

**NORTH EAST  
SCOTLAND  
COLLEGE**



## **APPENDIX 10: NORTH EAST SCOTLAND COLLEGE – EQUALITY OUTCOMES 2021-25**

**THE EQUALITY MAINSTREAMING AND OUTCOMES  
OF NORTH EAST SCOTLAND COLLEGE**

## **APPENDIX 10: NORTH EAST SCOTLAND COLLEGE – EQUALITY OUTCOMES 2021-25**

Using quantitative and qualitative evidence from a range of sources, including the North East Scotland College Equality KPI report; team self-evaluation reports; student and staff feedback; the Gender Pay Gap Report; Occupational Segregation Reports and the Staff Equality Report, and using lessons learned from the evaluation of the 2017-21 Equality Outcomes, the Equalities Committee developed four Equality Outcomes for the period 2021-25.

These are detailed below. Consultation on the Outcomes took place with internal and external stakeholders including:

- **The College Leadership Team**
- **The Regional Board's Equality Champion**
- **The full Regional Board**
- **The Equalities Committee**
- **The Students' Association**

These Equality Outcomes are evidence based, and the evidence used to determine for each Outcome is clearly stated. The Outcomes have focussed mainly on the protected characteristics of gender and disability. This is due to the fact that our data tells us these are the areas where we need to focus to address persistent inequality.

The identified gaps for other protected characteristics are not quite so clear-cut and will be affected by other factors. However, Outcome 4, which focusses on addressing inequality with our regional partners, does cover all protected characteristics.

Alongside the Outcomes there will be actions taken to address inequality and imbalances identified through various means including self-evaluation, analysing of data and staff and student surveys.

### **EO 1 Disability Attainment Gap Inequality**

Students declaring a disability are less likely to successfully complete their courses than those who do not declare a disability.

- **Evidence provided by College KPI data**

#### **Outcome**

Reduce the attainment gap for students who declare a disability

#### **Outputs**

- **Barriers and needs identified**
- **Support / changes/ resources identified and provided**

#### **Activities**

- **Review KPI data with respect to withdrawal and partial success at subject level to identify potential specific points of vulnerability**
- **Use available KPI data at subject level to inform local enhancement plans**
- **Review information management with respect to declared disabilities to enable early identification and intervention**
- **Consult students and staff about academic/ learning support / changes / resource needed**
- **Improve staff engagement with CPD and available resources to enable effective understanding of needs and intervention strategies**
- **Further develop and provide a range of resources to assist students develop skills in resilience and personal well-being**

#### **Measuring progress**

- **Use available baseline data and live updates at subject level to monitor representation; progress and implement interventions**
- **Use data to monitor the number of students accessing support services**

## **E02 Biological Sex Representation and Success**

### **Inequality**

Representation and attainment rates of male and female students is unevenly distributed in some subject areas

- **Evidence provided by College KPI data and national statistics**

### **Outcome**

Reduce the imbalance in biological sex representation and attainment rates in identified subject areas.

### **Outputs**

- **Barriers and needs identified**
- **Support / changes/ resources identified and provided**

### **Activities**

- **Review KPI data with respect to application conversion; representation and attainment by biological sex at subject level to identify target subject areas**
- **Use available KPI data at subject level to inform local enhancement plans**
- **In partnership with regional stakeholders, develop intervention activities to encourage participation of the minority group**
- **Consult staff and students about academic/learning support/changes/resource needed to support attainment**

### **Measuring progress**

- **Use available baseline data and live updates at subject level to monitor progress and implement interventions**

## **E03 Digital Poverty and Literacy**

### **Inequality**

Digital poverty and/or literacy affects access to, and successful completion of, education and skills training for disadvantaged groups

- **Evidence provided by national and local intelligence**

### **Outcome**

Improve access to, and attainment of, education and skills training for those suffering from digital poverty and/or literacy.

### **Outputs**

- **Barriers and needs identified**
- **Support / changes/ resources identified and provided**

### **Activities**

- **In partnership with regional stakeholders, identify vulnerable groups and interventions to assist with access to education, skills training and/or digital resources**
- **Raise awareness of potential applicants who may be discouraged to apply due to digital literacy or poverty issues of the help the College can provide (skills building, funding for equipment) for applying and also once enrolled.**
- **Collect data from applicants (where appropriate) and students at enrolment about their access to resources and digital literacy levels**
- **Consult with enrolled students about academic/learning support/changes/resource needed to support access to digital education and skills training**
- **Make available learning opportunities to develop digital skills and confidence for existing students**
- **Make available digital resources to support those enrolled students lacking appropriate access to hardware and digital infrastructure**

#### **Measuring progress**

- Uptake of digital skills opportunities in community and disadvantaged groups
- Uptake of digital resources by enrolled students

#### **E04 Community Partnership Working**

##### **Inequality**

Access to, and attainment of, skills training and education is poorer for disadvantaged groups in the region, exacerbating poverty-related issues and limiting employment opportunities.

##### **Outcome**

The College and its Regional partners will work together to improve access to education and training for identified disadvantaged groups in the region in order to increase the employability and aspirations of individuals within these communities.

##### **Outputs**

- Barriers and needs identified
- Support / changes/ resources identified and provided

##### **Activities**

- Work with regional partners to identify disadvantaged groups
- Work with regional partners and disadvantaged groups to identify access barriers
- Work with regional partners to develop suitable guidance, information and advice services to support retention and attainment; facilitate access to resources; improve awareness of possible progressions routes and enable sustained progress

#### **Measuring progress**

- Increased numbers of individuals from identified disadvantaged communities accessing College courses
- Increased numbers of individuals from identified disadvantaged communities successfully completing

#### **Other Actions:**

1. Provide additional support to improve efficacy of EIA writing, evidence collection and evaluation.
2. Incorporate the use of equality challenge questions for all teams on an annual basis to further develop understanding of mainstreaming equalities and diversity within their own teams.
3. Develop staff skills in promotion of good relations and tackling prejudice so that stigma and fear of disclosure of personal characteristics is reduced and improvements to the inclusive environment are established.
4. Improve data and feedback collection for sexual orientation, gender identity; race; religious belief; pregnancy and maternity in order to inform the need for further action.
5. Introduce staff "Equality Champions" to help promote awareness and mainstreaming through all college teams and activities.