

EQUALITY IMPACT ASSESSMENT

Name of Policy: Admissions

Assessed by: Clare Fraser

Date of Assessment: October 2009

Step 1: Identify aims of the practice

What is the **purpose** of the practice?

The College welcomes applications from all potential students and is committed to ensuring equality of opportunity for all individuals seeking a place at the College. The current practice in Admissions aims to ensure that all applicants are treated fairly and that no one suffers a detriment on the grounds of their age, race, disability, gender, disability, religious belief or sexuality.

Who is affected or intended to **benefit** from this practice and in what way?

All potential students are expected to benefit as the practice should ensure that they are treated fairly.

Step 2: Consider the evidence

What data or evidence do you intend to use for the purposes of the assessment?

1. The College gender student profile (Table 1 in Data Report)
2. The College ethnic student profile (Table 2 in Data Report)
3. The College disability student profile (Table 3 in Data Report)
4. The 2001 Census information, including information for Scotland as a whole, Glasgow and North Lanarkshire
5. Information provided by Scottish Funding Council Infact Database for students in the year 2007-2008
6. The Labour Force Survey 2008

Step 3: Assess likely impact

What does the information you have tell you about how this practice might **impact positively** on equalities groups?

- In terms of gender, the information shows a female to male gender split of 71% to 29%. This could demonstrate a positive impact on female students.
- 15% of students at Coatbridge College have declared that they have a disability. Information provided by the SFC shows that nationwide, 11% of students in FE have a disability. The fact that the College average is comparatively higher than the nationwide average could indicate a positive impact on students with a disability. For instance, this could show the efficacy of the College's marketing and communications policy, which is to encourage students with a disability to apply to the College. This could also indicate that students with a disability who apply to do a course at the College are not suffering any detrimental treatment.

What does the information you have tell you about how this practice might **impact negatively** on equalities groups?

- The predominance of female students could also suggest a negative impact on male students.

- The total percentage of Black Minority Ethnic (BME) students at the College is 1%. This is below the SFC nationwide average of 4%, and the nationwide average of 3%. This percentage is closer to the North Lanarkshire average of 1.3%.

Are there **other factors** that might help to explain the adverse impact?

- The male to female split reflects the fact that the information made available from the SFC that the number of males participating in further education has been on a downward trend since 1998.

Could the practice be amended to **promote equality of opportunity** or meet the positive duties?

The College could promote equality in this area by:

1. Ensuring that promotional material is diverse, and provides information about the College's provision for disability support, and other equality provisions. This would include materials such as the prospectus and the website.
2. The College could promote equality at Induction by providing an overview of the College's provision for people from different equality groups. The College could also provide informational stands with supportive literature.

Step 4: Consider alternatives

What changes to the policy or practice could be introduced to **reduce the adverse or negative impacts** identified in step 3?

- The College could advertise courses on media which will attract applications from a diverse range of people, including websites such as UrbanUk and the Glasgow Equality Network
- The College could encourage male students to apply to female dominated courses and vice versa by using promotional material at Open Days, working with Schools Outreach teams and providing taster courses.

Step 5: Consultation

What consultation have you carried out?

A summary of this assessment has been emailed to all staff for their comment, and a focus group was held to gather staff's views on this assessment. *To be completed after consultation*

How successful has this been, and what can you do in the future to improve this process if necessary?

To be completed after consultation

Step 6: Taking Action

What action will you take?

- Review promotional material and website to ensure equality is promoted
- Review Induction process to see how best to make students aware of the importance of equality of opportunity and the College's position and support.
- Advertise on websites which target a diverse audience
- Undertake initiatives to encourage male students in female dominated subject areas, and vice versa.

How will you ensure that this action is taken?

These actions will be added to the College's Equality Scheme which is reviewed by the College's Equality and Diversity Committee. An annual report reviewing action taken will be published.

Step 7: Make monitoring arrangements

How will the policy be monitored?

Data will be collected by College's Information Service and analysed by the Equality and Diversity Advisor on an annual basis. This data will then be discussed with the Equality and Diversity Committee, and reported to all staff and relevant external organisations.

Step 8: Publish assessment report

What are the arrangements for publishing?

This assessment will be published on the College's website.