

EQUALITY IMPACT ASSESSMENT

Assessment Area: Retention

Assessed by: Heather Hughes

Date of Assessment: April 2009

Step 1: Identify aims of the practice

What is the **relevance** of the area under assessment?

The College wishes to have a learning environment where all learners can progress and achieve their potential. In terms of achieving equality of opportunity, it is important that the College regularly reviews learner retention to ensure that no minority groups are experiencing a detriment. In particular, the College wishes to ensure that withdrawals are not connected with a learner's equality background.

Step 2: Consider the evidence

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

The data used for the purposes of the assessment is included in the College's annual monitoring report which is available on the website. Evidence includes:

1. The College gender learner profile
2. The College ethnic learner profile
3. The College disability learner profile
4. Retention rates 2007-2008 (Annual Report data is Oct 2007 so statistics at the end of 2008 will be used)
5. "Scotland's Colleges – A Baseline Report" (February 2007), Scottish Funding Council

Step 3: Assess likely impact

What does the information you have tell you about a **positive impact** on equalities groups?

- Retention for our BME International learners is 98% - this compares well with our 100% retention rate for White International learners.

What does the information you have tell you about **negative impact** on equalities groups?

- Home BME learner retention figure is 87% with home white learners being 90%.
- 89% of learners who do not declare a disability complete their course while only 82% of learners who have declared a disability complete their course.
- 93% of males complete their course while only 88% of females complete theirs.

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

Could **equality of opportunity** be promoted in this area?

Yes. The College could promote equality by displaying a commitment statement on its website and other publications.

Step 4: Consider alternatives

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

- The College will equip staff to recognise and cater for learners with additional needs through further training and information on intranet.
- The College will raise awareness of the impact of unseen disabilities on learning by providing guidance to staff.
- The College will use the QELTM (Quality and Equality in Learning and Teaching Materials) to ensure that learning and teaching materials cater for students from equality groups. This should have an impact on these students' progress.
- Training will be provided in the above for staff.
- The College will promote Learner Services, which supports learners with a disability at the College.
- Gender Focus Groups will be held to gain feedback from female learners who are studying on non traditional courses.

What changes could you introduce to **promote equality of opportunity**?

The changes proposed above should also serve to promote equality of opportunity.

Step 5: Consultation

What consultation have you carried out?

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?

To be completed after consultation.

Who will take that action?

To be completed after consultation.

When will that action be taken?

To be completed after consultation

Step 7: Make monitoring arrangements

How will the policy be monitored?

Data will be collected by the College's Information Service and analysed by the Head of Equality, Inclusion and Learner Services on an annual basis. This data will then be discussed with the Equality Diversity and Inclusion 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.