

Equality Reporting 2019: Mainstreaming Equality and Equality Outcomes

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This report has been published to fulfil Newbattle Abbey College's specific reporting duties under the Public Sector Equality Duty.

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1. Introduction

As Scotland's national adult education college, Newbattle Abbey College benefits greatly from the diversity of our students and staff. We are committed to ensuring that equality remains at the forefront as we continue to develop and delivers a high quality learning experience.

We wish to ensure that everyone at Newbattle has the best possible opportunity to realise their full potential, improve their life chances and achieve their education and career goals. Equality, Diversity and Inclusiveness are core values at Newbattle Abbey College.

We are committed to the aspirations set out in our *Equality Reporting 2019: Mainstreaming Equality and Equality Outcomes*. The college has a clear vision and strategy to promote equality, access and inclusion and this links with all aspects of our activity.

This report outlines the progress and changes the college has made, and will continue to make, in relation to mainstreaming Equality and Equality Outcomes as an integral part of college life. We are also committed to regularly reviewing and refocusing our priorities to ensure that we continue to make progress in this key area.

The report also evaluates how we have responded to the Public Sector Equality Duty through data comparisons from 2017 to 2019. This report aims to highlight key findings and areas for improvement and make a clear plan for action for the future.

The college has created an inclusive culture which continues to provide equality of opportunity, process and outcome to all students, staff and stakeholders. This report reflects our dedication to fulfilling these responsibilities.

Marian Doherty
Principal

2. Mainstreaming Report

2.1 Our College Context

Newbattle Abbey College is Scotland's national adult education residential college. We receive funding by the Scottish Funding Council as a small national specialist college, in recognition of our distinctive contribution through collaboration with local and national partners.

The college operates within a 125 acre heritage estate under a Governing Deed of Trust set up in 1937 by Philip Kerr, 11th Marquis of Lothian. The Trustees include the Principals and Vice Chancellors of the Universities of Aberdeen, Edinburgh and Glasgow. The Trustees have responsibility for maintaining the ownership of Newbattle Abbey College for the Trust purposes.

The college contributes to national outcomes through its involvement with a range of strategic partnerships. Newbattle focuses particularly on providing progression opportunities for adults who have previously experienced limited success in education or have encountered challenges which have affected their learning. We also work with young people at points of transition. The college offers six full-time programmes:

- Access to Higher Education Social Sciences (SWAP)
- Access to Higher Education Celtic Studies (SWAP)
- Access to Primary Education
- HNC Social Sciences
- National Certificate in Celtic Studies
- National Certificate in Rural Skills

We also offer Adult Achievement Awards, Forest and Outdoor Learning Awards and short courses in Gaelic and Beekeeping. Newbattle Abbey College is committed to the Equality Act 2010 where all students which legally protected from discrimination in the workplace and in wider society. (Equality Act 2010*)

2.2 Our National Role

Newbattle Abbey College contributes to national outcomes through engaging with a range of strategic partners, including the Adult Learning Strategic Forum Scotland and the National Gaelic Education Strategy Group. We continue to play a major role in developing a national strategy for adult learning.

In January 2015 we became the national awarding body for the Adult Achievement Awards offered at SCQF Level 2, 3, 4 and 6. This ground-breaking initiative supports the Statement of Ambition for Adult Learning and accredits adults for their learning in a range of places, including the community, colleges, voluntary sector, volunteering and the workplace. In November 2018 an Adult Achievement Awards Co-coordinator was appointed to develop the Awards across Scotland. SCQF Level 2 is now in pilot phase and will help to widen access to recognised learning for groups of students who traditionally have had very limited access to formal learning. It is particularly suitable for individuals with learning disabilities and others who may require rehearsal, practice and/or prompting to enable them to demonstrate how they meet the learning outcomes of the Awards. There are plans to create a focus on the equality dimension by, for example, achieving better outcomes for older students through the Adult Achievement Awards.

We continue to contribute to the National Gaelic Language Plan 2012-17 Growth and Improvement by creating opportunities to increase the number of adults acquiring Gaelic. We are extending workshops based in Edinburgh Storytelling Centre to attract a wide range of students and enhance our equality outcomes by greater participation of people with varied protected characteristics.

2.3 Our Strengths

Our strengths are our:

- Values and commitment to students and staff
- Strategic partnerships that have established constructive relationships with a wide range of partners
 - Reputation for high quality adult learning
 - Strong leadership and ability to take a local and national lead in realising initiatives
 - Clear commitment to learning as a transformational tool
 - Focus on individual support
 - Curriculum that is creatively planned to seek new opportunities whilst maintaining the integrity of the college's core purpose
- Response to corporate governance led by strong direction from the Board of Directors

2.4 Our Regional Role

Newbattle Abbey College continues to make an increasingly significant educational, economic, social and cultural contribution to the local economy. Our partnership with Midlothian Council has led to the delivery of several programme for marginalised adults and young people at points of transition. Many of these are identified as having one of the nine protected characteristics. Policies and procedures are in place to support all students.

The Developing Scotland's Young Workforce (DSYW) agenda is particularly relevant to this work. We also work in partnership with Midlothian Council Social Work Department through our Rural Skills Programme. This is available to school leavers, adults of all ages and adult offenders.

Newbattle Abbey College is an active member of the Community Planning Partnership group in Midlothian and East Lothian and Developing Young Workforce groups. These partnerships have led to successful transition programmes for adults and young people with barriers to learning.

2.5 Our Vision, Mission and Values

Our Vision: Scotland's Life Changing College

Mission: To be a national residential learning community which:

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

Our Values:

In the delivery of our mission we will:

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

2.6 Our Strategic Priorities

For the next four years the college has identified six strategic priorities. These will build on our strengths and extend access for adult students to enable them to improve their life chances and lifelong learning prospects, leading to successful destinations and outcomes.

Priority 1. Developing the curriculum

Priority 2. Developing sustainable partnerships

Priority 3. Recruiting, retaining and developing staff

Priority 4. Exploring estate preservation and potential

Priority 5. Strengthening financial sustainability

Priority 6. Improving processes and performance

We will align our equality reporting to these six strategic priorities. Under each priority we will report on what difference has been evidenced in relation to our equality outcomes from 2017 to 2019.

3 Our Approach to Mainstreaming Equality, Diversity and Inclusion

Newbattle Abbey College has a proven track record in offering extensive support to adults returning to education and to young students in transition. Our size and residential setting means that we are ideally placed to meet the three needs of the General Equality Duty to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality of opportunity between people from different groups.
- Foster good relations between people from different groups.

Our values underpin our approach to equality, diversity and inclusion. All staff and students are responsible for respecting and advancing equality as well as valuing diversity. We have sustainable and effective policies and procedures that place equality, diversity and inclusion at the centre of our work. We undertake a regular programme of equality impact assessments through focus groups and surveys the key findings of which are outlined in this report. The data generated by this assessment informs amendments to policies and procedures to raise awareness of equalities issues among all stakeholders and ensure equality of provision.

3.1 College Committees and Meetings

The college has a number of committees and teams related to its core functions. The most appropriate is the Equalities and Diversity Committee. As part of the Equalities initiative, a separate working group has been created with each member taking lead responsibility for certain areas, including the British Sign Language Plan, Equalities Report, Safeguarding and Corporate Parenting. This group meets regularly and the information from these meetings is fed to the College Board and its sub-committees. Due to the nature of the college, its size and population, matters of equality, diversity, access and inclusion are very visible and are able to be treated with an immediacy that is often lacking in larger institutions. It is also crucial that in an institution confidentiality for students and staff is maintained.

Where we are now

- We have a robust Equalities Impact Assessment procedure. The data generated by this assessment will contribute to amendments to policies and procedures and will identify any equality issues.
- We have an Equalities and Diversity Committee, which holds an annual self-evaluation exercise.
- We organise three Quality Days per year where all every staff are engaged in discussing equality and diversity matters. In the most recent Quality Day, Equalities and Mental Health training was delivered to all college staff.
- We are committed to implementing Equalities legislation, reporting on progress and enhancing inclusion. This is monitored by a student committee, which has active student involvement and regular focus groups.
- We have an appointed Equalities representative in the committee and also an Equalities Officer in the L&T team. See page 22 in the appendix for the role of the Equality Officer.
- We have created positive partnerships with external specialists to enhance outcomes for students with additional support needs.
- We are committed to flexible course planning and timetabling, which have improved access and inclusion for students of all ages. The timetable takes into account students with additional needs, financial barriers and students who have childcare commitments.
- We offer effective and sustained support to students experiencing mental health issues.
- Our new Equality Monitoring form for students and staff has been revised with guidance from Advance HE. This will be ready for use in 2019-2020. See page 31 in the appendix.

Where we can we improve

- The Learning and Teaching staff meet every week to discuss matters relating to all students. These include academic issues, additional support needs, mental health issues or any personal or financial problems. Support for Learning or Guidance tutors are assigned responsibilities, depending on the nature of the problem and appropriate action is then taken. This could be improved by involving all members of staff in the meetings and ensuring that minutes are distributed weekly.
- We will improve continuing professional development for all staff and encourage the use of free modules from the Professional Development Award Advancing Equality and Diversity through Inclusiveness. This will improve knowledge of key issues and help share good practice.
- The Scottish Funding Council Gender Action Plan aims to tackle gender imbalances at a national, regional and institutional level. Our own Gender Action plan is to be published on the website. The main aim is to address gender balance within two courses: NC Rural

Skills (historically male dominated) and HNC Social Science (historically female dominated).

- We should extend opportunities to celebrate international festivals and promote a diversity calendar. This has already started to happen, as in April 2019 Newbattle Abbey College delivered Midlothian's first festival of words and song "Literally@Newbattle", which attracted both performers and audiences from diverse backgrounds.
- On occasion, the physical environment of our A listed building, our ICT systems or resources can risk creating barriers. With any renovation we intend to anticipate the needs of all staff or students but in particular those with protected characteristics.

3.2 Policy and Procedures relating to Equality and Diversity

All policies and procedures which relate to working with people are impact assessed. The results of the impact assessment are published at the back of the policy. Policy documents are published on the college website. The college has a wide range of policies relating to the rights of employees, service users and the community we serve. They are particularly important in helping ensure that the college is meeting the requirements of the general duty. The Equalities Diversity and Inclusion Policy can be accessed via this link.

<https://www.newbattleabbeycollege.ac.uk/wp-content/uploads/2019/02/Equality-and-Diversity-Policy.pdf>

The college policies and procedures listed below support the implementation and promotion of equality of opportunity. The college will update these in the light of the Equality Act and the public equality duties, in addition to any others not listed below which are relevant for equality, diversity and inclusiveness:

- Safeguarding Policy
- Recruitment and Selection Policy and Procedures
- Grievance Policy and Procedures
- Disciplinary Policy and Procedures
- Student Disciplinary Policy and Procedures
- Procedures for Dealing with Unlawful Discrimination and Harassment
- Academic Guidance Policy
- Student Pre-entry Interview Policy and Procedure
- Support Policy
- Core Skills and Learning Support
- Marketing Strategy
- Gender-Based Abuse Guidelines (Students) work in progress.

4 Employment

4.1 Board Diversity Information

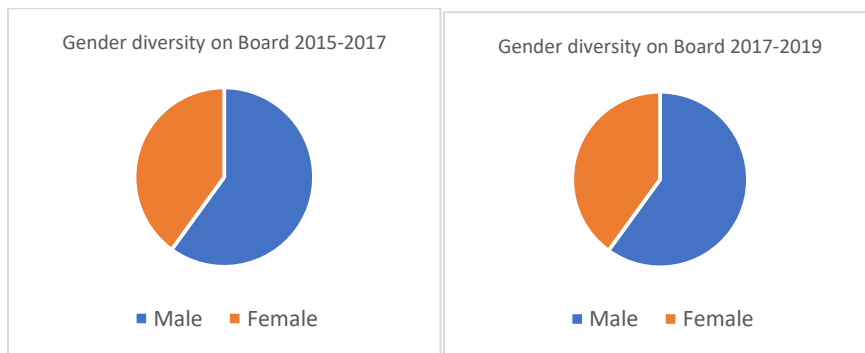
The Board of Directors is responsible for ensuring that policy and procedures to promote equality, diversity and inclusiveness are in place and working effectively. Our Board of Directors was 60% male and 40% female in 2017. The college sector in 2017 as a whole in Scotland has 57% of Board Members who are male and 43% who are female. In terms of Non-Executive Board members our gender split is 72% male and 28% female. As of October 2018, the Board gender balance across all of Scotland's colleges was approximately 56% male and 44% female, whilst non-executive Board membership was 60% male and 40% female. In 2019 the gender breakdown is still 60% male and 40% 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.

While recommendations for appointment are made wholly on the basis of merit, the Board's guiding principle is to advance equality of opportunity and vacancies will be advertised widely

to encourage applications from under-represented groups. A range of internal and external networks is utilised to advertise non-executive vacancies on the Board of Management and all applicants are provided with comprehensive information about the role and the selection process. In future we will ask applicants to complete a brief application form and equal opportunities monitoring form and provide a CV.

How we could improve Board Diversity

For shortlisting purposes candidates’ first initials and surnames could be used to reduce the risk of unconscious gender bias. The recruitment process is co-ordinated by the Board Secretary and members of the interview panel are asked to consider gender balance and diversity. Long-term goals would be to enhance succession planning to continue improve balance and representativeness of the Board and achieve and maintain a fair and positive gender balance.



4.2 Staffing structure

Our staffing structure and complement is fully available on our [website](https://www.newbattleabbeycollege.ac.uk/staffing-structure/).

From the period between 2015 and 2017:

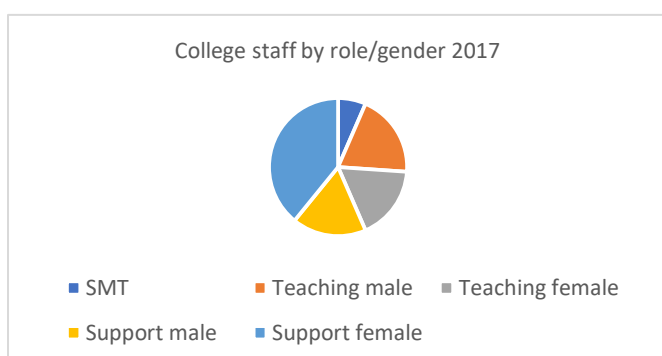
- We employed 41 members of staff
- Our three Senior Management were female
- Of the 15 staff in the Learning and Teaching Team 7 were male and 8 female.
- 15 staff in the Learning and Teaching Team 50% of whom were part-time and 50% full-time

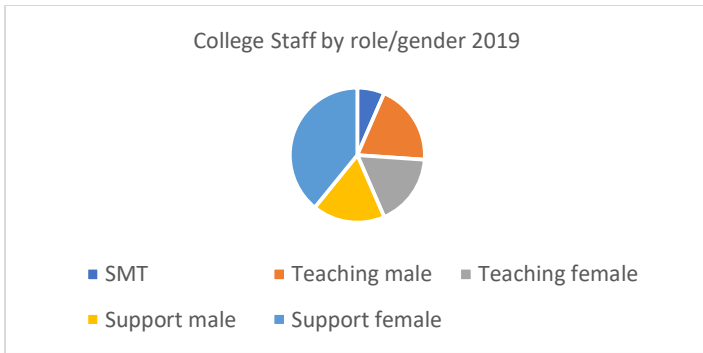
Support Staff

We employed 23 support staff, of whom 8 were male and 15 were female and 10% were part-time.

Recruitment

In 2015-16 we appointed 4 new teaching staff, 2 male and 2 female. We also appointed 7 support staff, all of whom were female and 2 of whom were part-time. One member of support staff was on maternity leave and three teaching staff retired.





From the period 2017-2019

- We employed 45 members of staff
- Our three Senior Management are female
- Of the 17 members of staff in the Learning and Teaching Team, 9 are male and 8 female, of whom 12% are full-time and 88% part-time.

Support staff

Of the support staff 8 are male and 18 female and 58% are part-time and 42% are full-time.

Recruitment

From 2017- 2019 we have appointed 7 new teaching staff, 3 male and 4 females. We also appointed 9 support staff, of whom 7 were female and 2 were male. One member of teaching staff is on maternity leave and two members of the Senior Management Team retired.

Since 2017 there has been little change in terms of data collection with regard to staff. It is still a challenge for certain protected characteristics, such as religion and belief and sexual orientation, to be detailed. We are working with the Scottish Funding Council to improve the monitoring systems for employment data. We send a staffing return each year to the Scottish Funding Council. As the staff complement is small, we are mindful of the level of employment data we are able to provide publicly in order to avoid a situation where individuals could be identified. However, the confidential staff survey allows research into staff perception of equality in college and an opportunity for issues to be raised.

4.2 Employee Equality Information

At the time of the previous mainstreaming report, work was in progress to try to accurately collect staff data. Staff will be given the option to fill in a paper-based Equality monitoring form (for confidentiality) which covers all of the protected characteristics. This is to be rolled out in 2019-2020. For more in-depth analysis of staff perception of Equality and Diversity a paper survey with a confidential collection point was given to all staff in January 2019 and results are recorded in the appendix and findings in this report.

We do not currently have data on transgender or non-binary staff, although we do collect this for job applicants and students. Pregnancy and maternity data is collected separately. Low staff disclosure on a number of protected characteristics means that we do not have a full picture of staff demographics, and we need to improve our analysis of staff data to better perform our general equality duty. Where we have better information, it appears to be that our staff profile has not changed much over the last two years and it is likely that making changes to the staff demographic will be a long-term project.

Staff Overall Gender

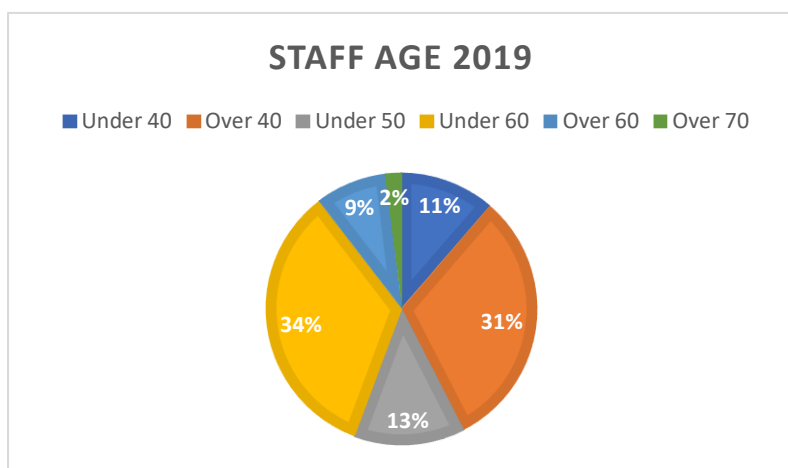
The gender balance has changed since April 2015-2017, when it was female 58% to male 42%. In 2018-2019 it is female 62% and male 30%. Females made up 61% of all college staff in Scotland in 2018 (Colleges Scotland key facts 2018).

Staff age in 2015-2017

Although the recorded age bands are slightly different compared with 2015, the age profile of staff has not greatly altered. In 2017 the majority of staff were aged 40 or over, with over a third aged 50 or over.

Staff age in 2019

- 12 under 40
- 33 over 40
- 14 under 50
- 36 under 60
- 9 over 60
- 2 over 70



Although it is not possible to make a direct comparison with the age profile across the Scottish college sector, our proportion of staff up to age 49 (61%) and aged 50 and over (39%) look similar. We will encourage people from all age groups to apply for positions within the college.

Ethnicity

The proportion of staff from a minority ethnic background is low, compared to both the student population and the local population. This is significantly lower than both our student population (around 10%) and the local population of around 8.3% in City of Edinburgh in 2011 (although under 2% in East Lothian and Midlothian). No members of staff have voluntarily declared an ethnicity other than white Scottish or white British. Across Scotland's colleges, the percentage of staff from a BME background was 2% in 2018, up from 1.6% in 2015/16.

Disability

5% of staff in Scotland's colleges declared a disability in 2018. In the staff survey only one of our staff members declared a disability (unseen disability which was noted as a combination of mental health illness and dyslexia). There is no staff data from 2017 to compare this to. We hope to improve our disclosure levels in future through staff surveys, focus groups and the Equality monitoring form. Overall, the rate of disclosure for protected characteristic groups except gender/sex, age and ethnicity is low, therefore it is not possible to draw any conclusions from this information.

4.4 Equal Pay

Newbattle Abbey College is committed to the principles of equality and inclusiveness. This means that we support these principles in employment and believe as part of this that male and female staff should receive equal pay for the same or broadly similar work; for work rated as equivalent; for work of equal value. We believe that it is good business practice that pay is awarded fairly and equally and that it should operate a pay system which is transparent, based on objective criteria and free from gender bias.

4.5 Occupational Segregation

It is clear from our employment data that men and women in the college are clustered into different occupations. For example, all the Facilities and Estates staff are men whilst all the Housekeeping staff are women. Administration staff are female. Historically, administration has suited women better due to their being the main carers of children. In the Catering Team both senior roles are male whilst female staff make up the rest, apart from a very recent employee recruited in April 2019 who is male. However, gender roles and responsibilities are changing and become more balanced. There are more women in the Learning and Teaching Team and all the Senior Management Team are women. This is an area for development as the Equality Officer will continue to monitor and collect data on recruitment of new and existing staff. 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

4.6 Gender Pay Gap

Our mean gender pay gap for all employees is 12.88%. The college recognises and respects that some people experience gender differently this may include people who identify as transgender or non-binary. 44% of our staff work part-time, the majority of which are female, and this has an effect on our gender pay gap. This is significantly lower than the (mean) gender pay gap in Scotland of 13.9%.

Female average hourly pay - £15.55

Male average hourly pay - £17.85

Mean Pay Gap £2.80

The gender pay gap is the difference between men's and women's average hourly earnings and this may include overtime. The college has a flexible working scheme for support and teaching staff. Both members of staff who took 1-year maternity leave returned with flexible part-time positions (Guidelines on Working Day Policy page 42) As women are more likely to take on caring responsibilities, they are more likely to prefer to work in a job with flexibility. There are also policies and procedures relating to maternity leave and leave of absence. Two staff members took maternity leave from April 2015-17 and one other from 2017-2019.

4.7 Equal Pay Reviews and Job Evaluation: Guidance for Scotland's Colleges by Close the Gap/Scotland's Colleges (2010)

The college is committed to:

- providing appropriate training and guidance for those involved in determining pay.
- informing employees of how these practices work and how their own pay is determined.

The Business Manager has overall responsibility for this policy and the achievement of the objectives within it.

4.8 Staff Development

We operate a staff development management action plan, where training priorities are identified from staff professional development reviews.

Newbattle Abbey College's Equal Pay Statement

The college is committed to promoting and embedding equality of opportunity and diversity in employment. We believe our staff should be rewarded fairly and equitably and believe nobody should be disadvantaged because of who they are or their background. We are committed to the principle of equal pay for all our employees and aim to eliminate any bias in our reward systems. This includes equality on the basis of gender, race, age, pregnancy and maternity, gender reassignment, sexual orientation, religion or belief, marital/civil partnership status, ethnic origin and disability. We recognise the importance of staff confidence in the process of eliminating bias and are committed to working in partnership with the recognised organisations who exist to ensure fairness and equality.

Staff are given the opportunity to attend a variety of training courses relevant to their job role, including college-wide training in Equalities, Prevent and Mental Health First Aid. From 2015-2017, three members of Housekeeping staff received training relevant to their roles, including Equalities, Prevent and Safeguarding. Six Learning and Teaching Team members attended training to support their roles, including supporting students with autistic spectrum disorder, mental health first aid, Safeguarding, Prevent and Mindfulness. In 2019 all staff were offered mental health training (Safe Talk), one Support for Learning Tutor is currently doing the Professional Development Award Advancing Equality and Diversity Through Inclusiveness - SCQF Level 9, staff development training to enhance knowledge of Equality issues.

In response to staff feedback, we introduced a flexible working policy in 2019 and an online HR system. There will be ongoing monitoring to evaluate its impact and effectiveness via survey, interview and focus group. In January 2019 a survey was sent out and findings recorded in the Equality Outcome progress report below to gain an overall understanding how staff were responding to changes within the organisation.

What we will do

- We will offer sustained support from specialist staff in college and from other agencies to ensure that all students have access to specialist equipment, assistive technology, counselling and appropriate learning material to enhance their learning experience.
- We will work with College Development Network to continue to develop staff training and development in relation to Safeguarding and Corporate Parenting. To enhance staff development in learning and teaching we will continue to offer peer observation.
- We will continue to provide effective peer support for staff, including observation and feedback of teaching practice and Quality Days, where current teaching and learning approaches are debated and improved.

4.9 Improving processes and performance

Governance and Leadership

We will 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. 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.

What we have done

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 current governance effectiveness and structure.

What we will do

Both the College and the Board are committed to having a greater gender balance. 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

Quality

What we have done

The college has an annual quality programmed involving all staff teams. This includes two cross-college Quality Days and an additional Quality Day for the Learning and Teaching and Administration Teams. These events involve reviewing progress with the college Outcome Agreement and Operational Plan, preparing a progress report related to the Education Scotland review, preparing for curriculum developments, updating staff on equality and diversity legislation and reviewing self-evaluation action plans. A recent Education Scotland review made the following comment:

“The college has a strong focus on quality and a good track record for achievement and progression of students.”

What we will do

We plan to deliver a prioritised and integrated annual quality cycle which will ensure that we:

- maintain a ‘student first’ culture across all college services and functions
- comply with public sector duties in relation to equality, safeguarding and PREVENT
- integrate our strategic, operational, Outcome Agreement and Equality Outcome planning processes. We plan to continue to carry out Equality Impact Assessments.

What we have done

In the last report 2017 we had undertaken a total of 41 equality impact assessments on policies and procedures. Of these, 14 adjustments we made in relation to religious or cultural needs; reasonable adjustments for disability; care responsibilities; alternative formats and personal evacuation plans. Currently, all Policies and Procedures relating to equality and diversity are being thoroughly impact assessed by the Equality Officer, this is work in progress.

What we will do

We want to extend the equality impact assessment processes to outcome agreement processes and planning.

5 Our Equality Outcomes for 2017-2021

The Equality Outcomes of an organisation are the changes it wants to happen as a result of actions taken to improve equality for individuals, communities or society. Newbattle Abbey College has set three equality outcomes and will take action to work towards tackling any type of discrimination ('protected characteristics') which are:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

Newbattle Abbey College will ensure that:

- 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.
- A strong culture of partnership working and collaboration removes barriers, provides equality of opportunity and reflects cultural diversity.
- Staff feel respected and valued at work and experience equality of opportunity to achieve their full potential.
- Students, staff and visitors find that the college environment, estate and resources are aligned to remove barriers, provide equality of opportunity and reflect cultural diversity.
- Staff and students with protected characteristics find that inequalities are reduced and eliminated through strong leadership and accountability of equality and diversity.

5.1 Progress on Equality Outcomes

We will focus on three equality outcomes for the next four years. Evidence from college teams, committees and student groups has recommended that we focus particularly on raising awareness and supporting LGBT students, student mental health and care-experienced students. We will continue to provide extensive support for students, many of whom have little or no prior positive experience of education. Progress on outcome 1 and 2 has been reported on jointly due to the outcomes being closely interlinked.

Outcome 1

The learning and support experience is fair and equitable for all students and reflects cultural diversity.

Outcome 2

Students across all protected characteristic groups progress and achieve high quality learning outcomes.

Our students in 2017

Our student numbers reflect our role as a specialist residential provider of adult education. In 2015-16 we had 112 enrolments. 63% of our students were aged between 20 and 40 years, with 19% aged 16-19 years and 18% aged over 41 years. The proportion of students aged 16-19 reflects the college's response to Developing Scotland's Young Workforce and our positive partnerships with local high schools. 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 are pleased to note that our percentage of female students has increased by a third over the last three years. The percentage of overall credit activity delivered to disabled students at 27.9% was higher than the sector average at 16%. The % of overall credit activity delivered to BME students at 4.9% was lower than the sector average at 5.7%.

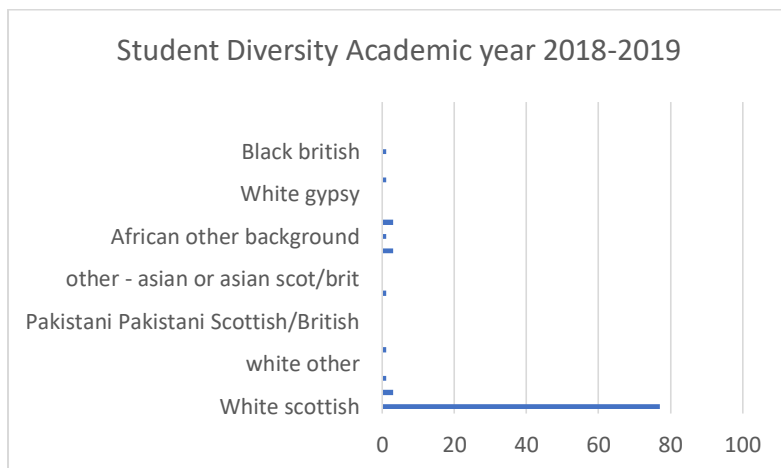
Student profile 2019

In 2018-19 we had 95 enrolments in full-time course. 73% of our students were aged between 20 and 40 years; 27% aged 16-19 years; 28% aged 20 to 24 and 44% over 25. We do not have specific data on students aged 40 or over.

The male students % of total credit was 50.32 %. The percentage of overall credit activity delivered to female students at 48.05%.

The percentage of overall credit activity delivered to disabled students at 40.25% was higher than the sector average.

Student diversity as shown in table below.



What we have done

- We have developed the curriculum in response to national priorities and in line with our mission. Our courses are designed to assist and engage people at points of transition. Embedded in the curriculum is an overall ethos and expectation of equality, tolerance, diversity and respect.
- We have initiated a successful programme of expansion and diversification of our curriculum to meet the needs of local student. This includes the Access to Primary Education and the Forest College Programme.
- As a national centre for adult learning, we have hosted 7 Adult Learning Conferences and developed Adult Achievement Awards. These accredit adults for their learning in a range of places, including the community, colleges, voluntary sector, volunteering and the workplace. This provides equality of opportunity for all protected characteristic groups

our Forest and Outdoor Learning Awards extend outdoor learning accreditation to young people and adults, particularly those facing barriers to learning.

- We have enhanced the Rural Skills specialism by developing our partnership with Scotland's Rural University College (SRUC) and other external stakeholders by offering an additional NC Rural Skills course offer which has been successful. This provides greater opportunity for local young people to access education, develop their skills and achieve qualifications as part of Developing Scotland's Young Workforce.
- We will extend access to HE for adults from areas of deprivation by building on the existing Access to Social Science and HNC Social Sciences courses in partnership with Queen Margaret University Although poverty and although deprivation is not a protected characteristic as such (SIMD), it is part of SFC's widening access priority and will build on our reputation for addressing barriers to access and success for students with a number of intersecting protected characteristics.

Support for Learning

What we have done

- Students have a designated Guidance Tutor, who meets them regularly to support their learning and advise on next steps. In 2018 Individual Learning Plans (ILP) were introduced to help to monitor progress and achievement. They are tailored for each course and note particular milestones. It is an effective document and it shows where we can assess students and can use this as a tracking tool to monitor progress. Ongoing guidance helps with UCAS support, HE options, unit selection and overall academic progress. For evidence of impact refer to case study 1- Sex/Sexual orientation/Disability see page 22.
- Students with additional support needs have a Personal Learning and Support Plan (PLSP) and support for learning is embedded into the delivery of learning and teaching. Student numbers make it possible to offer a targeted approach and to monitor progress and areas for concern and improvement on a weekly basis for individual students. We want to ensure that all students can participate fully in college life and achieve their potential through the development of a range of skills in addition to the course. For evidence of impact refer to case study 2 - Sex/Caring responsibilities/Age/Disability see page 22.
- We have extended Support for Learning provision. This has contributed to enhanced retention and attainment in almost all courses. In 2017-2018 100% of the students enrolled on the Preparation for FE Course completed the programme, representing a 44% improvement on 2015-16. Support for Learning has implemented strategies to help tutors to be more inclusive in the classroom.
- Support for Learning is an important bridge between student and teaching staff. The emphasis from traditional PLSP meeting was changed to a more holistic integration with the class building positive non-judgmental relationships with strong professional barriers.
- Our Equalities Officer has developed a student Equalities Monitoring form. The data gathered below has been extracted from application forms and may not present as an accurate as detailed a picture as the form would. The monitoring form has been updated and revised with guidance from Advance HE ready for use in 2019-2020.

Annual Student Induction and Enrolment Survey findings

2017

- 55% of our students said that they had an additional support need.
- 80% say they knew how to get support from the college if needed.
- 75% were pleased with the help and support given by the college.

2018-2019:

- 67% of our students had a support need.
- 100% of students knew where to access support and felt comfortable in doing so.
- 88% of students were happy with the additional support and found it made a significant difference to their enjoyment of course. Newbattle has enough space and rooms and students are always able to be accommodated
- 88% agreed the classrooms were well ventilated with natural light making for a positive working environment. In the Study Skills Room natural light was not possible and some students have commented that they get headaches so the Equalities Officer will liaise with Facilities to purchase more suitable lighting by June 2019.
- 66% agreed the classroom was quiet with minimal disturbance.
- 77% said tutors utilise a range of multi-sensory approaches for all learning points throughout the session. The Equalities Officer will liaise with tutors and help them deliver a more streamlined approach without comprising the quality of lesson.
- Students are encouraged take part in discussions and 88% said they were able to do this.
- Support for Learning will remind tutors in weekly meetings to offer more praise to help build esteem and to remind tutors that many of our students have protected characteristics and support needs to be tailored to each student.
- 88% of students said that additional time is allowed to process information and for reading and writing.
- 55% noted that coloured paper was used but some resources and hand-outs were at times very academic and inaccessible. It was agreed they could use software (CLAIRO) on their laptops to adjust the colour/font themselves. Each member of Support for Learning has been on a recent training course to improve their knowledge of technology to support students.
- We are continuing to make improvements in the provision of our IT services in relation to access, equipment, and support and learning materials. We have purchased 15 new laptops with assistive technology software and 5 digital recorders and have been granted funding to make improvements to the building and equipment. For evidence of impact refer to the focus group findings of November 2018 - see appendix page 41.
- Overall facilities were deemed to be adequate including wifi connection. Not all students were aware of the resources they could access in the Resource Room. SharePoint was considered to be a useful online environment with most progressing students welcoming the restructure of the course/teaching folders. More information on the course folders and their contents would be welcomed.
- Some students felt that the SWAP courses should be in split folders as some of the materials childhood development/maths were only relevant to the Primary Education (SWAP) students.
- The IT support available was commended.
- We have invested in training for ICT staff and Support for Learning from CALL Scotland trained to show students how to use Dragon, Clairo read/assistive technology low cost or free to support literacy.
- We have worked with our ICT support and Deaf Action to make sure we have a working hearing loop system. We have improved our BSL awareness and the BSL Plan and video is on the website please see link <https://www.newbattleabbeycollege.ac.uk/wp-content/uploads/2019/05/NAC-BSL-Plan.pdf> There is training planned for all staff in June 2019. We have one member of staff who is BSL staff trained to level 2 and intend to

encourage this employee to improve our contact with the deaf community ideally by improving links with Deaf Action.

- In response to the growing number of students with a declared mental health condition, we have trained a further two members of staff in mental health first aid and are actively developing partnerships with local services to support this such as the Orchard Group and Mental Health in Mind. All staff attended the training on suicide assist 'Safe Talk'.
- We have addressed this demand by creating a network with the local Community Mental Health Team. The local charity The Orchard Group has met staff and students on a drop-in basis and students are given the opportunity to disclose issues in a confidential manner. Students are encouraged to attend the local women's groups and the times and dates widely advertised around the college. Staff have been working in partnership with other organisations that can provide support including Redhall Garden, Health in Mind, Community Mental Health Intensive Care Team and local GP Surgeries.
- A new Safeguarding leaflet has been created so staff all know the correct procedures if a Safeguarding issue arose. For evidence of impact refer to see case study 4 which includes the following protected characteristics disability, sex, sexual orientation/religion/caring responsibilities on page 23.
- Students who feel they may need counselling are able to access a qualified counsellor and receive up to six 1-hour sessions over the course of the academic year. Due to confidentiality, information students disclose is not passed onto staff, unless it is a Safeguarding issue and the safety of the student is at risk.
- 12 students accessed counselling in 2016-17; in 2017-18 there were 18; in 2018-19 20 students were involved. There has been a rise of 66% in students accessing counselling support since 2016. We have yet to evaluate the counselling service, however verbal feedback and retention figures prove that the support is invaluable and essential.
- We can improve our support for students with mental health issues by trying to source more funding to set up peer to peer student wellbeing support workshops such as Resilience Engine coaching. We can refer students to other agencies for further support and will continue to build positive relationships with external organisations. For evidence of impact of referring students please see case study 5 which takes into consideration protected characteristics such as age, disability, (mental health) and the student had financial difficulties see page 23.
- The Equalities Officer has attended two training events related to Trans Inclusivity in college and university as well as gender-based violence in further education and higher education. The information needs to be shared with staff and embedded into future Quality Day to share good practice and information with all staff.
- We have offered targeted support to a number of students who are carers. We have Investigated funding for mini breaks for carers.
- We have increased support for students who identify as being care-experienced, have a mental health condition, have a specific health issue, have specific learning difficulties such as dyslexia or dyspraxia, have an autism spectrum disorder, have a sensory impairment or have mobility difficulties. For evidence of impact refer to case study 2 who is a care-experienced student, has mental health issues and dyslexia (unseen disability) see page 22.
- We have offered students support from Police Scotland, who have delivered sessions about student safety, third party reporting, being safe online, hate crime and substance misuse.

Student engagement

What we have done

- Newbattle students elect an annual Student Association, drawn from students in all college courses. Training for office bearers is supported by SPARQs (Student Partnerships in Quality Scotland) and NUS Scotland as well as college staff. The Student Association and Class Representatives work with staff to develop a programme of activities and social events, including volunteering options. Students are also involved in evaluating learning and teaching, college policies, college website and promotional materials.
- We have appointed a part-time Equalities Officer to support the Student Association. This role will add continuity to the association, enable student consultation to be extended and assist the development of activities and social events.
- Student Representatives are provided with an Opportunity Profile, which gives them an idea of what it involves being a Student Representative, including the benefits, duties and responsibilities, training and support given and skills gained.
- The SRC is an asset to the college and organises a range of social activities. These include Burns' Suppers, Hallowe'en parties, trips and social activities throughout the year. These promote inclusivity and take account of student support needs. Students also take part in college festivals, community events and Newbattle's Rough and Ready Choir.
- The SRC has an elected Student Equalities Representative, who attends Learning and Teaching Committee meetings and meets with the Equality Officer. SRC meetings have been driven by an Equalities focus and have discussed a number of activities such as group support for students with mental health issues.
- Each year we carry out a Student Induction Survey in order to ensure that our induction procedures are effective and as smooth as possible for all our students. We ask about the quality of course information and why they choose to study at Newbattle, the application process, induction activities and enrolment procedures. We ask them how they feel about different aspects of life at Newbattle and what could be done to improve things.
- We will continue to provide extensive support for all students. Evidence of impact - SRC Focus group Equality and Diversity-See page 44.

Areas for improvement for both outcomes

- Although we support care-experienced students we are planning to update our application forms and processes to ensure improved opportunity to disclose. This would improve their access to student support and Equalities monitoring.
- Support for care-experienced students in the form of early intervention and ongoing support could be improved by providing more training for all staff see Corporate Parenting Plan on Newbattle Abbey College website <https://www.newbattleabbeycollege.ac.uk/wp-content/uploads/2019/02/NAC-Corporate-Parenting-Plan.pdf> also refer to the Enhancement plan page 50 in the appendix regarding the Hub for Success.
- The Equalities Working Group have attended training and workshops. Our SRC president is a care-experienced student and has been an integral part of helping other students. We continue to support our SRC President and Equality representatives.
- We plan to create a more inclusive learning environment by ensuring further use of the student IT portal for learning and teaching.
- We plan to encourage students to access their learning materials at a time and place convenient to them whilst also allowing any adjustments to be made.
- We plan to record and video lectures and create more accessible audio files. Whilst this will be beneficial for all protected characteristic groups, it will be of great use for disabled students and those with caring responsibilities.

- We have improved information on our support services through a variety of media, such as our new website which went live in January 2019, and a new prospectus and Facebook page which is updated regularly.
- We will improve CPD for all staff and encourage the use of free modules from the Professional Development Award Advancing Equality and Diversity through Inclusiveness. This will improve knowledge of these issues and help share good practice.
- Teaching staff and support staff could improve communication in sharing SQA requirements relating to Alternative Assessment Arrangements, especially by notifying Support for Learning so they can arrange support for students.

Outcome 3

Staff feel respected and valued at work and experience equality of opportunity to achieve their full potential

What we have done

We carried out a staff survey to fully research if staff feel respected and valued at work and experience equality of opportunity to achieve their full potential. The survey was created by the Equalities Officer and distributed in January 2019. The surveys were given to all member of staff in a white A4 envelope to preserve confidentiality and a place was nominated to return the surveys. There was also the opportunity for staff to discuss any of the questions by individual appointment with the Equalities Officer. The survey generated open discussions and findings have been recorded below.

Areas of positive practice

- The college is committed to promoting equality and diversity across all aspects of its work. The results show a very positive response to this question with the majority of staff agreeing that the college is very committed to promoting diversity and equality. There is a general feeling is that, being such a small college, we can promote a tolerant inclusive environment. There is a sense of community within the staff.
- The majority of staff strongly agree that the college welcomes and accommodates the needs of its staff and makes reasonable adjustments if required. Three members of the teaching staff are men with children and the flexible working policy allows for time off when either a man or a woman has to look after their children.
- The majority of staff strongly agree they are aware of how to raise a formal complaint if they were to observe bullying or harassment and would feel confident in doing so. A small number strongly disagreed and this correlates with some of the comments stating that such a small college means that it is hard to remain confidential.
- Staff were asked if they felt the following protected characteristics below had in anyway affected their experience at work and any possible promotion/advancement in their current role.
 - Age-All staff agreed their age has no impact.
 - Disability-One member of staff disclosed a specific disability, other members preferred not to say but there were no comments made as to whether disability affected their role.
 - Gender reassignment-all staff agreed it did not affect their role.
 - Marriage and civil partnership-all staff agreed it did not affect their role.
 - Pregnancy and maternity-one member of staff commented that 'Keeping In Touch days' days during maternity would have been useful.
 - Race (includes nationality) - all staff agreed it did not affect their role.
 - Religion or belief (includes no religion or belief) all staff agreed it did not affect their role.
 - Sex-there were no issues disclosed in the survey but individual staff members both men and women are mainly part-time due to the nature of the roles.

-Sexual orientation - no issues were highlighted but staff in individual discussions did say they would benefit from more training on LGBT issues particularly the terminology surrounding it.

- Staff either did not know who made up the members of the Board and how they are selected or were neutral. This has been addressed as an area for development where all staff need to have more information about the Board and how they make decisions. This is flagged up as a topic for the next Quality Day.
- There was a positive response to the question about the fairness of staff recruitment and selection.
- Staff strongly agreed that members of management are approachable and supportive and management take equality and diversity seriously. There is an overall ethos of positivity and support for staff and students alike and this is reflected in the positive relationships amongst staff. A small percentage of staff disclosed an inability to approach management. This is where the role of the Equalities Officer will be useful as a non-biased third party to whom staff can disclose issues in a confidential manner.
- The majority of staff either agree or strongly agree that work life balance is respected and maintained with good support structures in place. Some staff felt that the work load can be very heavy particularly at certain points of the year.
- There was an extremely positive response to the 'Guidelines for Working Hours, TOIL and Overtime' to suit the needs of childcare/other jobs/work life balance are effective. The new flexible working policy has been introduced and the response has been excellent. This sense of team is reflected in the number of staff who offer to volunteer their time for external events such as Christmas at Newbattle and Forest School events.
- The majority of staff are aware who to contact when a staff member or a student requires counselling or Support for Learning. Support for Learning is very accessible and staff members have approached the team to enquire about their own mental health/making reasonable adjustments for a specific learning difficulty. Staff have access to free counselling service through HR.
- Staff welcome all college training events such as the Suicide Assist training/Equality and Diversity training and Corporate Parenting.

Areas for improvement

'Keeping in touch days' days during maternity would have been useful and should be taken into consideration for pregnant staff in the future. It would be useful for staff to have more awareness on how to access to free counselling through HR. Staff would benefit from more training on LGBT issues particularly the terminology surrounding it. Staff could be better informed about who made up the members of the Board and how they were selected.

6 Appendix

Role of Equalities Officer

- Equality and Diversity Officers encourage the development of values of equality and diversity within their organisation. The Equalities Officer is aiming to ensure that no employee or student suffers direct or indirect discrimination on the grounds of gender, gender identity, age, race, religion, belief, disability, sexual orientation or marital status.
- Some of the tasks and duties of the Equality Officer.
- Familiarising with current legislation relating to equality and diversity e.g updates from Advance HE and College Development Network.
- Analysing statistics relating to equality and researching best practice within other colleges and university as well as building a good relation and networking with other Equality Officers in other organisations.
- Producing surveys/questionnaires on equality and diversity and preparing action plans to further encourage diversity amongst staff and students.
- Carrying out equality impact assessments through survey, focus groups, and questionnaires.
- Organising in-house courses or attending courses out with college on equality and diversity awareness
- Identifying any specific equality problems within the organisation and taking action to solve them.
- Researching the availability of grants to assist employers to provide reasonable structural adjustments and equipment such as disabled toilets/trans support.
- Helping to check promotional literature to ensure diversity is reflected in examples and illustrations

Appendix 6.2 Case Studies

Case study 1

Sexual orientation/disability

Student 1 left school and tried different forms of formal education but none gave him the support he was looking for. He was diagnosed with autism at primary school. He was then unemployed and not sure of what route to take. He was successful in gaining a place on our Preparation for Further Education course. Student 1 was really impressed with Newbattle and says it exceeded what he expected. He also says that he felt that at Newbattle he was treated as a person and not as a number. Getting lots of support allowed Student 1 to flourish and become more confident. He said he found the ILP at the start of the course a good way to help him keep on track and monitor his progress.

He passed his course and has now enrolled on the SWAP Primary Education and has a place on the Education Studies Course at Queen Margaret University. Student 1 says the structure of the ILP meetings and milestones was one of the key ways he was able to cope with the workload. Without this he feels he would have easily slipped away. Student 1 is one of the only two males on the Primary Education Course and feels happy that he is helping to increase the number of men entering the teaching profession.

Case Study 2

Sex/Care-Experienced

Student 2 is a care-experienced student and found that thinking about her future and what she wanted to achieve was a big challenge. However, she overcame the multiple challenges faced and decided to put her own life experiences towards her future goal. It was through these experiences that she decided she wanted to give back to the people who helped her by becoming a social worker.

In 2017 she was offered a place on the Preparation for Further Education Course at Newbattle. After successfully completing this course, she enrolled on our Arts & Social Sciences SWAP course in September 2017. Student 2's experience at Newbattle has been very positive. She is now on her 3rd course at Newbattle which is HNC Social Science and is on her way to achieving her goal. Student 2 commented that coming to Newbattle is a whole immersive experience and it is the community feel that makes it the best place to study.

Case study 3

Sex/Caring responsibilities/Age/Disability

Student 3 is another inspirational success story, she had a dream of becoming a mental health nurse but as she had left school with no qualifications, she did not feel that her dream would ever become a reality. She then had some very tough life changing experiences but says her dream helped her keep going through these low times. She knew that her own life experiences would eventually help her into the role she desired. Student 3 commented that the support is immense and she would not be where she is now without the faith the staff had in her. Student 3 has received regular appointments with Support for Learning, a reader and scribe for communications assessments but now does her exams independently with just extra time. She has grown in confidence and has progressed to the HNC Social Sciences Course. She is on her way to her dream job as a mental health nurse.

Case study 4

Disability/(Mental health)/sex/sexual orientation/religion/caring responsibilities

Student 4 was diagnosed with both an eating disorder and obsessive compulsive disorder. She experienced difficulty with anxiety and has panic attacks when under pressure, especially during exams. She had been hospitalised for her eating disorder and this has resulted in her to having difficulties with her memory and attention. Subsequently, she has requested support from Support for Learning in terms of making reasonable adjustments for assessments as well as referring her for Counselling. English is her second language. Support for Learning made sure she was provided with additional support in the form of extra time and separate accommodation. She was loaned a laptop and digital recorder to help her record and retain information.

Since disclosing her difficulties, Student 4 felt her anxiety reduced and she has been able to stay until Semester 3. She has overcome multiple difficulties. Her father and mother separated, and she had to become being a young carer for not only her brother but her mother also. She was keen for tutors and support staff to be aware of her difficulties and responsibilities at home.

Student 4 said she said regardless of her religion, sexuality and the difficulties she has encountered Newbattle has made her feel accepted, she said there is a great sense of belonging no matter what has happened or where you have come from at Newbattle Abbey College.

Case study 5

Age/disability

Poverty (SIMD) is not a protected characteristic, but it was a major barrier to learning and effort has been made to support Student 5 financially.

Student 5 started the Preparation for Further Education Course last February then progressed to the NC Celtic Studies. He returned to education at the age of 60. Student 5 had a difficult time at school due to a combination of undiagnosed dyslexia, mental health difficulties and poverty, growing up in a small croft on the west coast of Scotland. He left school at 15 and has very little confidence in reading, writing and maths yet he is an avid history lover and writes his own poetry.

Student 5 had already has a formal diagnosis of Asperger's Syndrome by the Community Adult Mental Health Team. The consultant psychiatrist wrote to the college to explain how this learning difficulties this may affect his ability to attend the course. It was apparent he had extensive needs to be taken into consideration during the course and measures introduced to enable him to be successful. Support for Learning have done this by implementing weekly support sessions, liaising with his tutors regularly as well as a referring him to counselling.

At the start of the course, Student 5 experienced difficulty with reading comprehension, expression of thoughts and ideas in written context, spelling, grammar and study skills. Student 5 attributed these symptoms to his own perceived low levels of intelligence. Due to severe mental health illness, Student 5 had attempted suicide three times prior to coming to college.

Student 5 has a real interest in history and is an exceptional calligraphy writer. However, he has minimal basic ICT skills. Student 5 is currently on the NC Celtic Studies which incorporates ICT units. He hopes to work in the heritage industry, either as a tour guide or a visitor's assistant. He has now managed to secure voluntary work and Bridgend Farmhouse learning skills such as dry stone walling and other ancient construction crafts.

Student 5 has been given a reader for ongoing assessment work and for exams, however lacks confidence using the computer. CLAIRO read is installed on the laptops and computers but he is not ready to use this technology yet without tutorial support. Student 5 successfully passed the Preparation FE and is well on his way to achieving the Celtic Studies NC.

6.3 Staff Survey

To what extent do you agree or disagree with the following statements?

1. The college is committed to promoting equality and diversity across all aspects of its work.

1.....2.....3.....4.....5

Strongly disagree

Neutral

Strongly agree

2. The college welcomes and accommodates the needs of its staff and makes reasonable adjustments if required.

1.....2.....3.....4.....5

Strongly disagree Neutral Strongly agree

3. I am aware on how to raise a formal complaint if I observed bullying or harassment and would feel confident in doing so.

1.....2.....3.....4.....5

Strongly disagree Neutral Strongly agree

4. Do you feel the following protected characteristics below have, in anyway, affected your experience at work and any possible promotion/advancement in your current role?

- = age -yes/no/prefer not to say/ comments
- = disability
- = gender reassignment
- = marriage and civil partnership
- = pregnancy and maternity
- = race (includes nationality)
- = religion or belief (includes no religion or belief)
- = sex
- = sexual orientation.

5. You know who makes up the members of the Board and how they are selected?

1.....2.....3.....4.....5

Strongly disagree Neutral Strongly agree

6. You feel staff recruitment and selection is carried out fairly?

1.....2.....3.....4.....5

Strongly disagree Neutral Strongly agree

7. Members of management are approachable and supportive.

1.....2.....3.....4.....5

Strongly disagree Neutral Strongly agree

8. Management takes equality and diversity seriously.

1.....2.....3.....4.....5

Strongly disagree Neutral Strongly agree

9. Work life balance is respected and maintained with good support structures in place.

1.....2.....3.....4.....5

Strongly disagree Neutral Strongly agree

10. Guidelines for Working Hours/TOIL/Overtime to suit the needs of childcare/other jobs/work life balance are effective.

1.....2.....3.....4.....5

Strongly disagree Neutral Strongly agree

11. You are aware who to contact when a staff member or a student requires counselling or support for learning?

1.....2.....3.....4.....5

Strongly disagree Neutral Strongly agree

12. Whole college training events helpful/useful?

e.g Suicide Assist training/ Equality and Diversity/ Corporate Parenting

1.....2.....3.....4.....5

Strongly disagree Neutral Strongly agree

13. Cross college Quality days are effective for improving communication between all staff.

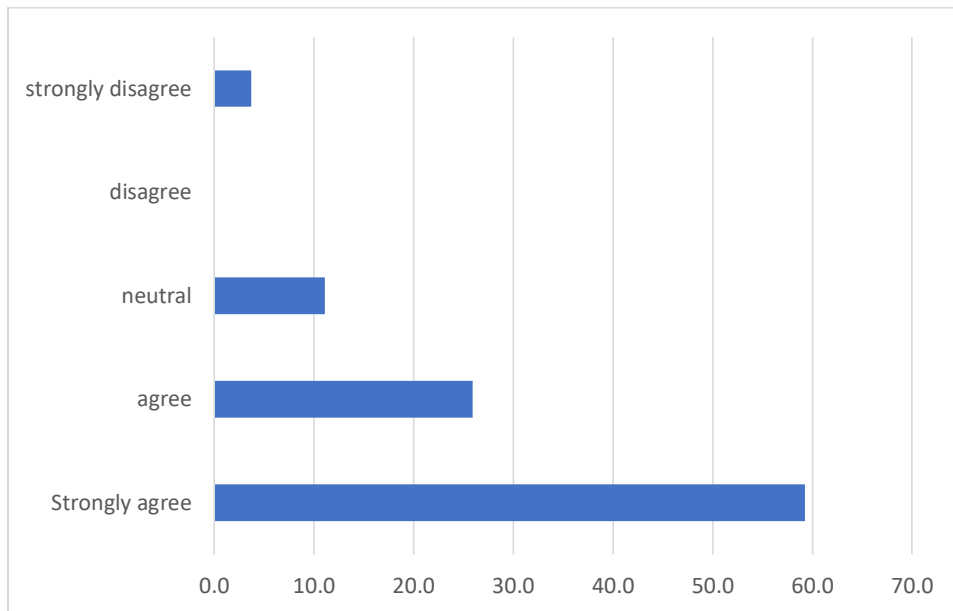
1.....2.....3.....4.....5

Strongly disagree Neutral Strongly agree

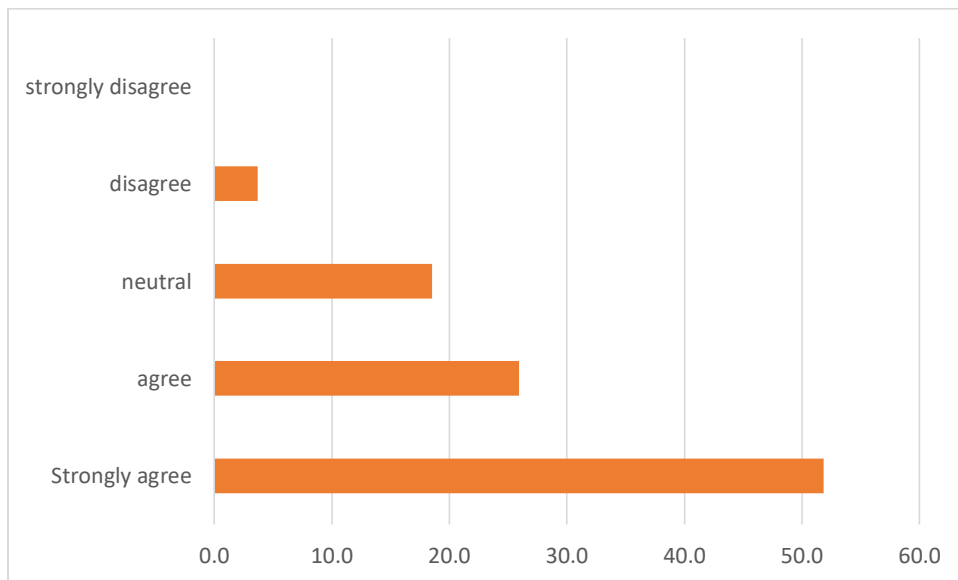
6.3 Results of Staff Survey

Staff feel respected and valued at work and experience equality of opportunity to achieve their full potential.

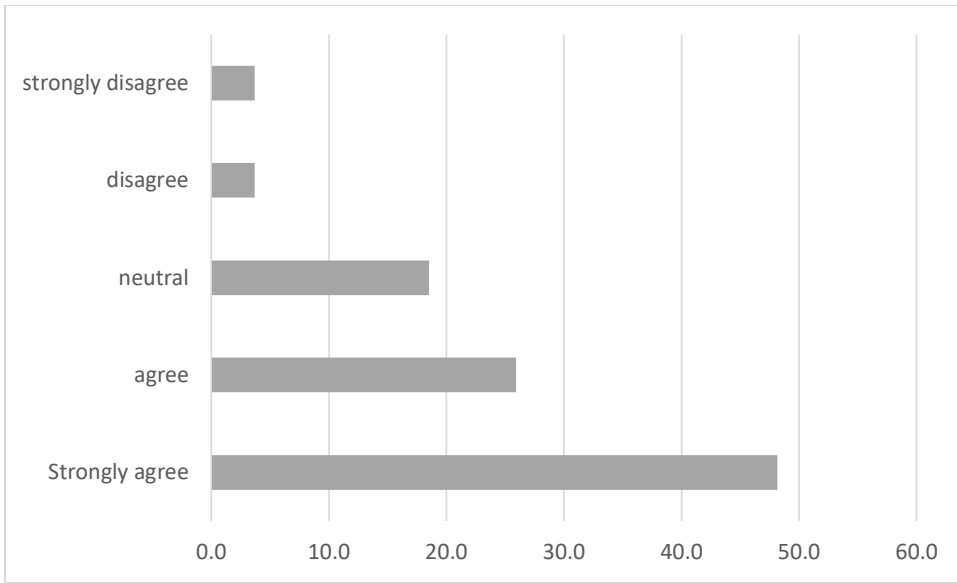
1. The college is committed to promoting equality and diversity across all aspects of its work.



2. The college welcomes and accommodates the needs of its staff and makes reasonable adjustments if required.



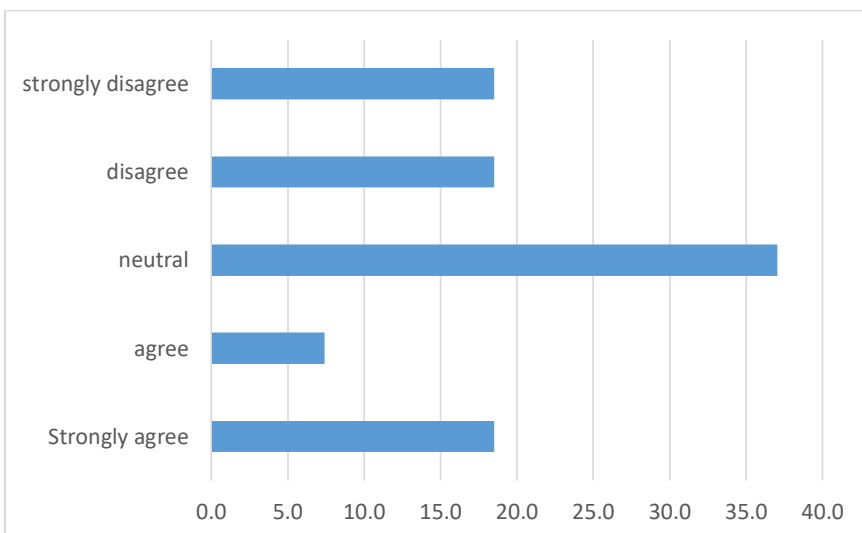
3. I am aware on how to raise a formal complaint if I observed bullying or harassment and would feel confident in doing so.



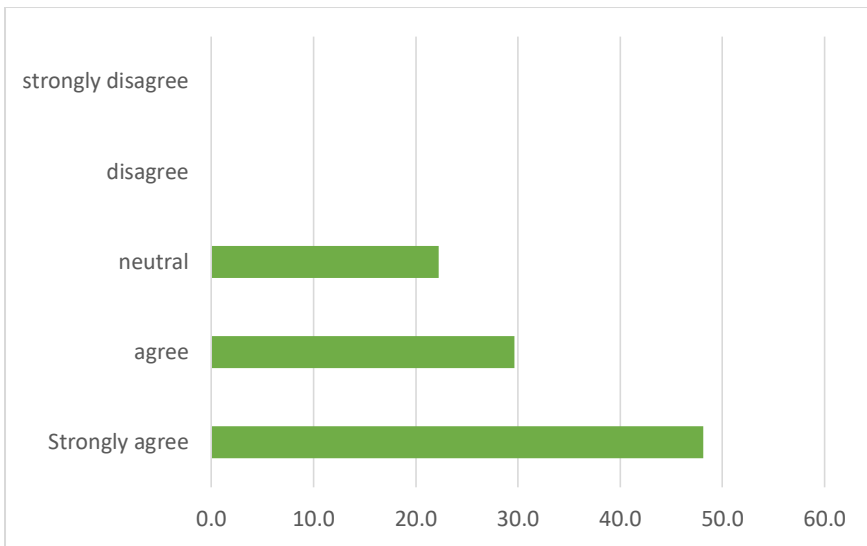
4. Do you feel the following protected characteristics below have, in anyway, affected your experience at work and any possible promotion/advancement in your current role?

- = age -yes/no/prefer not to say/ comments
- = disability
- = gender reassignment
- = marriage and civil partnership
- = pregnancy and maternity
- = race (includes nationality)
- = religion or belief (includes no religion or belief)
- = sex
- = sexual orientation.

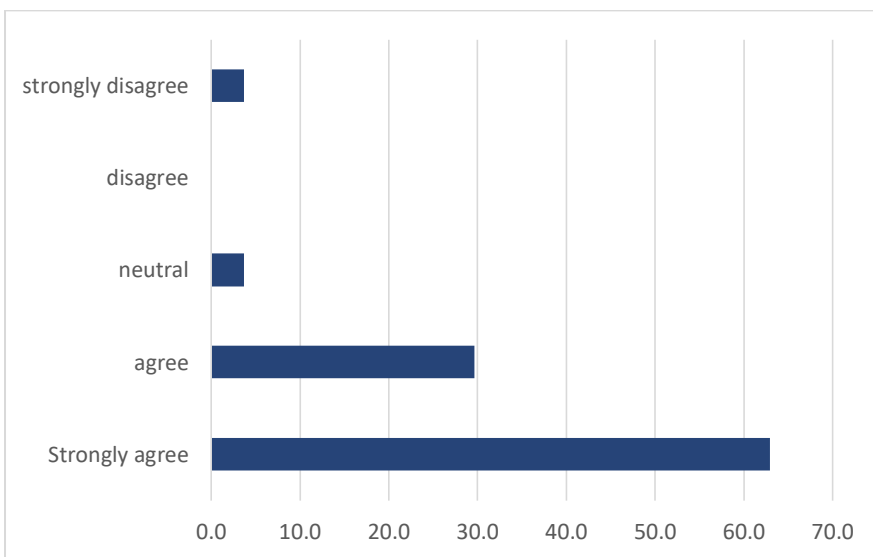
5. You know who makes up the members of the Board and how they are selected?



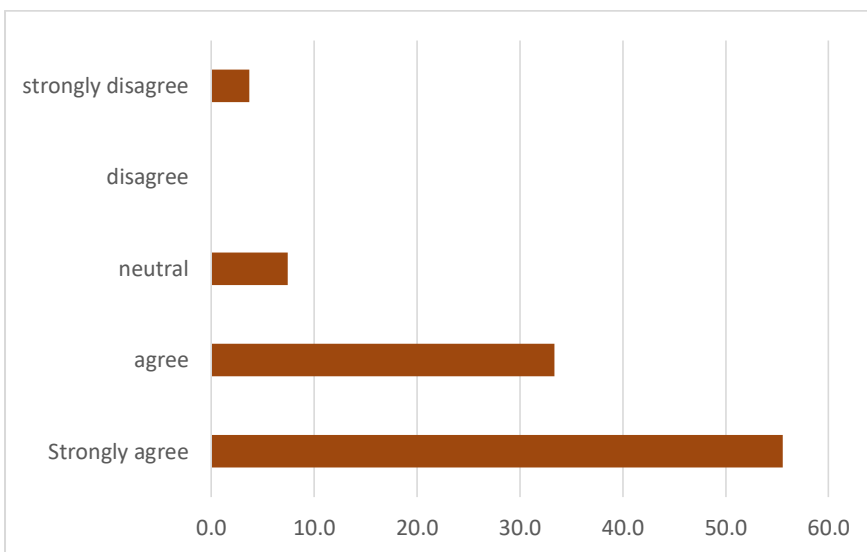
6. You feel staff recruitment and selection is carried out fairly.



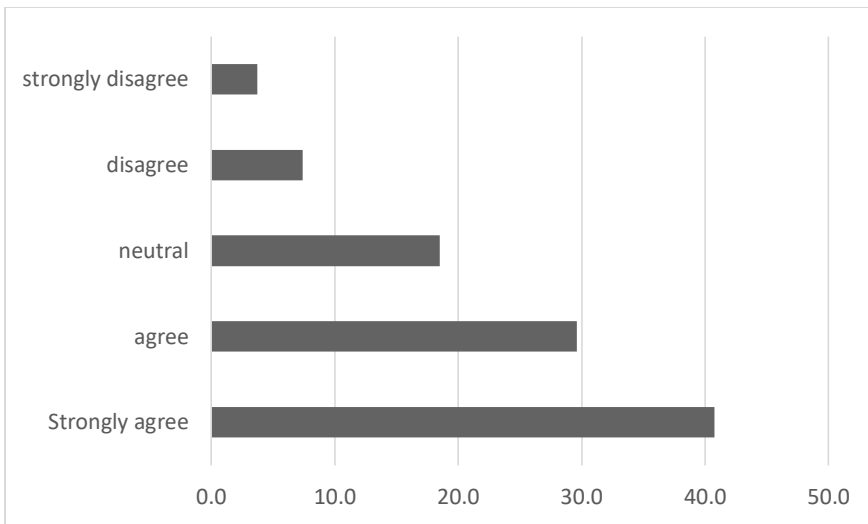
7. Members of management are approachable and supportive.



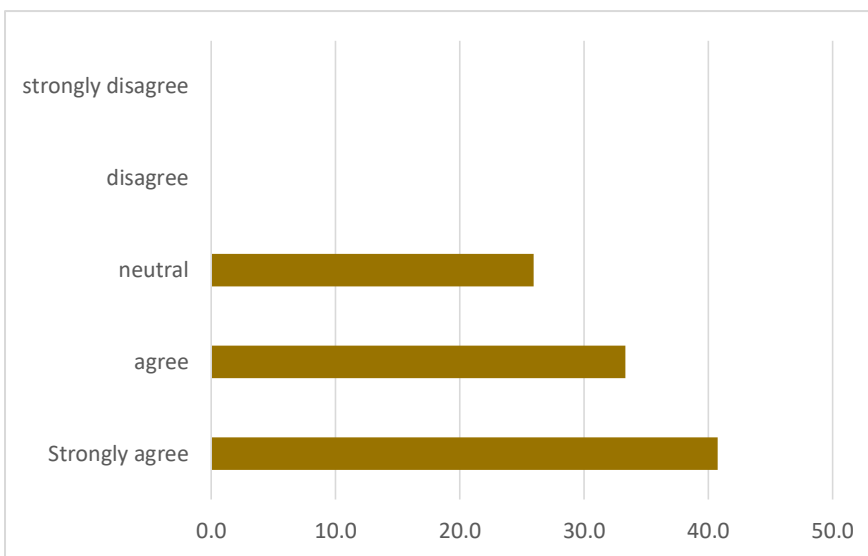
8. Management takes equality and diversity seriously.



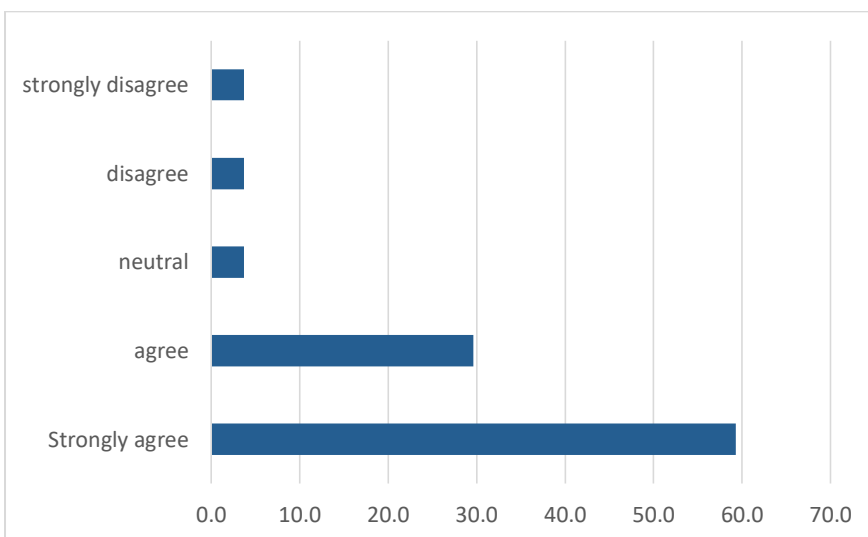
9. Work life balance is respected and maintained with good support structures in place.



10. Guidelines for Working Hours/TOIL/Overtime to suit the needs of childcare/other jobs/work life balance are effective.

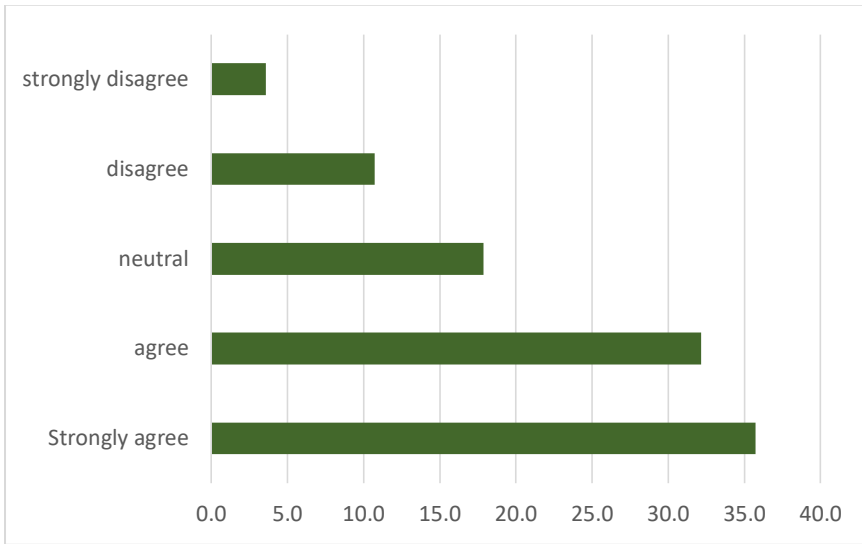


11. You are aware who to contact when a staff member or a student requires counselling or support for learning?

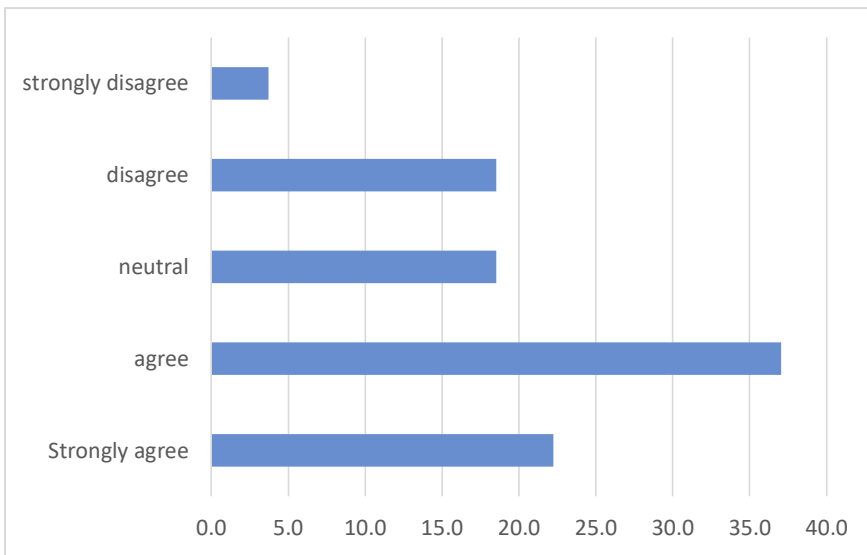


12. Whole college training events helpful/useful?

e.g Suicide Assist training/ Equality and Diversity/ Cooperate Parenting



13. Cross college Quality days are effective for improving communication between all staff.



6.4 Equality Monitoring Form for Staff

Age Band

- 19 or under
- 20-24
- 25-29
- 30-34
- 35-39
- 40-44
- 45-49
- 50-54
- 55-59
- 60-64
- 65 or over
- Prefer not to say

1. Caring responsibilities

Are you a parent or legal guardian of any children aged 16 or younger?

- Yes
- No
- Prefer not to say

Do you have caring responsibilities for a disabled child 17 or younger?

- Yes
- No
- Prefer not to say

Are you a carer or assistant for an adult requiring additional care?

- Yes
- No
- Prefer not to say

2. Disability

Do you have an impairment, health condition, or learning difficulty that has a substantial and long term impact on your day to day life? Long term is defined as longer than 12 months.

- Yes
- No
- Prefer not to say

If 'yes', please tick all that apply.

D/deaf or hearing impairment

Are you a British Sign Language user?

- Yes
- No
- Prefer not to say

Blind or visual impairment not corrected by glasses

Learning difficulty (for example, Down's Syndrome)

Specific learning difficulty (for example, dyslexia)

Developmental condition or social or communication impairment (for example, speech or language impairment or Autistic Spectrum Disorder or Asperger's Syndrome)

Physical impairment or mobility difficulty (for example, difficulty using your arms or using a wheelchair or crutches)

Mental health difficulty (for example, depression, schizophrenia or anxiety disorder)

Long-term illness, disease or health condition (for example, cancer, HIV, diabetes, chronic heart disease, or epilepsy)

Other impairment or condition not listed above (please specify)

Prefer not to say

3. Ethnicity

Which best describes your ethnic group?

- White
- Scottish
- British
- English
- Northern Irish

- Welsh
- Irish
- Gypsy or Traveller
- Polish
- Other white ethnic background (please specify)
- Mixed or multiple ethnic groups
- Mixed or multiple ethnic group (please specify)
- Asian, Asian Scottish or Asian British
- Bangladeshi, Bangladeshi Scottish or Bangladeshi British
- Indian, Indian Scottish or Indian British
- Pakistani, Pakistani Scottish or Pakistani British
- Chinese, Chinese Scottish or Chinese British
- Other Asian background (please specify)

African

- African, African Scottish or African British
- Other African background (please specify)

Caribbean or Black

- Caribbean, Caribbean Scottish or Caribbean British
- Black, Black Scottish or Black British
- Other Black or Caribbean background (please specify)

Other ethnic group

- Arab, Arab Scottish or Arab British
- Other (please specify)

All ethnic groups

- Prefer not to say

Where were you born?

- In the UK
- Other (please specify)

4. Gender reassignment

Does your gender match your sex as registered at birth?

- Yes
- No
- Prefer not to say

Have you ever identified as a trans person?

‘Trans’ as an umbrella to cover the many diverse ways in which people can find their personal experience of their gender identity or gender expression differs from their assigned sex.

- Yes
- No
- Prefer not to say

5. Marriage or civil partnership status

Which best describes your current marital or partnership status?

- Married
- In a same-sex civil partnership

- Other
- Prefer not to say

6. Pregnancy and maternity

Are you currently pregnant or have you been pregnant in the past year?

- Yes
- No
- Prefer not to say

Have you taken any of the following leave within the past year?

- Maternity leave
- Paternity leave
- Adoption leave
- Shared parental leave
- None of the above
- Prefer not to say

7. Religion or belief

Which of the following best describes your religion or beliefs?

- No religion (including agnostic and atheist)
- Buddhist
- Christian: Church of Scotland
- Christian: Protestant
- Christian: Roman Catholic
- Other Christian
- Hindu
- Jewish
- Muslim
- Sikh
- Other religion (please specify)
- Other belief (for example, veganism or environmentalism)
- Prefer not to say

8. Sex

What is your sex or gender?

- Male (including Trans man)
- Female (including Trans woman)
- Other (please specify)
- Prefer not to say

9. Sexual orientation

Which of the following best describes your sexual orientation?

- Bi or bisexual
- Gay man
- Gay woman or lesbian
- Heterosexual or straight
- Other (please specify)
- Prefer not to say

6.7 GUIDELINES ON WORKING HOURS, TIME OFF IN LIEU (TOIL) AND OVERTIME

Working Hours

As per the Support Staff Pay and Terms & Conditions Agreement 1 April 2018 - 31 August 2020, the full time working week for **Support Staff** will be 35 hours normally worked between Monday and Friday. The working day for support staff will normally be between 0800 and 1800.

Staff whose duties and responsibilities require them to work out with these hours should agree this with their Line Manager. The required hours will then be incorporated into their Contract of Employment.

The full time working week for **Lecturing & Teaching** staff will be 35 hours normally worked between Monday and Friday. The working day will be as agreed with the Curriculum Manager. Lecturing & Teaching staff who work part-time hours will agree their working day and these hours will be incorporated into their Contract of Employment.

Due to the increase in annual leave for both **Support** and **Lecturing & Teaching** staff, it is no longer feasible to operate a Flexible Working Policy. Employees will, however, be able to work flexibly within the working day to allow a work/life balance ie a flexible start and finish time. Core hours will be 1000 - 1200 and 1430 - 1530, and these are the hours employees will be expected to be at work. The exception will be those who work part-time hours or shift patterns.

Any time accrued should be used for appointments, early finishes, late starts, but no time should be built up to take days or half days off. A minimum of 30 minutes must be taken for lunch between the hours of 12 and 1430. Line Managers should ensure that staff get the appropriate lunch break each day.

Start and finish times should be recorded, and Line Managers should monitor to ensure employees are not accruing time. All start and finishing times, and time off for appointments should be agreed with Line Managers. It is important that hours worked and time off reflect the needs of the team and enable employees to effectively discharge their duties and responsibilities.

Time Off in Lieu (TOIL)

TOIL is time off which staff can take for hours worked beyond the normal working day. TOIL applies to additional periods of work either before or after the normal working day. It does not apply to lunch periods.

Principles governing the use of TOIL

Working additional hours is voluntary.

The additional hours are sporadic or required for a limited period of time only - if it is for a period longer than a month, then the Line Manager should review the overall needs of their area of responsibility to ensure working practices are effective.

- TOIL must be agreed in advance with the Line Manager. If this agreement is not in place, then the additional hours will not qualify for the accrual of TOIL and will be lost.
- All TOIL should be recorded by the Line Manager in HR Online. Employees will apply to take their TOIL through the HR Online system in a similar way to annual leave. This should be taken as soon as practicably possible after it has been accrued. If this is not

possible, it must be taken within six months of accrual. Line Manager should monitor this to ensure employees are taking their accrued TOIL.

- TOIL accrued and not redeemed as outlined will be considered lost and no monetary compensation will be offered.
- Line Managers should ensure that employees are given reasonable opportunities to take any accrued TOIL within the approved period.
- The operation of TOIL depends on mutual trust. Any suspected abuse of TOIL will be treated as a disciplinary matter.

Overtime

Employees may work overtime if it is agreed with the Line Manager that this is more appropriate than TOIL. All overtime should also be approved by the Business & Resource Manager.

Principles governing Overtime

- Working overtime is voluntary.
- Plain time will be paid for all hours up to and including 35.
1.5x for all hours above 35 other than on a Sunday (midnight to midnight)
2x for all hours on Sunday
The above excludes any contract which is worked over a seven day week.
- No overtime is payable for those earning more than £40,000 (Support Staff only).
- If required to work on a closure day (10 days over Christmas/New Year period), 2x for all hours worked (normal hours or overtime).
- No other payments or enhancements will be paid for overtime working.
- The decision as to whether the employee works overtime or TOIL is at the discretion of the Line Manager, who should consider the needs of their area of work. The Line Manager should refer to a member of the Senior Management Team if required.
- All overtime should be approved by the Business & Resource Manager to enable the Senior Management Team to make decisions regarding staffing needs within the college.

6.8 Flexible Hours Policy and Procedure

Flexible Working Hours Scheme

1.0 Introduction

- 1.1 This document sets out the main provisions for the operation of a Flexible Working Hours scheme for Newbattle Abbey College. This does not remove or replace the current Overtime/TOIL arrangements already in place.
- 1.2 The main purpose of Flexible Working Hours (FWH) is to provide a more flexible system of attendance for staff, on a discretionary basis, with the guiding and overriding principle that this flexibility should be achieved without adverse effect on overall efficiency or on services. It is therefore essential that FWH arrangements must at all times operate in accordance with and subject to service requirements.

Participation in Flexible Working Hours

- 1.3 This will apply to most staff whether they are full-time or part-time. However, it may not be practical to operate these arrangements in certain job roles by the nature of their working patterns or where there are limited staff resources, e.g. Catering and Domestic Assistants. It is the responsibility of the Senior Management Team to identify which job roles this scheme would not apply to and to notify the post holder accordingly.

Responsibilities

- 1.4 Line Managers are responsible for operating the Scheme within their departments. Any issues which arise which may compromise the continuity of service must be referred to the Senior Management Team for consideration.
- 1.5 Employees who participate in the scheme are responsible for accurately recording their working time within the scheme's regulations. Line managers are responsible for managing the scheme's operation within their section, including undertaking appropriate checks of the FWH records of their team members.
- 1.6 At all times work locations must be staffed to the appropriate levels as determined by line managers.

Abuse of the scheme

- 1.7 Abuse of the scheme is a serious disciplinary matter and will result in the line manager or nominated officer taking appropriate disciplinary action. Line Managers have the authority to remove the facility of FWH from individual employees where difficulties are experienced.

Complaints/appeals

- 1.8 Complaints by employees regarding the operation of the Scheme should be dealt with under the normal grievance procedures

2.0 Operation of Flexible Working Hours

This section sets out the main provisions, rules and guidance on the FWH Scheme.

Time Recording

- 2.1 Employees participating in FWH are required to:
 - sign in and out at front reception
 - record their hours worked, credited or debited on the Excel Flexible Timesheet form. Entries should be made on a daily basis, recorded to the nearest minute, and totalled weekly and 4 weekly. The Flexible Timesheet form templates is available from Templates > Administration > Flexi

Hours of Work

- 2.2 The normal working day will consist of a **band width** of 7.30am to 6.30pm. This period is split into **core times** (which must be covered) and **flexible bands** (where the employee may vary their attendance as permitted by their line manager - max 2 hours). The normal core times and flexible bands are shown in Figure 1.

Figure 1: Core times and flexible bands

Flexible band	Core time	Flexible band	Core time	Flexible band
7.30am	10.00am	12.00pm	2.00pm	4.00pm
10.00am	12.00pm	2.00pm	4.00pm	6.30pm

Should staff require to be absent during the core times this must be discussed and agreed in advance with the line manager.

- 2.3 Recorded start times in the morning must not be before 7.30am and finishing times must not be after 6.30pm. **A daily lunch break of at least 30 minutes must be taken.**

- 2.4 The scheme will operate on the basis of a four week accounting period with appropriate contractual hours (e.g. 140 hours for full-time College employees). All employees will adhere to the same four week accounting period.
- 2.5 Normal hours of work will remain unchanged. For example office hours will continue to be 8.30am until 5.00pm Monday to Friday.

Time Carry Forward - Excesses and Deficits

- 2.6 Full time employees may accumulate up to a maximum of seven hours (pro rata for part-time) **excess time**, which may be carried-forward to the next accounting period. No more than 7 hours may be carried forward between any accounting periods and therefore any additional time above seven hours **will be lost**, other than in exceptional circumstances, such as ill health, where additional carry-forward may be authorised by the line manager. Carry forward for part-time employees is on a pro-rata basis. A set pattern of changed working times will not be allowed as this would constitute a change in the individual's standard working pattern.
- 2.7 A maximum of three hours' time deficit may be carried-forward to the next accounting period. Only in exceptional circumstances and at management discretion may a larger carry-forward be permitted. Where an employee is having difficulty in managing their deficit time their continuing participation within the scheme should be reviewed by the Senior Management Team without delay.
- 2.8 A maximum of one full day or two half days per accounting period may be taken as flexi-leave. Flexi-leave should be applied for in the same way as annual leave and is at the discretion of the line manager. An employee must have more than five hours credit accumulated before they apply for flexi leave.

Terminations

- 2.9 Where notice has been given that an employee is to leave the college's employment, any time excesses or deficits should be cleared.

Absences from work - Credit and Debit Entries

- 2.10 **Absence from work will continue to be dealt with as per current terms and conditions.**

It is expected that staff will take advantage of the flexitime scheme to keep routine dental, doctor and other pre-arranged appointments out-with core times. Such absences will not be credited.

Emergency doctors/dentist appointments will normally be credited. An entry should be made in the comments box on the flexible working hour's timesheet explaining the absence.

Overtime/Time-off-in-lieu

- 2.11 Overtime/Toil arrangements:

Staff are able to claim for additional hours worked over and above their contracted hour only if requested to do so by their line manager. Overtime/ Toil will not be given before 6.30pm, Monday to Friday

Checks and certification

- 2.12 Line managers are required to ensure that employees keep their Flexible Timesheet forms up to date and that they are accurate. This will be achieved by Line Managers undertaking a check at the end of each accounting period, as well as random checks.

Random checks within each accounting period

2.13 These checks should be undertaken on a random basis at any point during the four week period. During the check the line manager should:

- verify that the Flexible Timesheet form is completed up to date
- undertake a sample arithmetic check of totals (e.g. examine one or two days)
- confirm that credits or debits are valid and entered correctly.

The Flexible Timesheet form should be initialled against the appropriate date to confirm the check has been undertaken.

End of Accounting Period certification

2.14 At the end of the accounting period the employee should pass the Flexible Timesheet form to their line manager for approval. Once approved, the line manager should upload to the employee's HR online file under 'miscellaneous documents'. The employee can then delete their copy. Employees will then start a new Flexible Timesheet for the new four week accounting period.

3.0 Review of the Scheme

- 3.1** The scheme will be reviewed one year from the date of this Policy
- 3.2** The college may request a review of the scheme's provisions at any time
- 3.3** The Senior Management Team may authorise changes to the provisions and operation of the scheme, after appropriate consultation.

6.8 Support Staff Pay and Conditions

Support Staff Pay and Terms & Conditions Agreement 2018-20

Pay 1 April 2018 - 31 August 2020

This covers three pay periods.

- Pay 2018/19 - 3% increase for those earning less than £36,500
2% increase for those earning more than £36,500

This increased payment was paid in November salary backdated to 1 April 2018 or start date.

- Pay 2019/20 - 3% increase for those earning less than £36,500
2% for those earning more than £36,500

This increase will be paid from 1st April 2019.

- Pay to 1st September 2020 - £300 (FTE) or 5/12th of 2018 Public Sector Pay Policy whichever is greater.

5/12ths of 3% for those earning less than £36,500
5/12ths of 2% for those earning more than £36,500

This increase will be paid from 1st April 2020.

Annual Leave

45 days inclusive of all public, fixed and closure days.

Working Week and Working Day

The full time working week for support staff will be 35 hours per week normally worked between Monday and Friday.

The working day will normally be between 0800 and 1800.

Some staff are contracted to work out with these hours. This should be discussed and agreed with Line Manager and HR and will then be incorporated into their contract of employment.

Call Out

Minimum 2 hours payment. Hours should include travel time.
2x for hours on call, plus reasonable expenses eg mileage.

Overtime

Plain time for all hours up to and including 35 (eg if contracted to work 25 hours and employee works 35, they will be paid their hourly rate, if they work 37 hours, 2 hours will be paid at 1.5x). For those on contracts which include working weekends, any overtime over 35 hours will be 1.5x

1.5x for all hours above 35 other than on a Sunday
2x for all hours on Sunday
No overtime is payable for those earning more than £40,000

All overtime should be agreed with Line Manager and approved by the Business & Resource Manager with reason for the need ie holidays, absence, event, etc.

Closure Days/Public Holidays

While the Agreement states 'a minimum of 12 closure days', this is not practical for Newbattle. Therefore, our closure days will be 10 over the Christmas and New Year period.

Work on Closure Days

2x for all hours worked.

First Aid Rate

£500 per annum payable from individual's next renewal date or commencement of duties. No cost of living allowance will be automatically applied to this rate. This will come into effect from 1st November 2018, and will not be backdated.

Transfer to permanency

Two years.

Where posts are subject to time limited, specific external or project-based funding, or where staff are covering for maternity or sickness absence, the transfer to permanency will not apply.

6.6 Focus Group findings

Between November 2018 and January 2019 there were two focus groups with SMT and one focus groups specifically concentrating only on Equality and Diversity in the college.

Focus Group Findings - November 2018

Following on from mid-unit evaluation.

Present: A representative sample of 9 students (predominantly class representatives) from the following courses:

HNC Social Sciences

SWAP Arts & Social Sciences

SWAP Primary Education

NC Celtic Studies

NC Rural Skills

The students were asked general questions about their course and issues related to the mid-unit evaluation (see below). Leading questions were avoided and best attempts were made to try and engage all students. Participants were also reassured of the confidentiality of the process and that all quotes would be anonymous. They were also informed that the findings would be reported back to the L & T team and then results shared with students in January 2019.

1. Comments on the induction programme at the start of the course.

On the whole the induction programme was deemed to be an improvement on previous years (according to students progressing from previous courses) and overall well organised. However the following points were raised:

- No guided tours provided so students not aware of all of the facilities (i.e. Resource Room). Reference made to an excellent historical tour previously provided by one of the tutors.
- A feeling that the event dragged on over the week and should ideally be more intense and over 3 days not 5 - i.e. 1 day general induction, 1 day course-specific and 1 day out (bonding exercise). The day out was seen as a very positive session but attendance should be mandatory rather than optional. The treasure hunt and the quiz night were deemed to be successes, although the latter was poorly attended and the students would like more staff to have attended.
- The general induction should include areas such as essay writing, referencing and note-taking. This was seen as an essential course requirement by the HNC students.
- HNC students felt that a representative from QMU should be involved in the induction and it should be clearer what support was available from QMU. A visit to the campus should also be included in their induction. The HNC students also felt that their pre-entry information should have been sent out earlier.
- More information on the college's Corporate Parenting strategy should also form part of the induction.
- Students should receive more detailed information on induction and related events/options in advance.

2. Introduction to their units/subjects

- Overall introductions to subjects were considered to be very good with some members of staff singled out for the high standard of materials used and the use of quizzes to assess learning levels.
- There were, however, inconsistencies across the L & T team, with some tutors not appearing to be adequately prepared/lacking information.
- Overall there was a feeling that more specific unit-related information should be consistently available. Students also asked that all tutors supply suggested reading in advance of the course.

3. Comments on the timetable/overall organisation of the course

- There from the SWAP Primary Education students that they needed to be informed earlier about any changes in timetable as this may have an impact on childcare for some of the group and or the time allocated for a work placement.
- Attendance and late-keeping are seen as a problem; resulting in tutors having to repeat material.
- Some students were perceived as using mobile phones in class and not fully participating or being properly prepared to participate in tutorials.
- The HNC students would welcome a monthly visit from a QMU representative.
- Some students also felt that their timetable resulted in them having to travel a long journey in some instances for a single class.

4. Feedback on the teaching/methods used to date

- The majority of tutors were praised for their teaching content and delivery.

5. Homework/feedback on work submitted to date (if relevant)

- Students would like more detailed feedback.
- There was an overall feeling that the tasks for the October week were overly onerous/intense.

6. Quality of materials/hand-outs

- Inconsistency with some tutors being praised for the quality of their materials and others not including enough detail.
- Students with dyslexia also requested that all tutors ensure that materials are available 24 hours in advance and the appropriate coloured paper is used for hard copies.

7. Facilities and equipment (including library/IT provision/SharePoint)

- Overall facilities were deemed to be adequate including wifi connection. Not all students were aware of the resources they could access in the Resource Room. SharePoint was considered to be a useful online environment with most progressing students welcoming the restructure of the course/teaching folders. More information on the course folders and their contents i.e. detailed walk through would be welcomed.
- Some students felt that the SWAP courses should be in split folders as some of the materials childhood development/maths were only relevant to the Primary Education students.
- The IT support available was singled out for praise and the students felt that it could be increased

8. Support/guidance for studies

- Learning support considered to be thorough and readily available. The Guidance role was also deemed to be very useful but again some inconsistency as some guidance tutors are providing more relevant support and some are perceived as not having all the information required.

9. Best features/areas for improvement

- The ability to talk to tutors and the level of support available were seen as the best features. Tutors were predominantly seen as easy to approach and happy to help.
- The new SRC was also seen as a positive feature.
- Attendance, late-keeping and behaviour in class the areas that required most improvement.

10. Residential/facilities comments

- Only 2 of the students present were residential. Their experiences overall appeared to be positive.
- Some of the students mentioned that they were not informed about the student common room and had to discover it themselves.

Focus group findings January 2019 led by Equality Officer

Present: A representative sample of 6 students from the following courses:

HNC Social Sciences

SWAP Arts & Social Sciences

SWAP Primary Education

NC Celtic Studies

NC Rural Skills

The students were asked general questions about Equality and Diversity and issues. Leading questions were avoided and best attempts were made to try and engage all students. Participants were also reassured of the confidentiality of the process and that all quotes would be anonymous. They were also informed that the findings would be reported back to the L & T team and then results shared in April 2019.

Questions asked and discussion generated:

How inclusive is our college?

What are your experiences?

Do you feel respected ?

What can be improved?

What do you think we do well?

Findings

During the session there were many positive responses from students, for example describing Newbattle to be like a community and have a warm feel. One of the main observations was that everyone talks to everyone and the college is a mix of all ages. The students felt this made Newbattle a very special place.

The students responded positively in terms of feeling safe and respected, most described good experiences at college. One of the issues highlighted was that students felt they could talk openly in class, they were not scared of judgment. Students commented that they felt very safe when in college but, did indeed, feel nervous in the woods around the college. One student showed me her panic alarm and another student admitted to carrying a deodorant as a repellent. One of the solutions offered by a student was to fund mini bus.

The students suggested that more clarity was needed in what to do if they were reluctant to discuss a matter with their Guidance Tutor or Support for Learning, for example could another student be a point of contact instead of staff member? It was suggested that a student could have a specialised role, the student selected could be one who has information or expertise on a specific area such as mental health issues and or knowledge of LGBT issues.

There was a discussion about the use of peer support and peer counselling as something we could offer. One suggestion offered by a student was that we could assign a mental health champion as they did in her last school, this student gave an example of good practice and how well it worked. The Equality Officer commented that peer support is a good idea and will be considered but it is something that would require funding and to be monitored.

The Equality Officer discussed the growing demand on GP's surgeries in the area as well as the demand on Mental Health services in Midlothian, this is ongoing concern. The Equality Officer suggested that students could discuss this with their class and bring solutions to the next SRC meeting. They discussed the need for more awareness in college, however they did comment that being a small college and staff and students were able to monitor changes in the behavior of their friends and classmates. Equally, being a small college meant there was the issue of

confidentiality. The Equality Officer explained to SRC that all staff had mental health training and reassured students that by disclosing information it would not necessarily escalate without their consent. It was agreed that more clarity needed about the process of support (Safeguarding) and the steps that would be taken and what support realistically could be offered.

7 Enhancement plan relating to EDI

Outcomes & Impacts				
Quality Indicator 3.1 - Wellbeing, equality and inclusion				
Area for Development	Planned Actions	Person (s) Responsible	Target Date	Action Status at 15.2.19
A culture of inclusion is not yet fully embedded into all college practice and across all college teams.	Build on the previous Induction programme to ensure a positive start and inclusion for all from the outset.	CM/DP	Sep 2018	Built on feedback from previous induction and made necessary changes/addition. Programme took place w/c 3 September and fully evaluated.
	Ensure that leading on Equalities good practice is assigned to a member of the SfL team.	CM/SfL	Sep 2018	Member of SfL team assigned to lead on Equalities good practice. To date conducted staff survey.
	Enhance staff development opportunities to improve existing Equalities practice.	CM/DP	Feb 2019	Member of SfL attended relevant courses and will share good practice with L & T team on Quality Day - June 19
	Appoint an Equalities and Inclusion student representative to review existing provision and advise on possible improvements.	CM	Oct 2018	Student appointed Oct 18. Advised EDI group, contributed feedback and suggestions at EDI and SRC meetings.
	Extend the role of the Student Representative Council (SRC) in Quality and key college groups. Ensure representation is 100%.	CM	Oct 2018	SRC appointed in Oct 18. SRC meet every 2 weeks. To date have met with all department heads. The SRC was consulted about the

	Ensure full student representation on Board/Committees	CM	Nov 2018	new prospectus and website and participated in a Focus Group (Nov 18) and May 19. Involved in working group for cross college activity day 5 June 2019
	Extend SPARQs training for student representatives, particularly focusing on how students can contribute to overall Quality calendar.	CM	Sep 2018	All Committees and Boards were appointed a student representative (Oct 18). SPARQs information/training event took place (Sep 18). SPARQ's annual review meeting with CM March 19 to discuss plans for next cohort of students. The wardens worked on an activity calendar (inc. Induction activities) with the DP and CM (Sep 18)
	Enhance opportunities for student social activities supported by the sub-wardens.	CM/DP	Sep 2018	
	Build on mental health awareness training carried out last year - extend to all staff. Organise drop-in surgery and training/information session for February Quality Day.	CM/DP	Feb 2019	
	In partnership with the HUB for SUCCESS provide support and resources for care-experienced students, involving care-experienced alumni.	CM/DP	March 2019	Representatives of the Orchard Centre had a stall/drop-in surgery for students and staff (Nov 18) Health in Mind delivered a workshop and presentation at the February Quality Day (6.2.19). 8 Mindfulness sessions offered to all students and staff from March. As part of the membership of the HUB for SUCCESS steering group, DP

				and CM ensured that NAC care-experienced students tapped into all of the available support and resources. (HNC Social Sciences) is a student panel member on the Care-experienced Advisory panel.
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Quality Indicator 3.2 - Equality, attainment and achievement for all students

Areas for Development	Planned Actions	Person (s) Responsible	Target Date	Action Status at (specify date and update when info added/amended)
Due to a variety of staff/student-related issues and despite a range of interventions, our withdrawal rate for FE full-time students was high and our overall success rate for FE full-time students fell below the sector average for the first time in the last four years. There is a need to ensure that revised procedures for monitoring attendance, facilitating learning and evaluating student progress are in place and used consistently to reduce withdrawal rates and increase attainment. There is also a need to introduce	Ensure a seamless recruitment/contact process from first enquiry to beyond college.	CM/DP	July 2018	New procedures/guidance/documentation put in place prior to the start of the new academic year (July 18).
	Restructure SharePoint to enhance student access to learning materials and resources so that students achieve the required outcomes.	CM	Sep 2018	CM and L & T team restructured SharePoint to ensure that students had improved access to learning materials. This also resulted in greater consistency across the team. SharePoint was positively evaluated by the students (mid-term evaluation and November Focus Group).
	Introduce a 'traffic light' warning system from the beginning of the academic session to flag up potentially at risk students, monitor student progress and facilitate early intervention to reduce withdrawal rates and maximise retention. Aim for 70% achievement rates for both HE	CM/DP	Sep 2018	The 'traffic light' warning system was put in place from the beginning of the academic session (Sep 18) and has successfully flagged potentially at risk students and facilitated early intervention. To date withdrawal rates are substantially improved on last year (Feb 2019).

<p>and implement actions to improve overall attainment/success rates for both FE and HE. Core skills achievement within FE programmes is currently not sufficiently analysed.</p>	<p>and FE students.</p> <p>Core skills profiles are assumed within SQA qualifications Two courses deliver specific core skills units.</p>			
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