NORTH EAST SCOTLAND COLLEGE

APPENDIX 1: COLLEGE EVALUATIVE REPORT

THE EQUALITY MAINSTREAMING AND OUTCOMES OF NORTH EAST SCOTLAND COLLEGE

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How Good is our College? – Outcomes and Impacts – Wellbeing, equality and inclusion

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement
The College will continue to raise the profile of equality, access, inclusion and diversity across all campus and teams. The use of equalities data to support attainment for all students will be improved.	To create greater awareness of, and response to, the College's equality-related responsibilities, commitments and ambitions and to make the College a more equal, accessible, inclusive and diverse organisation. To ensure the use of equalities data informs early interventions and to ensure all groups are represented and have equal opportunity for success. Improve outcomes for all groups of students – including those with protected characteristics and other targeted groups. Improve outcomes for those with mental health conditions.	Vice Principal – Curriculum and Learners to lead on the development of a whole-college awareness-raising initiative based on the theme of 'respect'. Source data and apply it to inform of any under-represented groups and identify interventions to widen access. Develop use of equalities data to assist with identification of groups with poorer success and identify interventions to improve experience and outcomes. Improve early withdrawal for all learners' targets by curriculum and support teams working closely together in identifying those students at risk quickly after their enrolment. Develop College-wide strategies for supporting students with declared mental health conditions.

Progress

The College's Regional Board, Executive Team, Leadership Team and Equality Action Team have ensured that a higher and more regular priority is given to equality-related matters, including gender equality at strategic and operational meetings and events. As a consequence, activities and approaches which seek to improve outcomes for students represented by particular characteristics are more routinely discussed, developed and implemented. An example of such an initiative is the College's 'Respect' campaign.

This was launched in August 2019 at full time student induction. All students had access to promotional and video materials and work is now ongoing to develop further materials to support the promotion of Respect in the curriculum.

Live and trend key PI Data is now available to staff via the Power Bi Data Dashboard. Managers have access to detailed data relating to protected characteristics and so have evidence to inform their enhancement plans. Vulnerable groups can be identified by faculty, team and course so specific interventions can be anticipated and planned.

An overall College Equality Data report has also been developed as a baseline and key areas for action have been identified for further consideration. The report has been considered by the Equalities Action Team, the Curriculum and Quality Action Team and will be referred to Leadership team so all key managers have access to the data and an opportunity to consider implications for their own departments.

Internal college systems to help identify and monitor interventions for vulnerable students have also been put in place in the form of the Student Information Portal (SIP). This will be further developed following an appraisal of possible options for the next stage. This has potentially contributed to a 0.6% improvement in full time early retention this year (6.7% in 2019-20 compared to 7.3% in 2018-19).

Develop College-wide strategies for supporting students with declared mental health conditions.

To support this a mental health working group that comprises both staff and students has been established and from this a number of strategies aimed at supporting students and promoting positive mental health have been created. This includes:

- A student mental health toolkit
- A student mental health agreement
- A new student mental health strategy

A short-life working group has been set up with a view to developing materials and promotion of the Respect Campaign. This will include the College commitments to Anti-Racism and combatting Gender-based Violence. Materials have also been incorporated into the Academic and Personal Skills Development units for promotion by teaching staff.

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement
The College will ensure that attainment rates improve for all students including learners with disabilities and focussing on curriculum areas where attainment is poor.	Closing the attainment gap for learners with declared disabilities that will assist in improvement of outcomes for learners. Improve attainment rates for all students. Improve attainment in those courses where it has been particularly and/or consistently poor.	A detailed analysis of equality data to be carried out by curriculum teams with more effective learning support to address areas of low attainment. Deploy the new student information portal as a means of identification and management of vulnerable students. Intensify review of poorly performing courses, to support interventions and improve experience and outcomes

Progress

Live and trend key PI Data is now available to staff via the Power Bi Data Dashboard. Managers have access to detailed data relating to protected characteristics and so have evidence to inform their enhancement plans.

Internal college systems to help identify and monitor interventions for vulnerable students have also been put in place in the form of the new Student Information Portal (SIP). Students with a declared disability can be identified by faculty, team and course so specific interventions can be anticipated and planned. However, early retention outcomes suggest that there has been little impact on this KPI to date. The early withdrawal rate for students with a declared disability remains higher than for those without (7.9% compared with 6.3% respectively). Those declaring a mental health condition have a higher rate still (10.0%) and so remain our most vulnerable group.

In comparison with the previous academic session there was marginal differences in further withdrawal. The complete success for students with no disclosed disability is 3% higher than last year however 3.2% lower for students with a declared disability and 3.88% lower for students declaring a mental health condition. The impact of covid-19 could have contributory factors to the outcomes but more analysis would have to be completed to verify if this is the case.

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	Further Withdrawal		Partial Success		Complete Success	
	18-19	19-20	18-19	19-20	18-19	19-20
Declared Disability	5.02%	6.52%	13.21%	13.77%	78.92%	75.67%
No Disability Disclosed	5.46%	4.75%	17.73%	15.20%	73.74%	76.75%
Mental Health Condition	12.35%	12.27%	23.10%	25.85%	56.81%	52.93%