

Newbattle Abbey College

Gender Action Plan (Excerpts referring to gender and diversity in the AY 2017-18 Outcome Agreement)

Our Mission, Vision and Values

Newbattle Abbey College is confident that it will deliver its clear vision to be ‘Scotland’s Life Changing College’ by demonstrating its contribution to the achievement of Scottish Government priorities; responsiveness to key national policy drivers and impact on communities and economies at local, regional, and national levels.

Our mission is focussed. We will continue to build on our reputation and proven track record as a national residential learning community that:

- Promotes lifelong learning
- Raises aspirations
- Supports learners in transition
- Enables learners to change their lives.

We believe that our values should be lived, seen and brought to life by our staff and students. In the delivery of our mission we will:

- Empower individuals
- Enhance quality
- Act with integrity and mutual respect
- Promote equality and diversity.

Meeting the Needs of Students

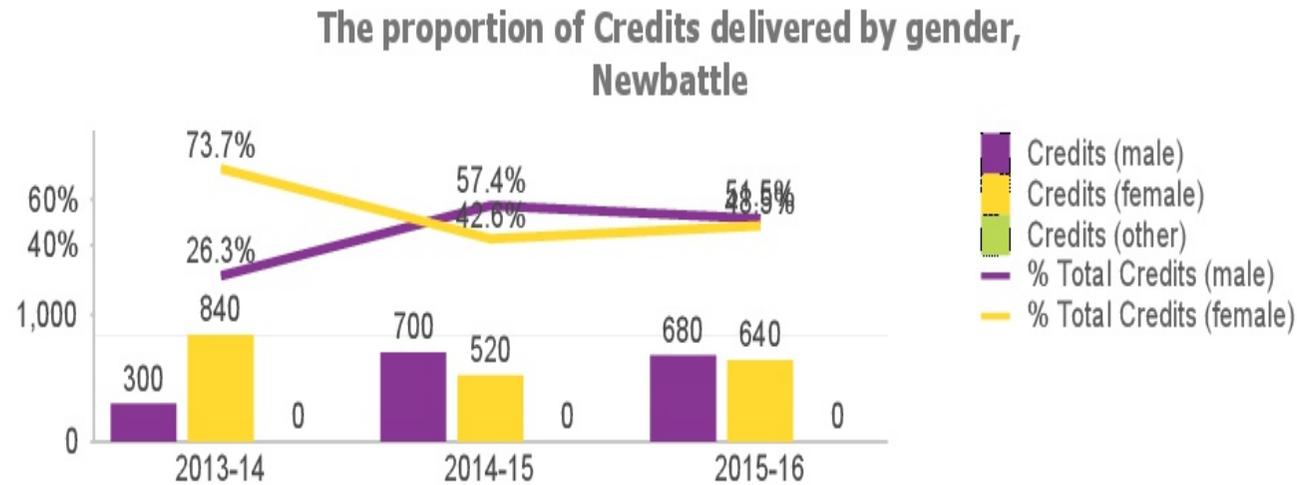
Equalities

Newbattle Abbey College is committed to the provision of equal opportunities in all aspects of college life. In consultation with the colleges Equality and Diversity Committee we continue to conduct impact assessments on all college policies and procedures. Our curriculum, the college website, all course information and all promotional materials are compliant with equality legislation.

We ensure that staff, learners and visitors are treated equally regardless of colour, race, nationality, ethnic or national origin, religion or belief, disability, gender or gender reassignment, age and sexual orientation, pregnancy and maternity, marriage or civil partnership. Our Equality Outcomes and our Equalities Monitoring Report are published on our website:

<http://www.newbattleabbeycollege.ac.uk/wp-content/uploads/2012/05/Review-of-Equality-Outcomes-2015.pdf>

Activity and Access Profile (2015-16 data) – Gender



The % of overall credit activity delivered to male students at 51.5% was higher than the sector average at 48.6%. The % of overall credit activity delivered to female students at 48.4% was lower than the sector average at 51.7%.

Gender

a) Student Gender Gap in Enrolment

Since 2014 the college has made great improvements in levelling its gender percentage and remains above or equal to the sector averages for all protected characteristic groups. The Equalities Committee ensures that the college is focussed on responding effectively to the Public Sector Equality Duty, monitoring and developing its action plan and actively promoting widening access, gender and the implementation of its access and inclusion strategy.

Our student numbers reflect our role as a specialist residential provider of adult education. In 2015-16 the percentage of overall credit activity delivered to male students at 57.4% was higher than the sector average at 48.6% and the percentage of overall credit activity delivered to female students at 42.6% was lower than the sector average at 51.4%. The college does not offer any of the current subject areas where the Scottish Funding Council has indicated that there are severe gender imbalances and we are not required to submit a Gender Action Plan. However, analysis of gender gap in our subject areas show that Social Sciences continues to attract high levels of female students and land-based attract significantly higher numbers of males. We are working with CDN to develop and deliver our gender outcomes.

We have two priority equality outcomes which cover curriculum, support for learning, student engagement and attainment and progression:-

- The learning and support experience is fair and equitable for all students and reflects cultural diversity
- Students across all protected characteristic group's progress and achieve high quality learning outcomes.
- Working in partnership with the student association, staff support a range of student and staff development activities designed to raise awareness. They include:
 - Raising awareness of mental health and support for students
 - Promotion of LGBT History Month
 - Raising awareness for refugees on support and guidance

- Working with SPARQs to improve student engagement
- The college staff development programme includes:
 - CDN - Safeguarding Forum and Equality practitioners meeting
 - Corporate parenting awareness and development
 - Mental health first aid training
 - CDN Equalities update.

Newbattle Abbey College has a unique profile compared to that of other colleges in relation to their intake of students, variety of courses on offer, age profile and percentage of disabled students being above average. All of this is considered in relation to how it intersects with gender.

b) Gender Pay Gap

Our mean gender pay gap for all employees is 11.76%. In Scotland the mean gender pay gap for all employees was 14.9% in 2016. In the UK as a whole this was 17.3%. 44% of our staff work part-time, the majority of whom are female, and this has an effect on our gender pay gap.

The college has no concerns in gender imbalance in relation to pay. Although not a partner of National Bargaining, the college is shadowing developments and supports its direction in principle.

c) Gender and Equalities for Staff

We want to develop our staff, embed our values, extend our reputation and celebrate success in all areas of college life. We have 41 members of staff. Our three senior management are all female; we have 15 academic staff (7 male and 8 Female) and 23 support staff (8 male and 15 female).

We will address occupational segregation by ensuring that we have robust processes in place in relation to:-

- The places and ways in which jobs are advertised
- The recruitment process
- Training and development opportunities
- Workplace culture
- Mentoring and networking.
- We will aim to ensure that staff feel respected and valued at work and experience equality of opportunity to achieve their full potential.

Flexible working practices were introduced wef January 2017.

We want to ensure that staff feel respected and valued at work and experience equality of opportunity and reflect cultural diversity.

d) Gender and Governance and Leadership

We want to maximise the effectiveness and efficiency of our governance and leadership.

The Board of Directors is responsible for ensuring that policy and procedures to promote equality, diversity and inclusiveness are in place and working effectively. Our Board of Directors is currently 60% male and 40% female. The college sector as a whole in Scotland has 57% of Board members who are male and 43% who are female. In terms of Non-Executive Board members our gender split is 72% male and 28% female. In the Scottish college sector this is 61% male and 39% female.

Both the college and the Board are committed to having a greater gender balance, however, due to the constraints of the Newbattle Abbey Trust Deed and Constitution the college is limited in its influence.

Our governance arrangements align with the Code of Good Governance for Scotland's Colleges. In response to the Gender Balance on Public Boards legislation announced in the Programme for Government we have undertaken an external review of our governance effectiveness structure. A report and action plan has been submitted to the Scottish Funding Council.

We will do all we can to promote greater Board diversity. This will include:

- Defining the selection criteria
- Reaching the widest possible candidate pool
- Assessing candidates against the role specification in a consistent way
- Establishing clear board accountability for diversity.

We want to ensure that staff and students with protected characteristics find that inequalities are reduced and eliminated through strong leadership and accountability of equality and diversity being embedded in college governance and management structures.

National Measure	2014-15	Target 2017-18	Target 2018-19	Target 2019-20
1(d) The volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers				
Gender -				
Volume of Credits delivered to Male learners	700	407	420	434
Proportion of Credits delivered to Male learners	57.40%	44%	45%	46%
Volume of Credits delivered to Female learners	520	518	514	509
Proportion of Credits delivered to Female learners	42.60%	56%	55%	54%