



KILMARNOCK COLLEGE

COMBINED EQUALITIES

REPORT

2009/2010

Introduction

Kilmarnock College has adopted an integrated approach to its annual reports for gender, disability and race in recognition of the interrelated nature of the equalities legislation. The validity of this integration has been nationally recognised with the creation of the Equality and Human Rights Commission and with the Government's plans to consolidate the equalities legislation into a Single Equality Bill.

General Progress

In this Combined Equalities Annual Report we highlight the work we are currently involved in and focus on positive actions we have taken over the past year to move equality forward in Kilmarnock College. The report has been formulated with the involvement of staff, learners and our partners. This is reflected in the section 'Consultation with Staff, Students and Partners.'

1. Equality and Diversity Training

In February, June and August 2009 staff attended Equality and Diversity workshops. These were run by Pauline Brown, an independent trainer, as part of the 'Inspiring Achievement' CPD days. These are mandatory workshops and 163 staff have attended so far.

A range of staff development materials are now available on the College's VLE system, including information on equality in the Equality and Diversity staff on-line training. This on-line training is interactive with quizzes, including a part that challenges stereotyping, to check that the relevant information has been absorbed by staff. It is possible that this will be made available for students to use as part of their courses, as this has been requested by staff who see the package as very beneficial in promoting and raising awareness of equality.

2. Equality and Diversity Adviser

An Equality and Diversity Adviser was appointed in September 2009. The role is to focus on both student and staff perspectives, to promote equality and diversity, identify and remove barriers to participation, influence behavioural and cultural change and deliver legislative requirements. The adviser will also champion best practice throughout the College.

3. E.D.I.T (Equality, Diversity and Inclusion Team)

An Equality and Diversity Steering Group was launched in April 2009, comprised of both students and staff representatives, in order to promote and raise equality issues across the College. The group has had an encouraging growth in numbers. There are now 23 participants, with most areas in the College represented. We have discussed the College's priorities in terms of equality issues and steps are being taken to achieve positive outcomes. We also agreed on the acronym E.D.I.T.

4. Equality Impact Assessments

Human Resource Services established an Equality and Diversity Impact Procedure. The HMle Annual Engagement Report identified that the impact assessment arrangements were sector leading. These will continue to be used to inform and amend College policies, procedures, plans and practices.

5. Communication

Staff will be made aware of equality issues through the Principal's weekly update, bulletin boards, regular staff newsletters and staff development workshops. A plasma screen located in the staffroom is to be reviewed and utilised to raise equality and diversity awareness of current issues.

Students will also receive regular equality information through newsletters. The Equality and Diversity Adviser liaises regularly with the Student Executive. The Adviser also is a member of the teaching staff, so has regular face to face contact with students and staff.

The Marketing Team ensures that any materials specifically publicising our courses and provision e.g. prospectus, posters, website and advertisements portray positive images reflecting disability, gender and race equality. The documents are available in a variety of accessible formats on request.

6. Recruitment and Selection Process

An enhanced recruitment and selection service has been commended by applicants and candidates. Our aim is to further attract and retain staff irrespective of their gender, race or disability and to eliminate discrimination on the grounds of gender, race or disability.

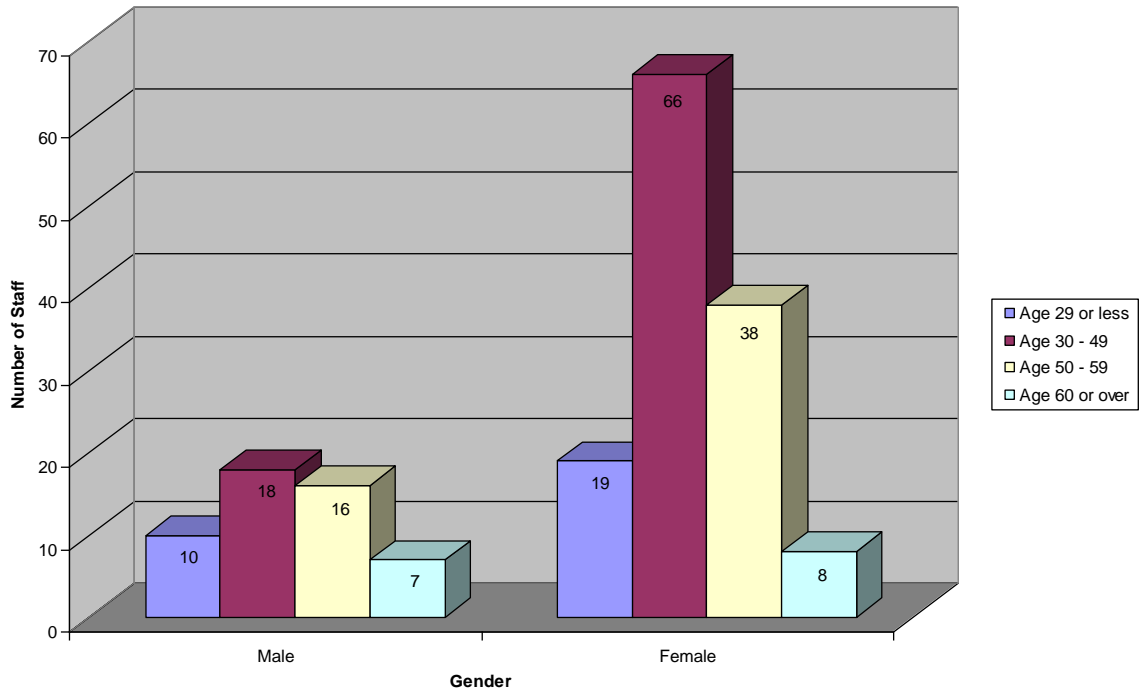
Human Resource Services have procured a Job Evaluation System during the year. A Project Lead has been appointed to manage the College's job evaluation process. This exercise is planned to be completed by 31st July 2010.

7. Partnerships

The College works proactively with a number of external agencies. We link with Women's Aid and our Employability Officer attended a Women's Aid meeting in East Ayrshire recently and fed information back to the Equality and Diversity Adviser. Other key partnerships that aid us in the promotion of equality are East Ayrshire Council, Careers Scotland, AMECA, Dick Institute, LGBT Youth Scotland, DisabledGo, Deaf Connections and Dyslexia Awareness. Two groups of HealthCare students attended Ability Fest at the SECC in October where 120 exhibitors, including Strathclyde Police and Indepen-Dance, were represented. An EDIT representative attended a Dyslexia Awareness workshop at Ayr Hospital, run by Paul Nisbet from CALL, Edinburgh University.

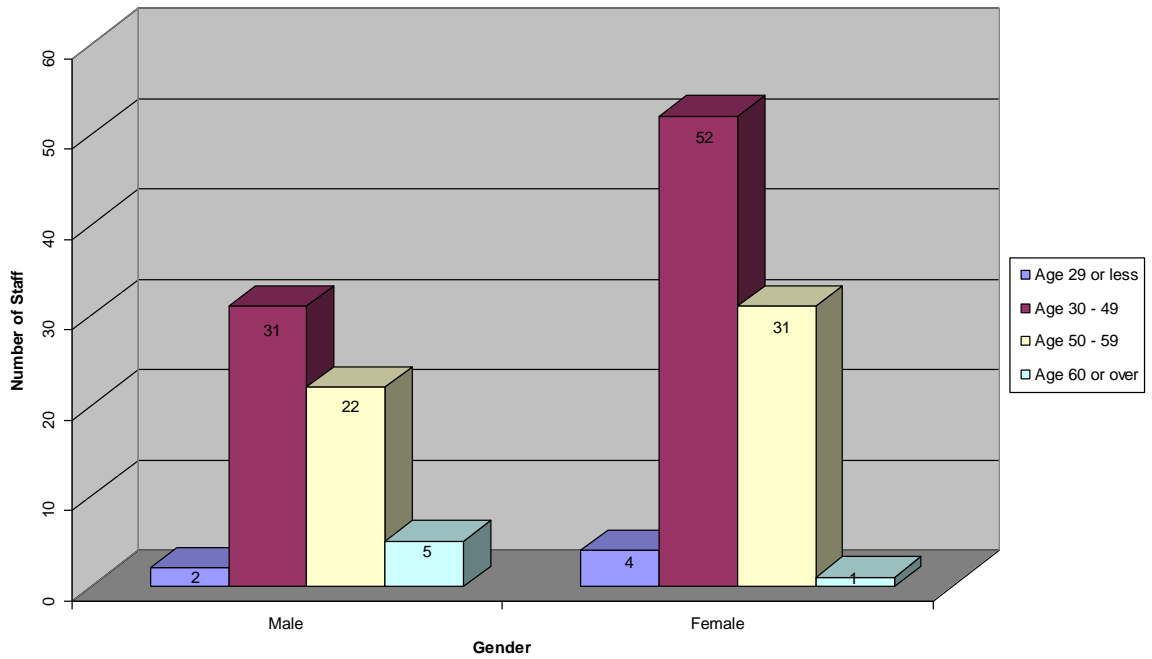
8. Statistics (Staff)

Age/Gender Profile - Service Staff



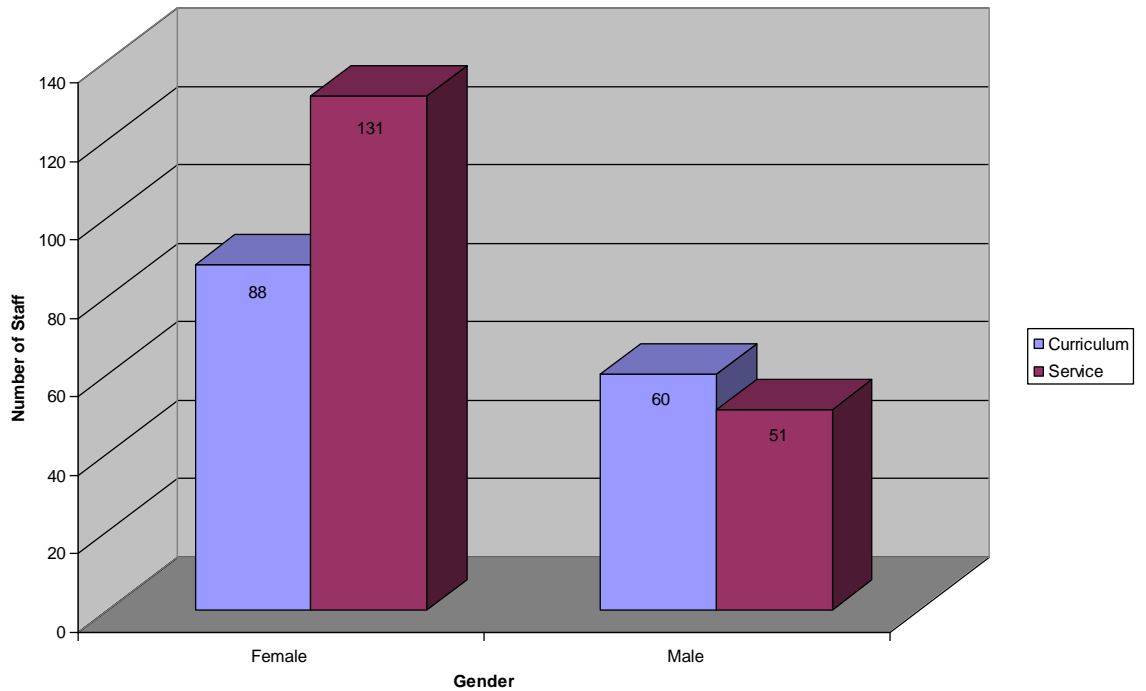
| | Male | Female |
|----------------|------|--------|
| Age 29 or less | 10 | 19 |
| Age 30 - 49 | 18 | 66 |
| Age 50 - 59 | 16 | 38 |
| Age 60 or over | 7 | 8 |
| Total | 51 | 131 |

Age/Gender Profile - Curriculum Staff



| | Curriculum Staff | Service Staff |
|----------------|------------------|---------------|
| Age 29 or less | 6 | 29 |
| Age 30 - 49 | 83 | 84 |
| Age 50 - 59 | 53 | 54 |
| Age 60 or over | 6 | 15 |
| Total | 148 | 182 |

Gender/Staff Group Profile



| | Curriculum | Service |
|--------|------------|---------|
| Female | 88 | 131 |
| Male | 60 | 51 |
| Total | 148 | 182 |
| | | |

Statistics (Students – Full Time and Part Time)

Gender Profile

Students

| | | |
|--------------|-------------|---------------|
| Male | 2185 | 53% |
| Female | 1917 | 47% |
| Total | 4102 | 100.0% |

These figures show a female to male gender split in student headcount terms of 53% to 47%. This split is similar to the most recent figures reported by the Scottish Funding Council of 57% to 43% and reflects the fact that the number of males participating in further education has been on a downward trend since 1998.

The College will be addressing this gender gap by looking at ways to encourage male student participation in subjects which are currently dominated by female students.

The past year has seen a dramatic change in the gender ratio of the Senior Management Team. For the first time in the College's history, there is a female Principal. Of the five members of this management team, three are female and two are male. This represents a cultural shift in the College.

The College currently has 320 staff, comprising of 108 males and 212 females. More females are employed on a part-time basis than males which reflects the national trend.

Our staff statistics still indicate that females are more likely to be employed in a part-time capacity than males. Although the Equality Bill attempts to encourage employers to introduce measures to reduce under-representation of protected groups and will specifically allow employers to base recruitment/promotion decisions on gender, we will continue to make recruitment decisions based on the best candidate for the job.

Student statistics in terms of gender have raised the issue of stereotypical patterns of applications and enrolments in some vocational courses e.g. females into Hairdressing, Beauty Therapy, Child Care and males into Construction trades, Motor Vehicle Studies and Engineering courses. A small number of our students have broken with this tradition. A female Engineering student won the HND Engineering (Manufacturing Systems) Student of the Year Award in June 2009. Currently she is employed by GE in Prestwick and is in the final of the National Apprentice Award. We hope to promote this excellent achievement in the community, so as to encourage more females to apply for Engineering. The Hairdressing Department have a few male students in the third year of their Hairdressing courses, but are hoping to encourage more males to enrol and are keen to promote this as a positive career for men and women. They hope to encourage more males to come forward to be models. Only by establishing role models, through these men and women who are brave enough and determined enough to challenge gender stereotyping in their chosen career, can we hope to make a cultural change.

Disability Profile

| | | |
|----------------------------------|------|-------|
| No known disability | 3338 | 81% |
| Dyslexia | 114 | 3% |
| Blind/partially sighted | 13 | 0.3% |
| Deaf/hearing impairment | 25 | 0.6% |
| Wheelchair/mobility difficulties | 24 | 0.6% |
| Personal care support | 4 | 0.09% |
| Mental health | 20 | 0.5% |
| Unseen disability | 123 | 3% |
| Multiple disabilities | 30 | 0.7% |
| Not listed above | 340 | 8.3% |
| Information refused | 50 | 1.2% |

| | | |
|---------------------|-------------|---------------|
| Information unknown | 21 | 0.5% |
| Field Blank | 0 | 0.0% |
| Total | 4102 | 100.0% |

This shows that 17% of students enrolled at the College have declared a Disability. These statistics are in line with Scottish Council statistics which show that the overall national figure is 14%.

Ethnicity Profile

| | | |
|--|------|-------|
| Scottish | 3877 | 94.5% |
| English | 132 | 3.35% |
| Welsh – White | 5 | 0.1% |
| Irish | 8 | 0.2% |
| Any other White background | 35 | 0.9% |
| Any Mixed background | 3 | 0.07% |
| Indian | 6 | 0.1% |
| Pakistani | 4 | 0.1% |
| Bangladeshi - Asian, Asian Scottish or Asian British | 3 | 0.02% |
| Chinese | 7 | 0.2% |
| Any other Asian background | 3 | 0.07% |
| Caribbean | 1 | 0.02% |
| Africa - Black, Black Scottish or Black British | 3 | 0.07% |
| Any other background - other Ethnic background | 6 | 0.1% |
| Information unknown | 9 | 0.2% |

| | | |
|--------------|-------------|---------------|
| Total | 4102 | 100.0% |
|--------------|-------------|---------------|

- This data shows that 0.9% of students enrolled at the College are from a BME (Black/Minority/Ethnic) background. This is higher than the East Ayrshire BME population of 0.5% (2008 East Ayrshire Residents' Survey) but is lower than the national average of 2%.
- In East Ayrshire the BME population is significantly lower than Scotland for all BME groupings (General Register for Scotland Census 2001)

9. Procurement & Contracting

Procurement and contracting has long been a component of equality with the introduction of specific equality questions enshrined within procurement processes. We are aware that under the terms of the new single equality duty, contained within the Equality Bill, that we will be required to ensure that we equality proof procurements and contractions.

10. Consultation with Staff, Students and Partners.

The College recognises the importance of consultation with staff and students through ongoing consultation and feedback.

A student, who is a former audiologist, is planning to compile a brief report on accessibility for hearing-impaired staff and students in the College. The report will focus on the sound quality and reverberation in various areas of the College and a range of solutions considered.

Lift access has become problematic recently as able-bodied people have been using the lifts, meaning that disabled people have limited access. EDIT (Equality, Diversity & Inclusion Team) and the Ambassadors Task Force are considering ways to improve this situation by encouraging able-bodied people to use the stairs with a 'fitness challenge' e.g. how many calories will you burn for each flight of stairs or how many flights of stairs are equivalent to a climb up Goat Fell. The Marketing team will design appropriate posters when the challenge has been decided upon.

Another student, who has difficulties related to height and health, has been asked to write a short report on the accessibility of the new areas of the College. This student will be producing 'A Day in the Life of a Disabled Student' video in June.

Many students with learning difficulties have been encouraged to use Texthelp software to read for them in assessments. Feedback from students is that they feel more comfortable with this approach as they no longer require separate accommodation for every assessment. This approach creates the feeling of inclusiveness in the classroom. Students with learning difficulties have also been involved in sharing their knowledge of the new software, Livescribe Pulse Pen, with Support for Learning staff.

There has been joint working between the Support for Learning department and Employability with a former student returning to deliver Disability Awareness workshops to the PEZ (Personal Empowerment Zone) group. The main aim was to change the way disabled people may be viewed by society.

The Ambassador's Task Force had a 'Creatures Discomfort' campaign last session which highlighted accessibility needs for disabled people throughout the College. Posters were displayed in all areas to raise awareness.

Support for Learning staff sent an email to all staff and students this session with clear instructions on the role and function of guide dogs. It highlighted the fact that guide dogs receive plenty of attention at home and must not be distracted by passers-by when they are working. Visually-impaired students with guide dogs have reported that this clear message to everyone has assisted their mobility around the College greatly, with far less staff and students approaching the dogs.

ESOL learners in the College were consulted with and have reported that the current ESOL programmes being delivered are meeting their needs effectively, in terms of equipping them for further studies or employment.

The ESOL Department has seen rapid growth over the last two years through newly-designed ESOL leaflets being produced and distributed to libraries, health clinics, housing offices, supermarkets, Careers Scotland, Jobcentre Plus etc. A partnership was established with AMECA (Ayrshire's Minority Ethnic Community Association) and the ESOL Lecturer gave a presentation to the group at one of their monthly meetings in Irvine. The Chair of AMECA gave a presentation to EDIT (Equality, Diversity and Inclusion Team) at Kilmarnock College in March.

We hope to revisit this success, in terms of attracting new ESOL students, in the current session. The Equality and Diversity Adviser (0.5 FTE)/ ESOL Lecturer and, has liaised with the Marketing Team regarding promotion of ESOL courses in the community. ESOL leaflets and posters been produced by the Marketing Team to attract a wide range of nationalities to the College.

After the success of the International Buffet evening for 50 guests in June 2009 at Kilmarnock College's Gallery Restaurant, another buffet was held in November 2009 to celebrate St Andrew's Day. This was equally successful and ESOL students, staff and local stakeholders were welcomed by Scottish music from the Ayrshire Fiddle Orchestra. Ten nationalities were represented at this event. This 'promoted good relations between different racial groups' across the College and was an excellent way of celebrating the College's cultural diversity. Feedback from staff, ESOL students and community partners involved in this celebration has been very positive.

Equality & Diversity Action Plan 2009/2010

| Operational Task | Person(s) Responsible | Timescale | Progress |
|--|---|-------------------------|--|
| Analysis of student statistics for 2009/10 to check for patterns in student numbers in each equality strand and to highlight any access issues. Also an analysis of the workforce equality data. | HR Manager/ Equality & Diversity Adviser | August 2009/ June 2010 | Liaising with MIS |
| To ensure that systems are in place to provide equality management information data | HR Manager/ Equality & Diversity Adviser/ MIS Staff | August 2009/ June 2010 | Identify required data/ agree frequency of data presentation |
| Promotion of national campaigns to staff/students to raise awareness of Equality & Diversity issues | EDIT/ Marketing | August 2009/ June 2010 | Event dates drawn up for the year e.g. Anti- bullying Week, World Aids Day, International Day for the Elimination of Violence against Women. |
| To meet future legal requirements by drawing up a Single Equality Scheme in accordance with proposed Equality Bill. | Equality & Diversity Adviser | September 2010 | Combined equalities annual report produced. Work in progress for development of Single Equality Scheme. |
| To develop appropriate mechanisms to encourage participation & involvement of all | Equality & Diversity Adviser | August 2009 – June 2010 | Liaising with Head of Widening Access & Participation. |

| Operational Task | Person(s) Responsible | Timescale | Progress |
|--|---|-------------------------|--|
| learners | | | |
| To widen participation of learners from all backgrounds and address any barriers to learning. | HR Services Manager/ Equality & Diversity Adviser | August – June 2010 | Utilise MIS information on learners to target areas of under-representation. Improvement of car parking, signage and availability of different languages/formats in college literature. Discussion with DisabledGo |
| To ensure visibility of equality within teaching & learning materials | Teaching/ Service staff/ QELTM Project Worker | August 2009 – June 2010 | QELTM Project Worker working on curriculum master folders. |
| To strengthen existing partnerships related to promoting equality | Equality & Diversity Adviser/ EDIT | August 2009 – June 2010 | Regular contact with AMECA, Stonewall, See Me, Capability Scotland, Dyslexia Ayrshire, Deaf Connections, Women's Aid. |
| Monthly EDIT meetings to take the Equality & Diversity agenda forward in terms of access for all | EDIT | August – June 2010 | 23 staff & student representatives from across the college. Four equality strand subgroups formed. |

Sian Muir, Equality & Diversity Adviser

