolled	Number of Students of BME Ethnic Groups on programmes leading to recognised qualifications	Percentage of Students of BME Ethnic Groups on programmes leading to recognised qualifications
2019/2020	2755	2163	78.51%
2020/2021	2936	2346	79.90%
2021/2022	3293	2415	73.34%

Chart 4.24: Retention Rate of Students of BME Ethnic Groups
Retention of BME Students by Session



Chart 4.25: Performance Rate of Students of BME Ethnic Groups
Outcome of BME Students by Session



STUDENTS BY RELIGION/BELIEF

Christianity

Table 4.14: The total number of students of Christianity faith groups enrolled with Edinburgh College by session.

Session	Number of Students of Christianity Faith Groups Enrolled	Number of Students of Christianity Faith Groups on programmes leading to recognised qualifications	Percentage of Students of Christianity Faith Groups on programmes leading to recognised qualifications
2019/2020	4823	3673	76.15%
2020/2021	6354	3817	60.07%
2021/2022	6860	3583	52.23%

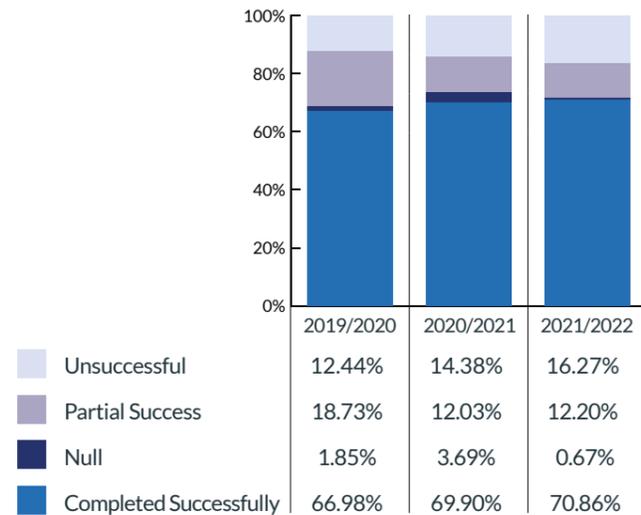
Chart 4.26: Retention Rate of Students of Christianity Faith Groups

Retention of Christian Students by Session



Chart 4.27: Performance Rate of Students of Christianity Faith Groups

Outcome of Christian Students by Session



Other Faith Groups

Table 4.15: The total number of students of other faith groups enrolled with Edinburgh College by session.

Session	Number of Students of Other Faith Groups Enrolled	Number of Students of Other Faith Groups on programmes leading to recognised qualifications	Percentage of Students of Other Faith Groups on programmes leading to recognised qualifications
2019/2020	1773	1347	75.97%
2020/2021	1885	1499	79.52%
2021/2022	2124	1568	73.82%

Chart 4.28: Retention Rate of Students of Other Faith Groups

Retention of Other Faiths Students by Session

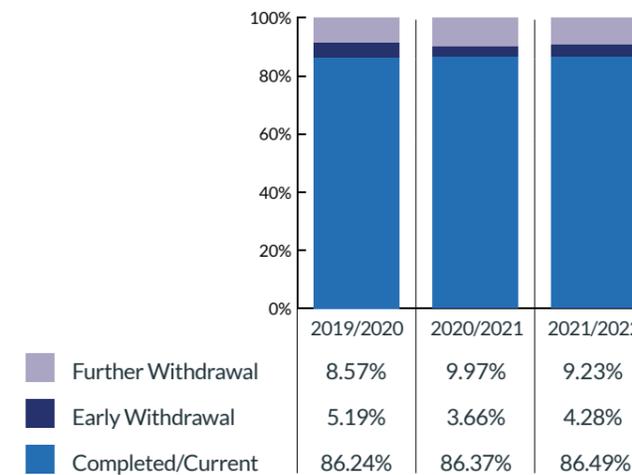
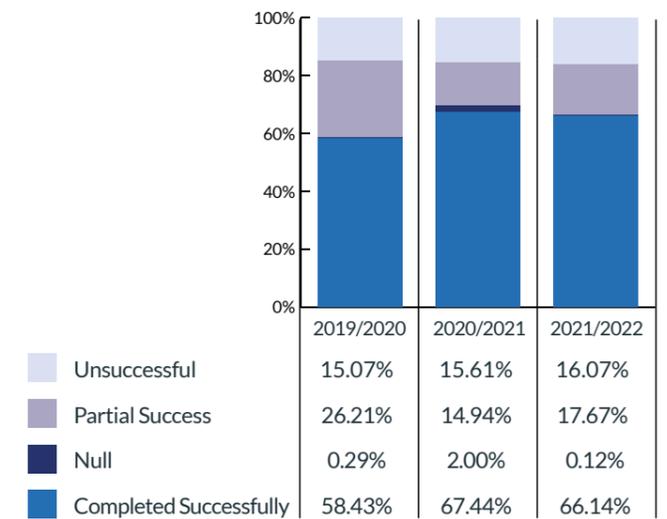


Chart 4.29: Performance Rate of Students of Other Faith Groups

Outcome of Other Faiths Students by Session



STUDENTS BY SEXUAL ORIENTATION

Heterosexual or Straight

Table 4.16: The total number of Heterosexual or Straight Students enrolled with Edinburgh College by session.

Session	Number of Heterosexual or Straight Enrolled	Number of Heterosexual or Straight Students on programmes leading to recognised qualifications	Percentage of Heterosexual or Straight Students on programmes leading to recognised qualifications
2019/2020	16414	13343	81.29%
2020/2021	21199	14210	67.03%
2021/2022	23344	14144	60.59%

Chart 4.30: Retention Rate of Heterosexual or Straight Student
Retention of Heterosexual/Straight Students by Session

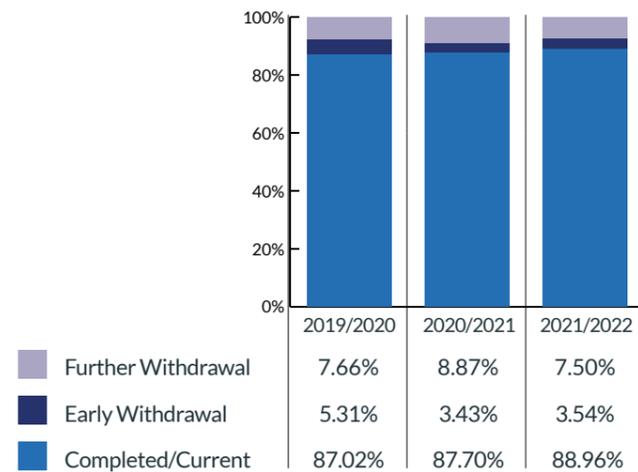
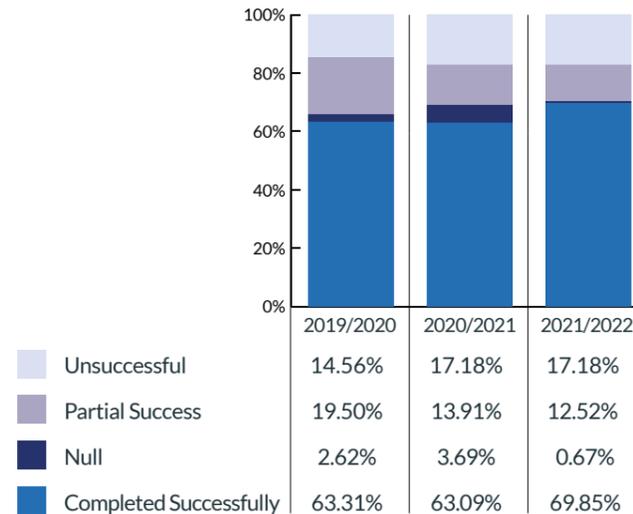


Chart 4.31: Performance Rate of Heterosexual or Straight Students
Outcome of Heterosexual/Straight Students by Session



Lesbian, Gay, Bisexual and Other Sexual Orientation (LGB+)

Table 4.17: The total number of LGB+ students enrolled with Edinburgh College by session.

Session	Number of LGB+ Students Enrolled	Number of LGB+ Students on programmes leading to recognised qualifications	Percentage of LGB+ Students on programmes leading to recognised qualifications
2019/2020	1751	1516	86.58%
2020/2021	2197	1731	78.79%
2021/2022	2693	1825	67.77%

Chart 4.32: Retention Rate of LGB+ Students
Retention of LGB+ Students by Session

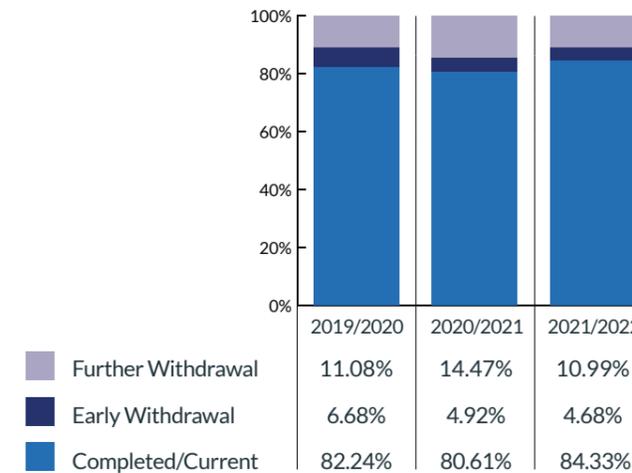
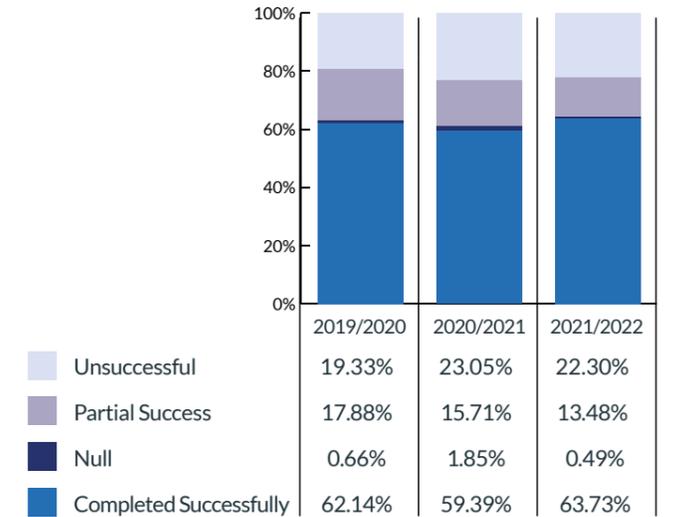


Chart 4.33: Performance Rate of LGB+ Students
Outcome of LGB+ Students by Session



CARED EXPERIENCED STUDENTS

Table 4.18: The total number of Care Experienced students enrolled with Edinburgh College by session.

Session	Number of Care Experienced Students Enrolled	Number of Care Experienced Students on programmes leading to recognised qualifications	Percentage of Care Experienced Students on programmes leading to recognised qualifications
2019/2020	1248	1104	88.46%
2020/2021	1741	1140	65.48%
2021/2022	1239	1091	88.05%

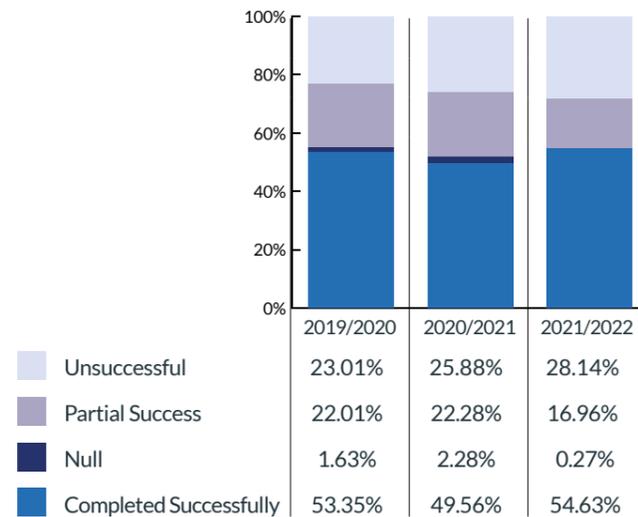
Chart 4.34: Retention Rate of Care Experienced Students

Retention of Care Experienced Students by Session



Chart 4.35: Performance Rate of Care Experienced Students

Outcome of Care Experienced Students by Session



SCOTTISH INDEX OF MULTIPLE DEPRIVATION MOST DEPRIVED (SIMD10) STUDENTS

Table 4.19: The total number of SIMD10 students enrolled with Edinburgh College by session.

Session	Number of SIMD10 Students Enrolled	Number of SIMD10 Students on programmes leading to recognised qualifications	Percentage of SIMD10 Students on programmes leading to recognised qualifications
2019/2020	1765	1247	70.65%
2020/2021	1867	1354	72.52%
2021/2022	1855	1250	67.38%

Chart 4.36: Retention Rate of SIMD10 Students

Retention of SIMD10 Students by Session

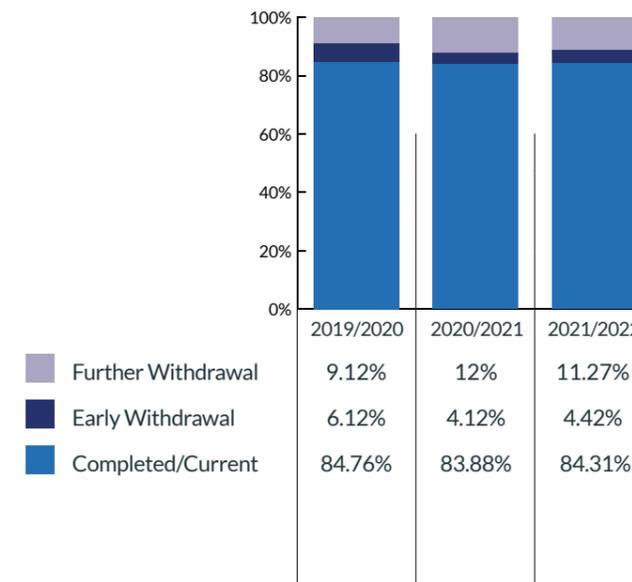
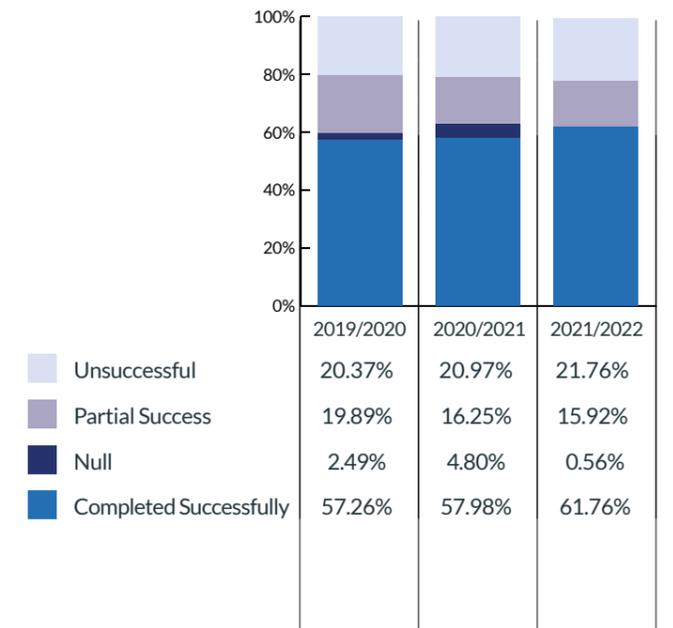


Chart 4.37: Performance Rate of SIMD10 Students

Outcome of SIMD10 Students by Session



5. SECTION FIVE: KEY EMPLOYEE EQUALITY INFORMATION

Employee Personal and Sensitive Data

Employees can update their personal and sensitive data at any time via our online system, which covers all of the protected characteristics. While the quality of our data has improved, and we can now split our PNTS and blank responses for greater clarity, the equality data tables at the end of this report show that we still have a fairly high % of blank responses for College employees. These range from 8% for Ethnicity to 35% for caring responsibilities.

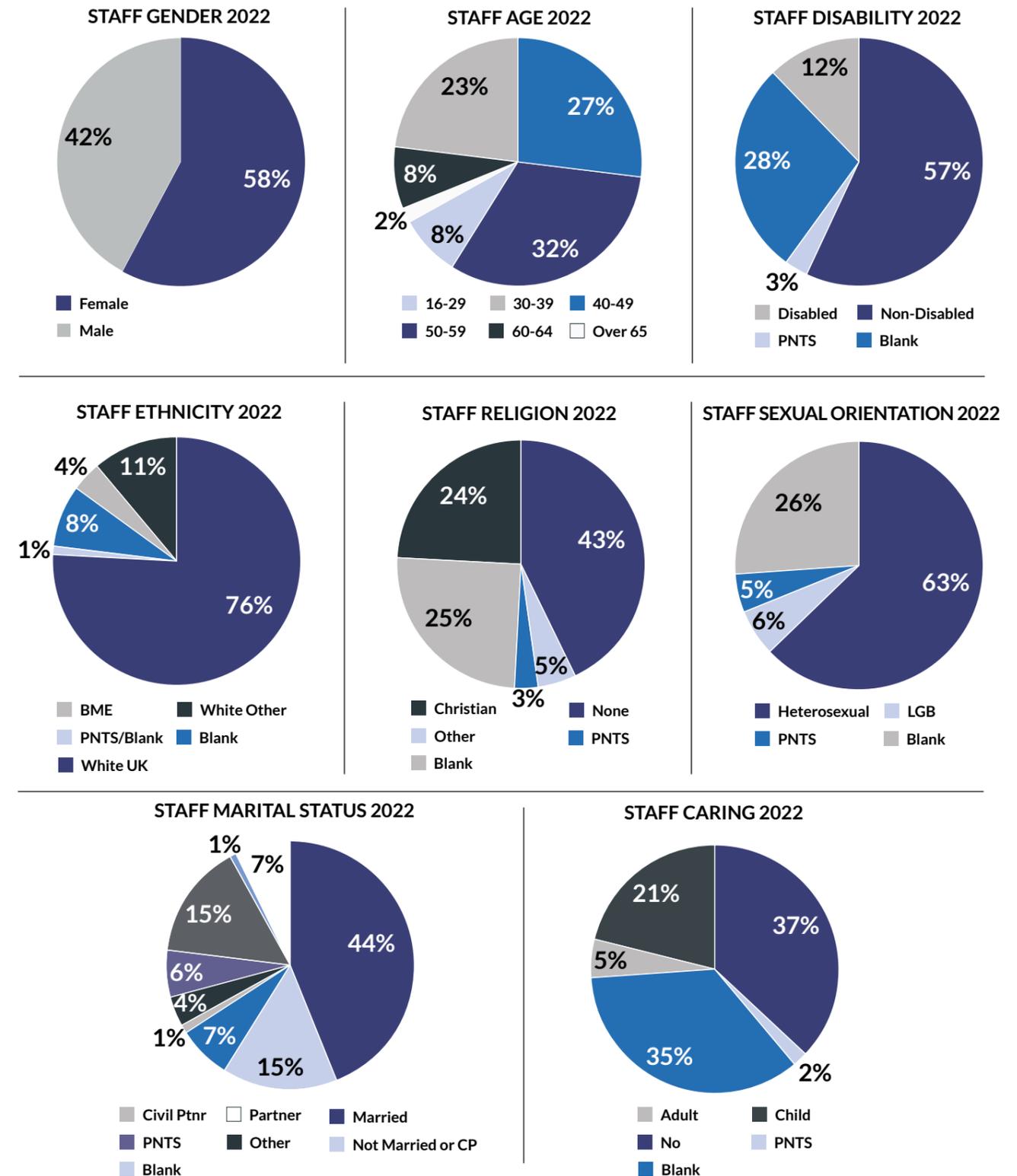
Our intention is to undertake an employee data audit in 2023 to further improve the quality of data available to us. This will enable us to more accurately identify where potential issues may lie and where improvements have resulted from initiatives and actions implemented.

We record gender identity more widely and trans history. Unfortunately, due to the small numbers, and to respect confidentiality, we are still unable to report more expansive gender/trans statistics.

Edinburgh College Employee Profile

- Edinburgh College employed around 1,136 employees as at 1 August 2022 (around 80 down on 2019).
- The gender balance of employees in the last four years is virtually unchanged (since we recorded figures in 2019). 58.1% to 41.9% (Female to Male) in 2022 as opposed to 57.4% to 42.6% in 2019 (+/- 0.7% variance). Females made up 61% of all college employees in Scotland in 2020/21 (Colleges Scotland Key facts 2020).
- The age profile of employees has increased slightly since 2019 and we would anticipate further increases going forward. Two thirds of employees in 2022 are aged 40 or over (68.8%), with 42.1% aged 50 or over (this was 66.3% (-2.5%) aged over 40 and 40.7% (-1.4%) aged over 50 in 2019). Although it is not possible to make a direct comparison with the age profile across the Scottish college sector, our proportions of employees up to age 49 (58%) and aged 50 and over (42%) look similar: College sector 48% for 51 and over in 2020/21.
- The proportion of employees from a BME background is low, compared to both the student population and the local population. 45 employees declared that they have a BME background (+5 employees on 2019), which is 4% of employees (+1% on 2019). 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). 8% of employees have blank responses against their ethnicity and 1% prefer not to say. Prefer not to say has remained consistent at 1% since 2019, but blank responses have reduced by 1%. Across Scotland's colleges, the percentage of employees from a BME background was 2% in 2020, no change from 2% in 2018.
- 6.7% of employees in Scotland's colleges declared a disability in 2020/21. 12% of our employees declare a disability. In 2022, 28% of our employees have not declared whether or not they have a disability, and since 2019 3% have consistently preferred not to say. However, our blank responses are 5% lower than in 2019, but further improvements in disclosure levels could be made in future.
- The rate of prefer not to say for the protected characteristics are: sexual orientation 6%, religion 5%, marital status 4%, disability 3%, caring responsibilities 2% and ethnicity 1%. This would indicate there remains some hesitancy for some employees in declaring their protected characteristics.

- The % of blank responses has reduced for all protected characteristics since 2019. The largest reductions were for caring responsibilities and sexual orientation at -8%, followed by disability -5%, religion -4%, marital status -2% and ethnicity -1%. Employees can provide details on their protected characteristics at any time through iTrent employee self-service but we will also continue to encourage employees 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.



Employee Recruitment

The 2022 figures (table 5.1) relate to a period from 1 August 2021 to 31 July 2022, where 1,038 applicants applied for employment and 145 people were successful (14%). This is an increase of 27.6% on the number of applicants in 2021 (752), and a 50% increase on the number of appointees (72). However, the 2022 figures are more in line with the 2020 figures where there were 1,203 applicants (+13.7%) and 136 appointees (-6.2%). These figures show that current recruitment levels are now only slightly below 2020. However, it appears as though the 2020 figures were also down on pre-pandemic levels seen in 2019, with around 1,800 applicants.

There was a significant decrease in recruitment levels between 1 August 2020 and 31 July 2021 (-37.5%), this is due to the slow down which resulted from the pandemic, which was then reversed between 1 August 2021 and 31 July 2022. However, due to the financial constraints facing the College we would anticipate further decreases in recruitment levels in 2023.

	2019 (1 Aug 18 to 31 Jul 19)	2020 (1 Aug 19 to 31 Jul 20)	2021 (1 Aug 20 to 31 Jul 21)	2022 (1 Aug 21 to 31 Jul 22)
Applicants	1806	1203	752	1038
Shortlisted	454	430	299	510
Appointees	142	136	72	145

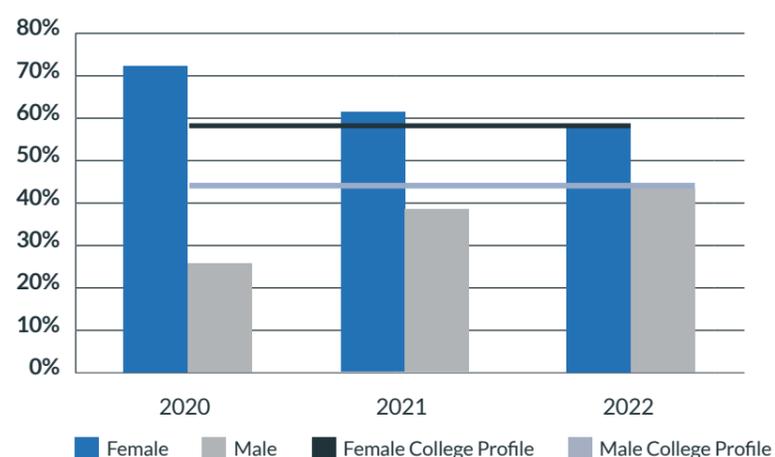
Gender

The proportion of female to males who applied in 2022 (56.4% Female, 39.7% Male, 3.9% unknown) (chart 5.1) was similar to that of the current employee population (58.1% Female, 41.9% Male).

The proportion of female to males who were appointed (tables 5.2 and 5.3) (56.6% Female, 43.4% Male) was only 1.5% variance from the current employee population (58.1% Female, 41.9% Male).

In 2020 there was a greater differential, as there were 73.5% Female appointees and 25.7% Male (the % of applicants and those shortlisted were in line with other years). The reason for this is unknown.

Chart 5.1 College Appointees vs College Profile (by Gender)



	Female Recruitment		
	2020 (1 Aug 19 to 31 Jul 20)	2021 (1 Aug 20 to 31 Jul 21)	2022 (1 Aug 21 to 31 Jul 22)
Applicants	56.9%	55.7%	56.4%
Shortlisted	59.1%	57.9%	57.3%
Appointees	73.5%	61.1%	56.6%

	Male Recruitment		
	2020 (1 Aug 19 to 31 Jul 20)	2021 (1 Aug 20 to 31 Jul 21)	2022 (1 Aug 21 to 31 Jul 22)
Applicants	40.3%	41.6%	39.7%
Shortlisted	38.8%	40.1%	41.0%
Appointees	25.7%	38.9%	43.4%

Ethnicity

13.1% of applicants confirmed they were from a BME background (table 5.4), which is significantly higher than the proportion of current BME employees (4%).

10.8% of shortlisted applicants were from a BME background and 86.7% were White. This is a +2.5% increase on the % of BME shortlisted in 2021.

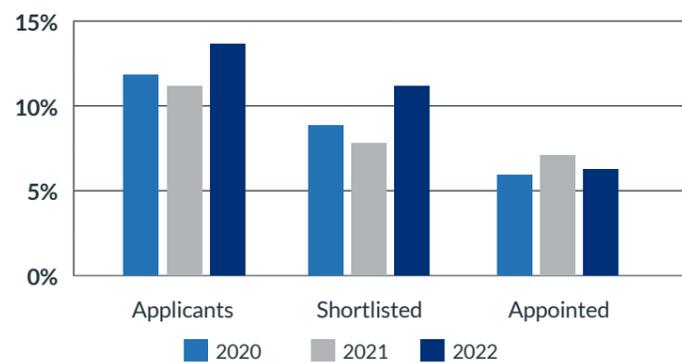
6.2% of appointees were BME, which is around 1% less than in 2021, and is also a 53% reduction from the number of applicants. In comparison, 82.2% of applications were white and 90.3% of appointees were white.

The positive figures here are that there are now more BME applicants, and more of these are being shortlisted. However, less are being appointed, which would highlight a current concern at the interview stage of recruitment. It is suggested that were positive action undertaken this may have a significant impact on the BME applicants being appointed to the College.

Table 5.4

	1 August 2020				1 August 2021				1 August 2022			
	White	BME	NR*	PNS**	White	BME	NR	PNS	White	BME	NR	PNS
Applicants	84.4%	11.6%	3.0%	1.0%	85.2%	11.3%	2.5%	1.0%	82.2%	13.1%	3.7%	1.0%
Shortlisted	88.4%	9.0%	2.3%	0.3%	89.0%	8.3%	2.4%	0.4%	86.7%	10.8%	1.7%	0.8%
Appointed	88.7%	5.7%	5.6%	0.0%	88.9%	7.1%	2.8%	0.0%	90.3%	6.2%	3.5%	0.0%

Chart 5.2 Proportion of BME at each stage of recruitment



Age

The proportion of applicants/appointments from those aged 16-29 were significantly higher than in the staff population (26.5% applicants, 20.7% appointees, 8% employees).

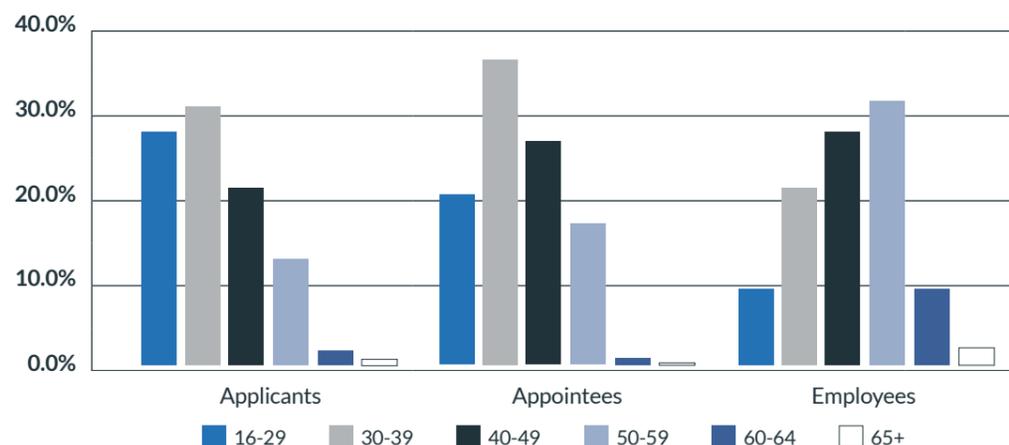
We appointed a higher proportion of 30-59 year olds (78.6%) than had applied (66.8%).

57.2% of all applicants were aged under 40.

We attracted and recruited significantly less 50-59 year olds (14.1% and 15.9% respectively) than we have in the staff population (32%).

Only 0.7% of appointees were aged 60 or over.

Chart 5.3 Recruitment profiles vs College profile (by age)



Religion/Belief

9.6% of applicants who declared a non-Christian faith were appointed to College roles, while 13.6% of applicants with a Christian faith were appointed (table 5.5).

The proportion of applicants who declare they have a non-Christian faith was 11.2%, significantly higher than the current staff population (2.7%);

7.7% of appointees in 2022 were non-Christian in faith (table 5.6). This increased significantly (+5.2%) on the average of 2.5% seen in 2020 and 2021. This is an increase from an average of 2.5 appointees in 2020 and 2021 to 11 appointees in 2022. This is positive progress which we would hope to maintain in 2023.

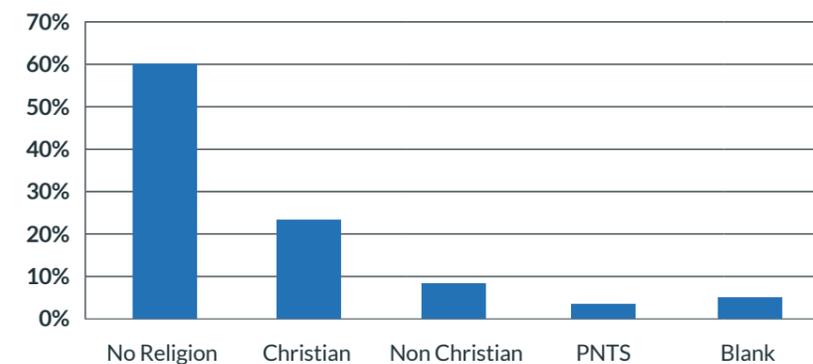
Table 5.5

	Applicants		
	2020	2021	2022
None	56.9%	53.3%	53.0%
Christian	26.3%	28.8%	24.8%
Non-Christian	7.3%	8.8%	11.2%
PNTS	5.6%	6.3%	5.7%
Blank	4.0%	2.9%	5.5%

Table 5.6

	Appointees		
	2020	2021	2022
None	61.0%	63.9%	59.3%
Christian	25.0%	22.2%	24.2%
Non-Christian	2.1%	2.8%	7.7%
PNTS	4.4%	4.2%	3.4%
Blank	7.4%	6.9%	5.5%

Chart 5.4 2022 College Appointees by Religion/Belief



Disability

The proportion of applicants who declared they are disabled in 2022 was 11.8%, which is in line with the current College staff population (12%). The proportion of appointees who declared a disability was 11.0%.

In both 2020 and 2021, a higher proportion of appointees were disabled compared to applicants i.e. appears that there was no discrimination based on disability. This may also have been aided by the College having Disability Confident status. These are positive figures.

	2020	2021	2022
Disabled Applicants	10.7%	9.6%	11.8%
Disabled Appointees	14.0%	12.5%	11.0%

Sexual orientation

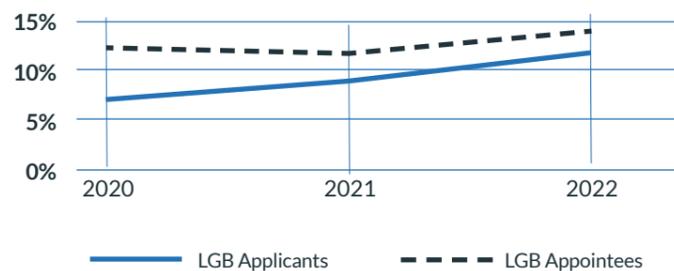
The proportion of applicants who declared they are LGB was 10.6%, and appointees were 13.1%, both of which are more than double the current College staff population (5%).

For several years, the proportion of LGB applicants who were appointed had been around 1% lower than those who applied and this had been the case since 2017. However, from 2020 there has been a reversal of this trend with a higher proportion of LGB appointees compared to applicants.

The proportion of LGB applicants and appointees declaring they are LGB is generally increasing or remaining around the same level each year, which averages at around 12%. This may also have been aided by the change in method of collating data on application, which is now undertaken through iTrent. These are positive figures in terms of employing LGB applicants.

	2020	2021	2022
LGB Applicants	7.1%	8.1%	10.6%
LGB Appointees	11.7%	11.1%	13.1%

Chart 5.5 Recruitment by Sexual Orientation



Prefer not to say (PNTS)

Less than 7% of applicants opted for 'prefer not to say' when asked for their protected characteristics. This ranged from 0% Disabled, 1% Ethnicity, 3.7% Marital Status, 5.7% Religion and 6.6% Sexual Orientation. In comparison, figures were between 9% and 12% with regard to disability, marital status, religion and sexual orientation during 2017 to 2019. This reflects that applicants are less wary of now disclosing this information which is a positive change.

Gender Identity

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).

EMPLOYEE DEVELOPMENT

There were approximately 6,632 instances of Continuing Professional Development (CPD), 10,542 mandatory training modules completed and 4,103 attendees at all staff days in the period from 1 August 2019 to 31 July 2022. In 2021/22 alone, this can be broken down into 1,853 CPD instances, 2,756 mandatory training undertaken and 1,695 attendees at all staff days. The average cost of CPD was £27.41.

(Please note the figures below refer to CPD requests only – statutory compliance/mandatory training and all staff day figures have been excluded).

Gender

The proportion of CPD undertaken by females (63.9%) was 5.8% higher than the current employee profile (58.1%).

The 2022 figures (female 63.9% and males 36.1%) is slightly lower than the averages since 2019 where it has been 70% for female and 30% for males. The reason for this slight change is unknown.

It appears that men consistently uptake around 40% less CPD than women.

69% of the cost of CPD was spent on females at an average cost of £32.12, males had an average cost of £25.70.

	CPD Attendees			
	2019	2020	2021	2022
Female	70.2%	69.5%	70.6%	63.9%
Male	29.8%	30.5%	29.4%	36.1%

Age

36.3% of CPD was undertaken by those aged 50-59 at an average cost of £22.44, a group that makes up 32.5% of the current employee profile.

While the under 40s were slightly less likely to undertake CPD (25.1%) compared with the current college profile (31.2%). The average cost of CPD for 16-39 year olds was £41.17.

Only 1.5% of CPD was undertaken by those aged 65 or over and the average cost of CPD reduced to £5.65.

	2019	2020	2021	2022
16-29	6.9%	4.9%	5.6%	5.0%
30-39	24.5%	25.8%	18.5%	20.1%
40-49	29.8%	27.2%	26.6%	30.3%
50-59	31.7%	35.1%	38.8%	36.3%
60-64	6.2%	5.2%	7.8%	6.8%
65+	0.9%	1.8%	2.8%	1.5%

Ethnicity

CPD is taken up by a slightly higher proportion of employees who declare they are from a BME (4.9%) or White (89.7%) background than is in the employee profile (BME 4%, White 87%).

The average cost of CPD for BME employees was only £12.21 compared to an average cost of £31.18 for white employees (61% less).

2% of the total cost of CPD was spent on BME employees.

	2019	2020	2021	2022
BME	4.6%	3.3%	3.1%	4.9%
White	89.4%	90.3%	91.1%	89.7%

Disability

Disabled employees make up a slightly lower percentage of the CPD profile (10.5%) than the employee profile (12%).

The average cost of CPD for disabled employees was £34.61 compared to an average cost of £28.73 for non-disabled employees (17% more).

Disabled employees used 12.2% of the total cost of CPD.

	2019	2020	2021	2022
Disability	10.4%	12.6%	11.9%	10.5%
No disability	58.0%	59.6%	58.7%	61.5%

Sexual Orientation

Employees who declare as LGB make up a higher percentage of the CPD profile (8.1%) than the employee profile (5%).

The average cost of CPD for LGB employees was £31.45 compared to an average cost of £31.87 for heterosexual employees.

LGB employees used 7.7% of the total cost of CPD.

	2019	2020	2021	2022
LGB	6.1%	6.9%	5.7%	8.1%
Heterosexual	62.5%	58.9%	78.9%	73.7%

Religion/Belief

CPD is taken up by a slightly higher percentage of employees who declare they have a non-Christian religion (4.3% CPD, 3.0% employees).

The average cost of CPD for non-Christian employees was £56.26 compared to an average cost of £31.99 for Christian employees (43% more).

Non-Christian employees used 8.1% of the total cost of CPD.

	2019	2020	2021	2022
None	43.1%	49.0%	49.6%	48.4%
Christian	25.9%	26.3%	23.7%	23.6%
Non-Christian	2.6%	2.2%	3.0%	4.3%

EMPLOYEE RETENTION

The employee retention figures (188 leavers) relate to the period between 1 August 2021 to 31 July 2022.

Gender

- The proportion of leavers was 58.5% female (-6.3% on 2021) to 41.5% male, which is virtually the same as the current female/male balance of employees at 58.1% female to 41.9% male.
- From 2019 to 2021, on average 64.5% of leavers were female and 35.3% were male, so our 2022 figures are not in line with this, but the reason is unknown.
- We are unable to report on transgender leavers due to low volume recorded.

	Leavers			
	2019	2020	2021	2022
Female	62.4%	66.2%	64.8%	58.5%
Male	37.6%	33.1%	35.2%	41.5%

Age

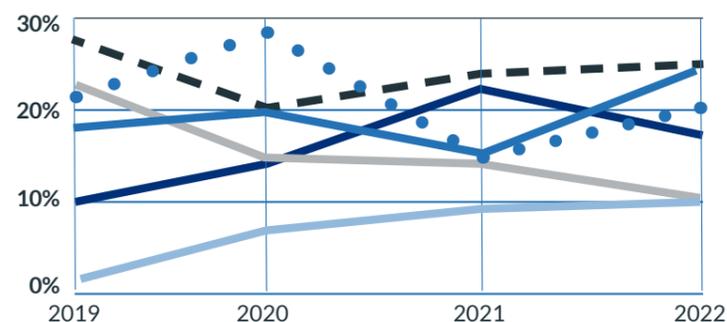
- 19% of leavers were in the 16-29 age group (8% of the employee profile);
- 22% of leavers were 30-39 and another 22% of leavers were aged 50-59;
- These 3 groups of leavers made up 63.3% of leavers.

	Leavers			
	2019	2020	2021	2022
16-29	22.0%	27.5%	16.0%	19.2%
30-39	25.4%	19.7%	22.4%	22.3%
40-49	22.9%	14.1%	14.4%	11.7%
50-59	16.6%	18.3%	16.8%	21.8%
60-64	10.2%	13.4%	20.0%	14.3%
65+	2.9%	7.0%	10.4%	10.7%

Chart 5.6 Annual Leavers by Age

A trend analysis over the last 4 years shows number of leavers:

- 65+ increasing year on year
- 60-64 'peaked' in 2021
- 50-59 averages 18.4% per year
- 40-49 falling year on year
- - 30-39 averages 22.5% per year
- • 16-29 'dropped' in 2021

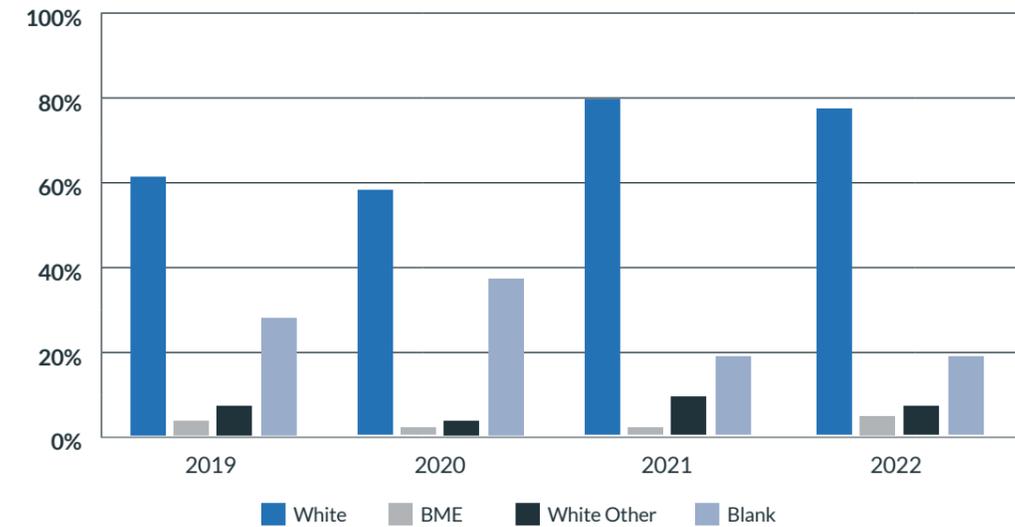


Ethnicity

- The proportion of leavers from a BME background (4.2%) was slightly above the current college profile (4%);
- There was a higher proportion of white leavers in 2021 and 2022 (average 77.1%) compared to 2019 and 2020 (average 61.1%);
- White Other (i.e. not White UK) has averaged 7.3% of leavers since 2019.

	Leavers			
	2019	2020	2021	2022
BME	4.4%	2.8%	2.4%	4.2%
White	64.4%	57.8%	79.2%	75.0%
PNTS	-	1.4%	-	1.1%
Blank	31.2%	38.0%	18.4%	19.7%

Chart 5.7 Annual Leavers by Ethnicity



Disability

- The proportion of disabled employees leaving has increased by nearly 10% between 2019 (5.9%) and 2022 (15.4%) – the employee profile is 12%. This seems to indicate more disabled employees are leaving post pandemic. The reason for such a significant increase is unknown but could be linked to changes in working practices – working from home etc;
- Leavers with no disability have averaged 44.4% of leavers since 2019.

	Leavers			
	2019	2020	2021	2022
Disability	5.9%	5.6%	13.6%	15.4%
No Disability	43.9%	39.5%	48.0%	46.3%
PNTS	1.9%	2.8%	4.0%	1.6%
Blank	48.3%	52.1%	34.4%	36.7%

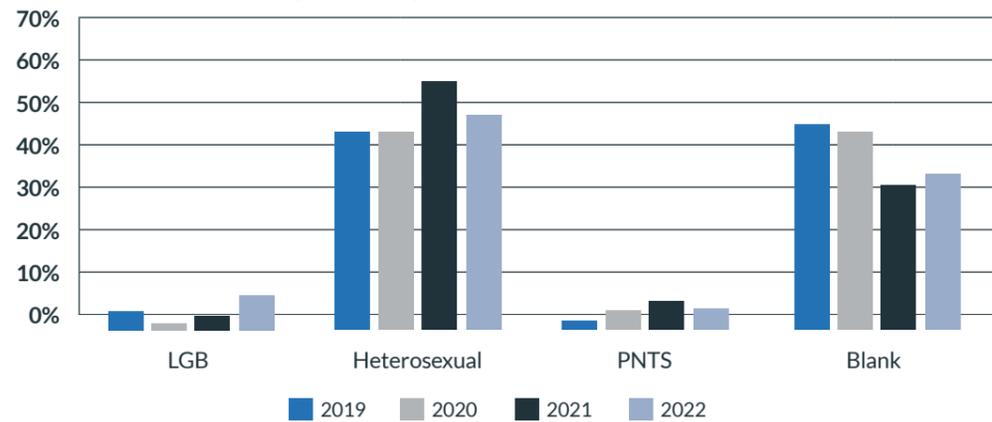
Sexual Orientation

- The proportion of LGB employees leaving has increased by +5.6% from 2.4% in 2021 to 8.0% in 2022;
- LGB leavers have averaged 4.1% of leavers since 2019, the employee profile is 6%.

Table 5.19 Leavers

	2019	2020	2021	2022
LGB	3.9%	2.1%	2.4%	8.0%
Heterosexual	45.9%	46.5%	57.6%	51.0%
PNTS	2.4%	4.9%	5.6%	4.3%
Blank	47.8%	46.5%	34.4%	36.7%

Chart 5.8 Annual Leavers by Ethnicity



Religion/Belief

- The proportion of employees from non-Christian faiths leaving is slightly higher than the employee profile (3.7% leavers, 3% employees). It is the opposite for those who recorded as Christian (leavers 20.7%, employees 24%), those having no faith (leavers 36.7%, employees 43%) and those who opted for PNTS (leavers 4.3%, employees 5%).

Table 5.20 Leavers

	2019	2020	2021	2022
None	31.7%	27.5%	33.6%	36.7%
Christian	14.6%	19.7%	27.2%	20.7%
Non-Christian	3.0%	2.1%	2.4%	3.7%
PNTS	4.4%	4.2%	3.2%	4.3%
Blank	46.3%	46.5%	33.6%	34.6%

Marital status

- A lower proportion of married people left than is reflected in the College profile (leavers 39.9%, employees 45%). This was also the case for civil partnership, other, single, and PNTS. Living with partner, not married/civil partnership and widowed were all around the same level as the employee profile. The only area where leavers were higher than college profile was for blank responses.

Age	Count				Percentage				Difference		
	2019	2020	2021	2022	2019	2020	2021	2022	2020-2019	2021-2020	2022-2021
16-29	108	92	91	90	8.87%	7.57%	7.75%	7.92%	-1.30%	0.18%	0.17%
30-39	302	308	281	265	24.82%	25.35%	23.94%	23.33%	0.53%	-1.41%	-0.61%
40-49	312	305	295	303	25.64%	25.10%	25.13%	26.67%	-0.53%	0.02%	1.54%
50-59	379	388	377	369	31.14%	31.93%	32.11%	32.48%	0.79%	0.18%	0.37%
60-64	84	83	95	87	6.90%	6.83%	8.09%	7.66%	-0.07%	1.26%	-0.43%
Over 65	32	39	35	22	2.63%	3.21%	2.98%	1.94%	0.58%	-0.23%	-10.4%

Disability	Count				Percentage				Difference		
	2019	2020	2021	2022	2019	2020	2021	2022	2020-2019	2021-2020	2022-2021
Disabled	149	156	151	136	12%	13%	13%	12%	0.60%	0.02%	0.89%
None	623	645	626	640	51%	53%	53%	56%	1.89%	0.24%	3.02%
Prefer not to say	41	41	37	38	3%	3%	3%	3%	0.01%	-0.22%	0.19%
Blank	404	373	360	322	33%	31%	31%	28%	-2.50%	-0.04%	-2.32%

Gender/Sex*	Count				Percentage				Difference		
	2019	2020	2021	2022	2019	2020	2021	2022	2020-2019	2021-2020	2022-2021
Female	699	707	680	660	57.44%	58.19%	59.72%	58.10%	0.75%	1.53%	-1.62%
Male	518	508	494	476	42.56%	41.81%	42.08%	41.90%	-0.75%	0.27%	-0.18%

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

Ethnic Origin	Count				Percentage				Difference		
	2019	2020	2021	2022	2019	2020	2021	2022	2020-2019	2021-2020	2022-2021
BME	40	40	43	45	3%	3%	4%	4%	0.01%	0.37%	0.30%
White Other	125	132	126	130	10%	11%	11%	11%	0.59%	-0.13%	0.71%
White UK	933	935	893	859	77%	77%	76%	76%	0.29%	-0.89%	-0.45%
Prefer not to say	11	10	10	8	1%	1%	1%	1%	-0.08%	0.03%	-0.15%
Blank	108	98	102	94	9%	8%	9%	8%	-0.81%	0.62%	-0.41%

Religion	Count				Percentage				Difference		
	2019	2020	2021	2022	2019	2020	2021	2022	2020-2019	2021-2020	2022-2021
Christian	298	294	276	272	24%	24%	24%	24%	0.15%	-0.69%	0.43%
None	465	494	484	484	38%	41%	41%	43%	3.13%	0.57%	1.38%
Other	49	27	28	31	4%	2%	2%	3%	-1.73%	0.16%	0.34%
Prefer not to say	66	64	62	60	5%	5%	5%	5%	-0.06%	0.01%	0.00%
Blank	361	336	324	289	29%	28%	28%	25%	-1.48%	-0.06%	-2.16%

Marital Status	Count				Percentage				Difference		
	2019	2020	2021	2022	2019	2020	2021	2022	2020-2019	2021-2020	2022-2021
Civil Partnership	12	14	13	13	1%	1%	1%	1%	0.17%	-0.04%	0.04%
Living with partner	54	65	67	83	4%	5%	6%	7%	0.91%	0.36%	1.60%
Married	571	572	536	509	47%	47%	46%	45%	0.16%	-1.42%	-0.85%
Not married/civil partnership	207	200	193	169	17%	16%	16%	15%	-0.55%	-0.02%	-1.56%
Other	64	68	66	65	5%	6%	6%	6%	0.34%	0.03%	0.10%
Single	47	53	62	79	4%	4%	5%	7%	0.50%	0.92%	1.67%
Widowed	12	11	9	7	1%	1%	1%	1%	-0.08%	-0.14%	-0.15%
Prefer not to say	52	51	48	44	4%	4%	4%	4%	-0.08%	-0.11%	-0.22%
Blank	198	181	180	167	16%	15%	15%	15%	-1.37%	0.44%	-0.63%

Sexual Orientation	Count				Percentage				Difference		
	2019	2020	2021	2022	2019	2020	2021	2022	2020-2019	2021-2020	2022-2021
Heterosexual / Straight	727	739	717	720	60%	61%	61%	63%	1.09%	0.25%	2.31%
LGB / Other	45	52	53	54	4%	4%	5%	5%	0.58%	0.23%	0.24%
Prefer not to say	68	72	66	64	6%	6%	6%	6%	0.34%	-0.30%	0.01%
Blank	377	352	338	298	31%	29%	29%	26%	-2.01%	-0.18%	-2.56%

Caring Responsibilities	Count				Percentage				Difference		
	2019	2020	2021	2022	2019	2020	2021	2022	2020-2019	2021-2020	2022-2021
Yes (adult)	67	66	60	54	6%	5%	5%	5%	-0.07%	-0.32%	-0.36%
Yes (children under 18)	219	228	232	238	18%	19%	20%	21%	0.77%	1.00%	1.19%
No	377	411	398	419	31%	34%	34%	37%	2.85%	0.07%	2.98%
Prefer not to say	30	32	29	24	2%	3%	2%	2%	0.17%	-0.16%	-0.36%
Blank	524	478	455	401	43%	39%	39%	35%	-3.72%	-0.59%	3.46%