



EQUALITY OUTCOMES 2017-21





Using the analysed data from the Curriculum Baseline Data Report, the Gender Pay Gap and Occupational Segregation Reports and the Staff Equality Report, as well as lessons learned from the evaluation of the 2015-17 Equality Outcomes, the Equality and Diversity Strategy Group developed four Equality Outcomes for the period 2017-21.

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

- The College Senior Management Team
- The Regional Board's Equality Champion
- The full Regional Board
- Curriculum Managers
- The Staff Equality Group
- The Inclusiveness Committee
- The Students' Association
- Aberdeen City Council as part of the Community Planning Partnership
- North East Scotland Equalities Network.

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 real imbalance. 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.

This is not to say that the College will not continue to address inequality across other 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. These will be monitored via the College's equalities groups.

There is also a high level action plan intended to give an indication of the actions the College will be taking to deliver the outcomes. More detailed actions plans will be developed as appropriate and monitored by the Equality and Diversity Strategy Group and other College Groups/areas as appropriate and reports made to the Senior Management Team and the Regional Board.

EQUALITY OUTCOMES 2017-21

Equality Outcome 1

General Duties	
GD1: Eliminating Discrimination, harassment & Victimisation GD2: Advancing Equality of Opportunity between persons who share a protected characteristic and those who do not GD3: Fostering good relations between persons who share a protected characteristic and those who do not	
GD1, GD2, GD3 - MET	Protected Characteristics Met:
	Sex
	Our evidence demonstrates that this is an area of real imbalance as well as it being a legislative requirement.

Equality Outcome

The College's gender pay gap will be reduced by addressing the causes of gender inequality to create a more equal and balanced workforce with men and women being more equally represented at all levels in the organisation.

Evidence

The College has an overall gender pay gap of 14% (mean) and a part-time pay gap of 23% (mean), which are caused by occupational segregation. In particular, there is a clear predominance of female staff grouped in lower support staff grades (1-5), mainly undertaking administrative roles. The majority of male staff are grouped at Lecturer Grade 4.

More women than men work part-time (in both lecturing and support roles). The majority of part-time women work in support roles, with a cluster working in the lowest paid support grades. At senior grades, very few staff work part-time.

More detailed information is available in the published Gender Pay Gap and Occupational Segregation reports.



Equality Outcome 2

General Duties

GD1: Eliminating Discrimination, harassment & Victimisation

GD2: Advancing Equality of Opportunity between persons who share a protected characteristic and those who do not

GD3: Fostering good relations between persons who share a protected characteristic and those who do not

GD1, GD2, GD3 - MET

Protected Characteristics Met:

Disability

Our evidence demonstrates that this is a consistent area of real imbalance across all Schools which needs to be addressed.

Equality Outcome

The attainment gap for students with disabilities will be reduced by ensuring an inclusive and accessible learning environment which will enable them to maximise their chances of attaining the skills, knowledge and qualifications needed to achieve their full potential and progress to further/higher education or employment.

Evidence

Our data show that there is a clear and consistent disability attainment gap across all schools, which suggests a real imbalance that needs to be addressed by the College. There are attainment gaps for other protected characteristics - but these are not quite as unequivocal, as other factors seem to be involved when analysed at course and individual level. Therefore, although there also needs to be an on-going commitment to analyse and address other significant attainment gaps at local levels, the focus needs to be on disability as the main outcome at this point.

Disability - Outcomes for Full time Students in 2015-16

Group	Enrols	% Enrols	Early Withdrawal	Further Withdrawal	Partial Success	Success
No disability	5846	84%	5.1%	13.2%	9.0%	72.7%
Declared Disability	1098	16%	7.6%	17.9%	12.3%	62.4%

Students with a declared disability are less likely to complete successfully 72.7%:62.4%

This compares with other protected characteristics:

Sex - Outcomes for Full time Students in 2015-16

	No of Enrols	% Enrols	Early Withdrawal	Further Withdrawal	Partial Success	Success
Male	3265	47%	5.5%	14.9%	11.1%	68.4%
Female	3620	53%	5.5%	12.9%	8.0%	73.7%

Females are more likely to be successful than males in all schools (73.7%:68.4%).

Age - Outcomes for Full time Students in 2015-16

GROUP	ENROLS	% ENROLS	Early Withdrawal	Further Withdrawal	Partial Success	Success
<16	33	0%	6%	21%	15%	58%
16-19	3937	57%	5%	14%	11%	70%
20-24	1506	22%	6%	14%	9%	71%
>24	1409	20%	7%	12%	6%	74%

Complete success rates rise with age group overall. There are very small numbers of students under 16 so care must be taken when making inferences from the data.

Sexual Orientation - Outcomes for Full time Students in 2015-16

Group	Enrols	% Enrols	Early Withdrawal	Further Withdrawal	Partial Success	Success
Heterosexual	5537	80%	5%	13%	9%	72%
Gay Man	72	1%	7%	17%	1%	75%
Gay Woman	56	1%	9%	18%	4%	70%
Bisexual	126	2%	7%	21%	12%	60%
Other	140	2%	6%	21%	11%	63%
PNTS	951	14%	7%	15%	11%	68%

A significant proportion of students (14%) prefer not to state their sexual orientation, which means that care must be taken when interpreting these figures. All other groups are more likely than heterosexuals to withdraw from courses.

Ethnicity - Outcomes for Full time Students in 2015-16

Group	No. Enrolled	No. Enrolled %	Early Withdrawal	Further Withdrawal	Partial Success	Complete Success
Scottish	4905	71%	6%	15%	10%	69%
British	292	4%	5%	8%	12%	75%
English	232	3%	6%	12%	10%	73%
Polish	473	7%	3%	11%	7%	80%
Any other White	633	9%	5%	9%	7%	79%
All Other	349	6%	4%	13%	10%	74%

Of the 20 ethnic groups represented, only 5 have enrolments greater than 1%, with 78% Scottish, English or British and a further 16% Polish or other white background.

In general, success rates for Scottish students are slightly lower than those in other groups.

Equality Outcome 3

General Duties	
GD1: Eliminating Discrimination, harassment & Victimisation	
GD2: Advancing Equality of Opportunity between persons who share a protected characteristic and those who do not	
GD3: Fostering good relations between persons who share a protected characteristic and those who do not	
GD1, GD2, GD3 - MET	Protected Characteristics Met:
	Sex
	The Scottish Government and SFC have made reducing gender imbalance a priority. Our evidence demonstrates that there is significant gender imbalance in certain areas of the curriculum.

Equality Outcome

Opportunities will be created in targeted curriculum areas to address gender imbalance and stereotyping. The College will aim to eliminate the barriers to subject choice and thereby enable all students to maximise their education and employment opportunities.

Evidence

The Scottish Government is working to reduce and remove the barriers faced by women and men in Scotland across a range of social and economic spheres and has set out its gender equality objectives.

Scottish Government Aims and Milestones

Aim	Milestone
By 2021, increase by 5% the minority gender share in each of the 10 largest and most imbalanced 'super classes' among 16-24 year olds	Increase by 4.2% by 2019-20
By 2030, no subject has an extreme gender imbalance (75:25)	50% reduction in the number of college subjects in this category by 2025
By 2030, the gap between male and female participation in undergraduate study is reduced from 15.4% gap to 5%	We will look to have reduced this gap to 13.6% in 2019-20



The Scottish Funding Council has identified the following subject areas in Colleges with severe imbalances (greater than 75% of one gender)

Female under-representation

- Construction
- Building/Construction Operations
- Building Services
- Engineering/Technology
- Mechanical Engineering
- Electrical Engineering
- IT: Computer Science/Programing/Systems
- Vehicle Maintenance/Repair

Male under-representation

- Child Care Services
- Hair/Personal Care Services

SFC will ask colleges to develop their own Gender Action Plans (GAPS) to outline the actions they will undertake to address the aims of the plan, with a specific focus on actions to enhance the key five themes. This will be done annually through the outcome agreement process and the first round of GAPS are expected by July 2017.

The areas of gender imbalance identified by the SFC are also areas of gender imbalance in the College.

NESCol Data

Gender Balance of students on Full time programmes in 2015-16

All Schools

	No of Enrols	% Enrols
Male	3265	47%
Female	3620	53%

Creative Industries, Computing and Business Enterprise

	No of Enrols	% Enrols
Male	1251	43%
Female	1633	57%

Engineering, Science and Technologies

	No of Enrols	% Enrols
Male	1399	86%
Female	234	14%

Service Industries

	No of Enrols	% Enrols
Male	606	26%
Female	1749	74%

Sex distribution is relatively even across the college (47% male to 53% female) but this masks significant imbalance in the Schools and individual courses. Engineering Science and Technologies (EST) is heavily male dominated, whilst Service Industries (SI) is heavily female dominated. Creative Industries, Computing and Business Enterprise (CICB) has a less extreme predominance of females.

In order to address these issues, NESCol has been part of the ECU Attracting Diversity in Student Recruitment Project. As part of this project we have identified two key areas of gender imbalance to focus on, Men into Care and Women into Computing.

Equality Outcome 4

General Duties	
GD1: Eliminating Discrimination, harassment & Victimisation	
GD2: Advancing Equality of Opportunity between persons who share a protected characteristic and those who do not	
GD3: Fostering good relations between persons who share a protected characteristic and those who do not	
GD1, GD2, GD3 - MET	Protected Characteristics Met: Age, Disability, Gender Reassignment, Pregnancy and Maternity, Race, Religion and belief, Sex, Sexual Orientation

Equality Outcome

The College and its Regional partners will work together to reduce inequality and remove barriers to attainment and employment across all protected characteristics to meet the aspirations of community planning regionally.

Evidence

Community Planning Aberdeen, Community Planning Aberdeenshire, Local Outcome Improvement Plans, Locality Plans

NESCOL is a lead partner with Community Planning Aberdeen and Community Planning Aberdeenshire and this outcome is intended to demonstrate our commitment to working regionally with our community planning partners to deliver a curriculum that meets the needs of the local communities we serve, across all protected characteristics.



EQUALITY OUTCOMES ACTION PLAN OVERVIEW 2017-21

This is a high level action plan intended to give an indication of the actions the College will be taking - more detailed action plans are under development

Action	Intended Impact	Person Responsible	Completion Date
Equality Outcome 1			
Develop action plan to tackle the causes of gender inequality in order to create a more equal and balanced workforce, with men and women being more equally represented at all levels in the organisation	Reduce the gender pay gap	Vice Principal HR	June 2017
Equality Outcomes 2 and 3			
Distribute data to allow review at Curriculum and Course level	Identification of specific areas of strength/ concern for action	Director of Curriculum	June 2017
Develop Gender Action Plan to tackle areas of significant gender bias	Reduce the gender imbalance in targeted subject areas	Vice Principal - Learning and Quality	August 2017
Review how students with a declared disability are identified, monitored and supported	Reduce attainment gap for students with disability	Vice Principal - Learning and Quality	June 2017
Equality Outcome 4			
Work with the Community Planning Partnership to develop common outcomes	Reduce inequality across the region in terms of access to education and employment	Vice Principal Organisational Services Vice Principal HR	On-going