

Newbattle Abbey College

Gender Action Plan (Excerpts referring to gender and diversity in the AY 2019-22 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's inclusive college community and supportive residential experience offer life-changing opportunities for students facing multiple barriers to learning. We ensure that staff, learners and visitors are treated equally and fairly.

We are committed to implementing Equalities legislation, reporting on progress and enhancing inclusion in all aspects of college life. The Learning and Teaching Team has embedded equalities across the curriculum and regularly evaluates its effectiveness with staff and students. Teaching and support staff receive regular updates on students experiencing barriers to learning and respond quickly to their needs. We celebrate diversity with our students.

In consultation with the college's Equality and Diversity Committee, in which students actively participate, 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. Our Equality Outcomes and our Equalities Monitoring Report are published on our website: <https://www.newbattleabbeycollege.ac.uk/corporate-governance/>

We have identified 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 groups progress and achieve high quality learning outcomes.

Working in partnership with the Student Association, staff support a range of student and staff development activities. These include:

- raising awareness of mental health and support for students
- working with SPARQs to improve student engagement
- involving student in reviewing college marketing in relation to equality, inclusion and diversity

Activity and Access Profile

Ethnicity

- The % of overall credit activity delivered to BME students at 5.76%.

Disability

- The % of overall credit activity delivered to disabled students at 44.46%.

Gender

- The % of overall credit activity delivered to male students at 53.09%.
- The % of overall credit activity delivered to female students at 46.91%.

Staff make extensive use of online learning resources and interactive technology. These have enhanced inclusion and contributed to improved delivery. Students with identified disabilities make very good use of a range of assistive technology, which has enhanced outcomes for students facing multiple barriers to learning and improved overall assessment methods.

Our Gender Action Plan is available on our website:

<https://www.newbattleabbeycollege.ac.uk/wp-content/uploads/2019/02/Newbattle-Abbey-College-GAP-excerpts-from-the-AY-2017-18-OA.pdf>

In 2019-20 we will:

- Focus particularly on improving the gender balance in relation to our HNC Social Sciences and NC Rural Skills students in partnership with QMU and local high schools. Currently we have 17% female students and 83% male student on our NC Rural Skills Course and 26% male students and 74% female students on our HNC Social Sciences Course.
- introduce innovative approaches to course marketing
- extend the involvement of students in the development of our Outcome Agreement

Gender Pay Gap

Our current mean gender pay gap for all employees is -5.03%. In Scotland the mean gender pay gap for all employees was 6.6% in 2017. In the UK, as a whole, this was recorded by ONS in 2017 as 9.1%.

60% of our staff work part-time; the majority of these are female. 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.

Gender and Equalities for Staff

We are committed to developing our staff, embedding our values, extending our reputation and celebrating success in all areas of college life. We have 42 members of staff. Our three senior management are all female; we have 15 academic staff (8 male and 7 female) and 24 support staff (7 male and 17 female).

We continue to 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

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Gender, Governance and Leadership

Our aim is to ensure that staff feel respected and valued at work and experience equality of opportunity to achieve their full potential.

We continue to maximise the effectiveness and efficiency of our governance and leadership. Our 18 Directors are 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 62% male and 38% 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. In response to the Gender Balance on Public Boards legislation announced in the Programme for Government (2017), we have undertaken an external review of our governance effectiveness structure. A report and action plan have been submitted to the Scottish Funding Council.

To ensure we promote greater Board diversity, we will:

- define selection criteria more clearly
- aim to reach the widest possible candidate pool
- assess candidates against the role specification in a consistent way
- establish clear Board accountability for diversity.

We will ensure that staff and students with protected characteristics find that inequalities are reduced and eliminated. Supported by strong leadership and accountability, we will continue to embed equality, inclusion and diversity throughout college governance and management structures.

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%