Equality and Diversity Report 2021

Dumfries and Galloway College

Contents

Summary

Dumfries and Galloway College is committed to promoting equality and celebrating diversity in everything we do. We work hard to foster a welcoming culture for everyone across our College community.

This report summarises how we embed equality, where we are now in our equalities journey, where we want to be and what we will do to achieve our ambitions.

Our **Equality and Diversity Framework** ensures that we have the governance, policy, improvement and monitoring structures in place to make progress (Section 1).

This structure is underpinned by annual monitoring* of our student and staff **Equality Profile**, from application through to leaving the organisation. We aim to have a clear vision at all times of the issues facing our staff and students, checking that there are no barriers to prevent them reaching their full potential. The results of the monitoring exercise help us to check **Progress** and formulate **Plans** to redress any imbalances we find (Section 2).

Where there is evidence that a challenging equalities issue requires longer term focus, we design **Equality Outcomes** to formally track what we are focussed on, what we will do and how we intend to measure success over time. Our outcomes for the last four year period have recently come to an end, and a full review has resulted in new outcomes. These include the ability to react quickly and flexibly to the inequalities that may arise as a result of the COVID crisis. (Section 3)

And finally, we must ensure that pressure to achieve these outcomes is maintained, so we operate an annual **Equality and Diversity Action Plan** and **Progress Report** schedule to ensure that we retain our focus on the changes we want to see in our College community. (Section 4)

This report outlines our successes, including our strong events programme, our invaluable partnership connections with public, private and third sector bodies, and our embedded Equality Impact Assessment procedure. We have supported and adopted several key national project and toolkits, such as the Equally Safe project to address Gender Based Violence (GBV), the FE/HE Anti-Racism Campaign statement and toolkit and the national move to reduce the national Disability and Race Employment Gaps. Our i-will CARE campaign, arising from the COVID crisis, demonstrates how dynamic EIA helps us to design solutions for our changing way of working.

There is also transparent detail about our longer term challenges, particularly in relation to our chosen Equality Outcomes 2021-25. These include pay gaps and occupational segregation, which are proving difficult to address at both local and national level. Despite there being no simple or obvious solutions to these issues, innovation and a willingness to trial new approaches is key in finding the breakthroughs that will help to secure true equality.

With strong support from both student and staff bodies to advance these outcomes, we are confident we can make a positive difference in the lives of everyone across our College and into the wider community we serve.

All data presented in this report was collected on the snapshot date of 31 October 2020

Section 1: Equality and Diversity Framework

Our College's Equality and Diversity Framework provides the consistent structure through which we aim to promote equality and celebrate diversity. Here are the key elements of that supporting structure.

Our Commitment

Dumfries and Galloway College is committed to equality of opportunity, celebrating and valuing diversity, eliminating unlawful discrimination, harassment and victimisation, and promoting good relations for all our staff, students, visitors and partners.

We aim to achieve equality for all by addressing discrimination in education and employment on the grounds of age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, or sexual orientation. By fostering a culture of dignity and respect, we will ensure that every student and member of our staff achieves their full potential.

Equality and Diversity Policy

Our Equality and Diversity Policy is designed to ensure compliance which extends beyond legislative requirements and to ensure flexibility so that changes in legislation can be incorporated. This is reviewed on a three year cycle, or as required to incorporate changes in legislation as they occur. The last update was undertaken in January 2021 as part of the standard review cycle. The policy is underpinned by a range of procedures and guidance notes which cover finer detail in dealing with specific issues and evolution of understanding in accommodating the needs of people from across the protected characteristics.

Governance

Board of Management
The Dumfries and Galloway College Board is annually notes progress on equality and diversity for our College. Appropriate representation on the Board of Management by people from across the protected characteristics is a key element in ensuring that a diversity of voices is heard at strategic level.   Our Board is 64% female (non-executive members only), or 69% female when executive members are included. It should be noted that there are currently several vacancies on the Board of Management, so this gender balance is likely to change. Our Board equality profile exceeds the BAME and White (non-UK) percentages we would expect from our regional population figures, and largely mirrors the faith profile for the region. However, it is less diverse in terms of age, disability, sexual orientation and gender identity.

Human Resources Committee
Oversight of Equality and Diversity is devolved by the Board of Management to the Human Resources (HR) Committee. The HR Committee considers equality and diversity progress at each bi-annual meeting. The Chair of our HR Committee is also the Board's Equality Champion, and sits as a member of the Equality and Diversity Forum.

Equality and Diversity Forum
The Equality and Diversity Forum has a voluntary membership consisting of the Board Equality Champion and around 15 staff and student representatives from across all of the management levels and functions of the College.   The Forum meets four times each academic year, sharing projects, experiences and information. This group contributes to the annual equality report for submission to management and the Board.

Senior Leadership Team
The Senior Leadership Team considers and approves the annual Equality and Diversity plan and report prior to consideration at Board and Forum level. Clear lines of responsibility for each level of management, for staff and for students within the College for equality issues are described in full within our Equality and Diversity Policy.

Continuous Improvement

We aim to meet our commitment through establishing clear policies, setting outcomes to address prioritised issues to improve equality, and embedding good practice into everything we do. An annual Equality and Diversity Action Plan sets out what we plan to do to meet our outcomes, our Equality and Diversity Forum tracks progress on our supporting actions over the year, and we produce an annual Equality and Diversity Report to inform the following year's outcomes and objectives, supporting our findings with evidence relating to our workforce and student body profile.
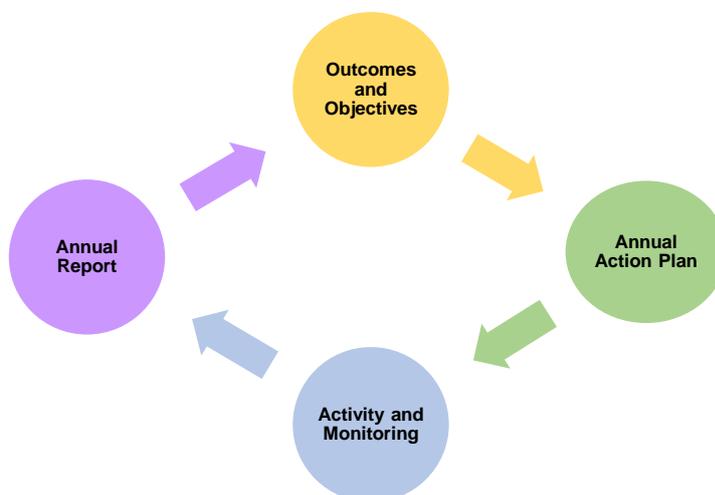
Equality Impact Assessment

Our Equality Impact Assessment (EIA) process covers all 9 protected characteristics, with additional reference to gender based violence. The format is reviewed each year to incorporate additional considerations given precedence by Scottish Government, to ensure that our support for national initiatives reaches every strategy, project, plan and policy we produce. Our current EIA template includes consideration of impact relating to Human Rights, Care experience, Carers, Mental Health, Socioeconomic status and armed forces Veterans.

EIA is a required part of the approval and publication process for all published documents relating to College policy or strategy. Just under 100 EIAs have been carried out since this system was introduced. A half day training package is available on demand for managers, with advice, facilitation and support provided by the Equality and Diversity Officer.

EIA has been an important part of our response to the COVID crisis. Risk Assessments relating to return to campus, and to changes in regulations to support safety measures, have been key considerations and focus for our work in the past year. The assessment was directly responsible for the decision to design and roll out the 'i will CARE' campaign, for example.

Training

All staff must complete an online Equality and Diversity course as part of their induction. In addition, lecturing staff undertake a 2 hour in depth session on equality and diversity issues relating to education and to their own subject area. This includes discussion of arising current issues, for example, accommodating students who are struggling with their gender identity, and awareness of harassment law.

Students are given Equality and Diversity information as part of their induction. This year, this involved virtual induction from the Equality and Diversity Officer and input on recognising Hate Crime from the Community Police Officer assigned to the College.

Lecturers and managers can request tailored training sessions at any time. This open offer has resulted face to face sessions being presented to nearly 200 staff and 800 students since the last mainstreaming report in 2017. The College has also provided face to face training as support for partner agencies – for example, local charities working with us or the local CIPD HR Professionals group.

Kaleidoscope

Maintaining awareness of equalities issues and helping staff and students to feel welcome and supported is achieved through the 'Kaleidoscope' annual series of campaigns and events produced in partnership with the Student Association. Kaleidoscope has a dedicated display area on each campus to display materials in support of different diverse groups, and launch events are held wherever possible to involve our staff and students in celebrating diversity. These campaigns have moved online since lockdown began, including GBV and LGBT History Month activities. This year a popular Mental Health Advent Calendar ran from Boxing day until 6 January, full of ideas to improve mental health and wellbeing. This last project received recognition as good practice by the National Union of Students.

Partnerships

Partnerships are essential in progressing equality for our staff and students. These range from active membership of national equalities groups such as the Scottish Equality Forum for practitioners in FE/HE across the country, and various groups which support the work of this overarching group such as the Scottish Race Equality Network and TransEdu Community of Practice. Regionally, we are members (and undertake 'rolling chair' responsibilities) of the Dumfries and Galloway Diversity Working Group. This local action group consists of representatives from across the public, private and third sector with a particular emphasis on hearing the voices of organisations who represent the protected characteristics. Members include DGVoice (representing the many and varied groups supporting people with disabilities locally), Dumfries and Galloway Multicultural Association (DGMA), LGBT Youth, D&G LGBT +, the local authority's Gender Based Violence Prevention Unit, Age Scotland and Interfaith D&G,

# Section 2: Equalities Profile, Progress and Planning

This section gives a brief outline of the issues in relation to our student and staff bodies for each protected characteristic. It outlines what we have done in the last four years to promote equality and celebrate diversity for each one, and details what we will do in the coming four year period to improve outcomes for all everyone across our College community. Staff monitoring results are given in full, numerically and as percentages to enable comparison across fields, following this section.

AGE

Our students :

- Around 80% of our students are under 30

- All age groups display similar retention and success results

- Our student age profile may change as the local job industry evolves following the COVID crisis, which is likely to prompt a need for some traditional sector workforces to retrain

Age: Students chart (2016–2020) with categories Under 16, 16-19, 20-24, 25-29, 30+

Age: Workforce chart (2016–2020) with categories <20, 20-29, 30-39, 40-49, 50-59, 60+
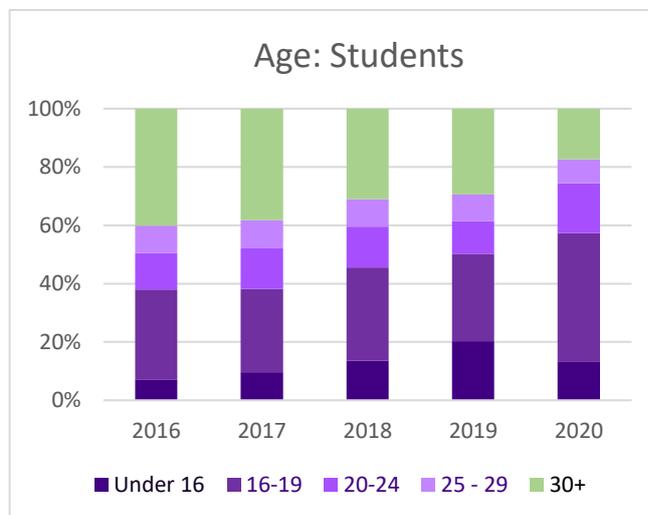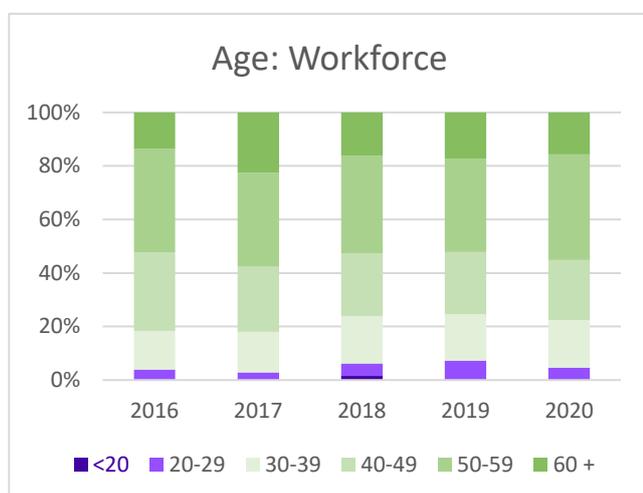
Our staff:

- 77.5% of our staff are 40 or over

- monitoring results suggest fair treatment for existing staff regardless of age across all monitored processes

- voluntary severance patterns followed expected age profile patterns

What we have done:

- Dumfries Learning Town initiative in partnership with D&G Council, a new model of 3 to 18 education delivery, including the shared 'Bridge' facility in Dumfries
- Youth Guarantee Scheme in partnership with D&G Council to meet the national commitment that every 16-19-year-old in Scotland will be offered a learning or training place if they are not already in a job, modern apprenticeship or education
- Contributed to various Developing the Young Workforce (DYW) projects, including the #ajobforeveryone campaign to support employers in achieving diversity across their workforces

What we will do:

- Continue discussions on the West of Scotland Educational Pathway, a joint project with the University of the West of Scotland to explore an extended model of provision that provides a coherent range of provision that provides learner choice and outcomes supporting inclusive economic growth intended to help assure pathways for the Under-25 age group considered most likely to be disadvantaged by the current COVID crisis

- Work to establish a South of Scotland Digital Hub with a range of stakeholders, to establish a digital offer for tertiary education to suit our dispersed geographical area and enables upskilling or retraining for the key sectors of the South of Scotland economy.

- Review our recruitment outlets, materials and processes to ensure there are no barriers in place deterring younger applicants

DISABILITY

Our Students:

- Visual, hearing and mobility impairment are declared by 0.9% of our student body, 1.9% of students declared disabilities related to mental health, 5.9% record multiple disabilities and 6.2% declare 'unseen' disabilities (including dyslexia).

- For the majority of declared disabilities, there are similar retention and success rates to those of the overall student body average

- Students who declare a disability related to mental health tend to have lower retention and success rates than the overall student body average

Disability Declared: Students
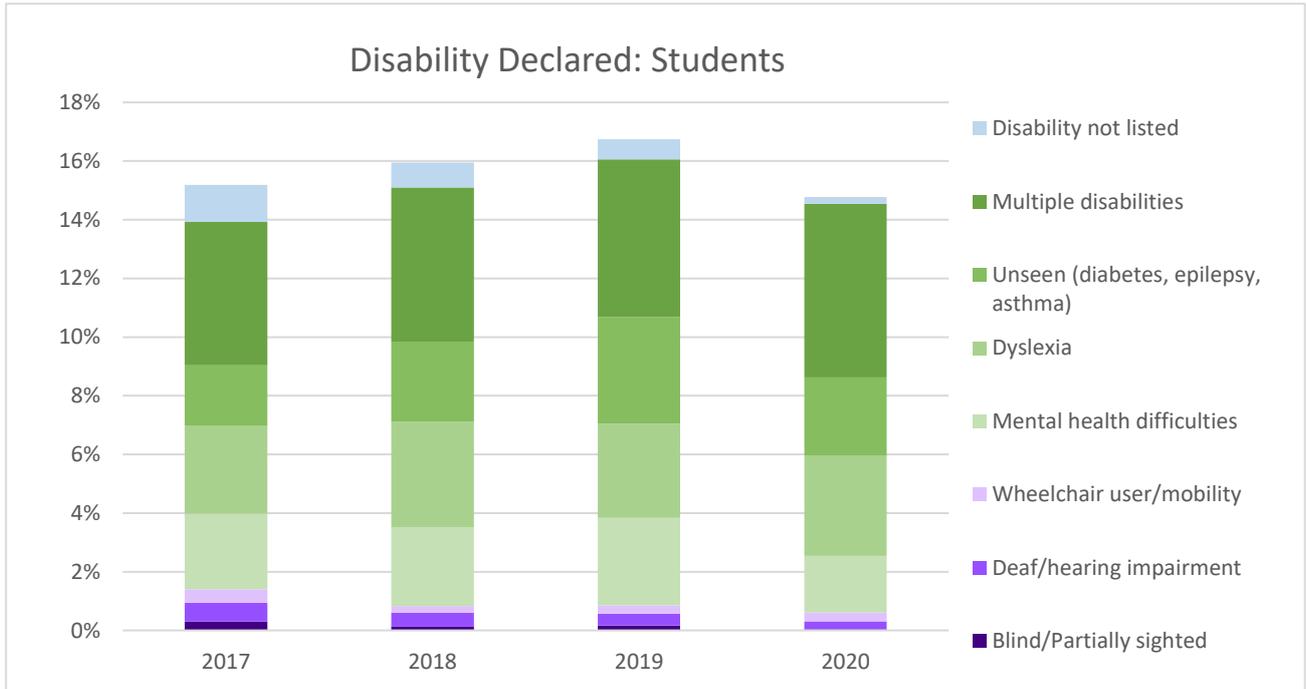
Our Staff:

- Workforce disability rates are low at 5.1%, with 2.0% of the workforce choosing not to disclose.

- Recruitment activity was low this year. 2.9% of applicants declared a disability, but none of these applicants made it to the shortlisting stage of the recruitment process.

- Staff development rates are lower for staff who declare a disability than for the workforce as a whole

- Our Disability Pay Gap stands at 19.9%, with a positive pay gap of 13.1% in favour of staff who chose not to disclose. These figures are volatile due to the low numbers of people who declare a disability or choose not to disclose.

Disability: Workforce

- The majority of staff who declare disabilities are spread evenly across the job roles of Cleaner/Estates and Support/Academic Support, with a lower number being lecturers or within the top paid quartile of staff. Declaring the numbers in full might identify individuals.
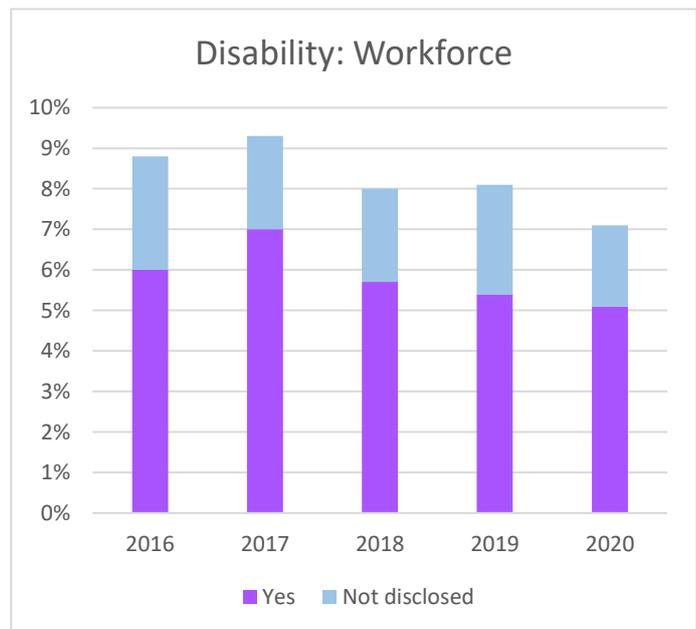
What we have done:

- Introduced the 'I will CARE' lanyard campaign on return to campus to ensure staff and students with disabilities were not challenged if they could not conform with safety measures due to a disability
- Students declaring a disability are assessed by our Student Support and Guidance Team to ensure they have everything in place to make their studies a success
- Mental Health Strategy and Mental Health Student Agreement with the Student Association are in place
- Adoption of the online 'TogetherAll' mental health support website (including round the clock access to a live chat with a 'Guide') for all students and staff
- First College in Scotland to provide a 'Breathing Space' bench as a focus for quiet contemplation, in partnership with the NHS Breathing Space initiative
- Membership of the DWP Disability Confident Scheme to ensure equality of opportunity in recruitment and retention of staff and signed up to receive tailored support through national Disability Employment Gap project
- Partnership through the D&G Diversity Working group with DGVoice, a local umbrella organisation speaking on behalf of a wide range of local third party groups supporting people with disabilities
- Progressed our BSL Action Plan, including training of 32 staff online, production of an in house 'Sign Of the Times Course accessed by our own front line staff and those of public sector partner agencies, and procurement of online InterpreterNow virtual BSL Interpreter services for staff who have BSL as their first language

What we will do:

- Investigate ways to further improve our mental health awareness and support for staff and students, particularly in light of the potential impact of COVID 19 restrictions on long term mental health outcomes
- Build on current resilience levels for staff and students through procurement of a wider range of mental health awareness training options
- Progress our I-Matter Forum, which empowers staff to build their own programme of events and initiatives to progress good mental health
- Engage with staff on the reasons for our collection of declarations of disability
- Redesign data collection question on long term conditions and disability, produce survey and recollect data
- Ask staff who refuse this data to anonymously share their reasons with us to help us improve the quality of data
- Examine all stages of the recruitment and development processes to identify and remove barriers to inclusion

GENDER

Our students:

- our student body is majority female at 51.3% and maintains a roughly 50:50 gender balance year on year
- the percentage of students from underrepresented genders across the subjects of Construction, Engineering, Computing and Motor Vehicle (for women) Child Care, Care and Hair and Beauty (for men), despite encouraging fluctuations, has remained on or near the combined rate of 5% over the past four years, a similar trend to the national pace of change in this field
- both genders achieve similar average rates of retention and success
- the Equally Safe national report on sexual harassment across FE/HE nationally suggests that harassment may have been normalised across our society, so we have adopted the Equally Safe toolkit and embedded activity to address gender based violence into our outcomes

Our Staff:

- our staff profile is majority female at 65.6%
- the majority of women who take maternity leave return to the workforce
- staff teams tend to conform to gender stereotype within traditionally segregated subject areas
- figures suggest that women are being fairly treated in the processes of recruitment, development, promotion, discipline, grievance, furlough and voluntary severance
- 58.2% of our highest paid staff quartile are women, which rises to 65% if we look at staff paid over £45k
- our Gender Pay Gap is 11.8% (mean) and 36.8% (median), attributable to the number of female staff who are in Support and Academic Support roles (see graph below)
- there is no 'Bonus' pay gap, as none of our job roles attract bonus payments

	Female	Main roles within the quartile
Quartile 1	80.8%	Cleaning, estates and entry level administrative staff
Quartile 2	70.0%	Administrative and academic support staff
Quartile 3	54.2%	Lecturing Staff
Quartile 4	58.2%	Managers and Senior Lecturing staff
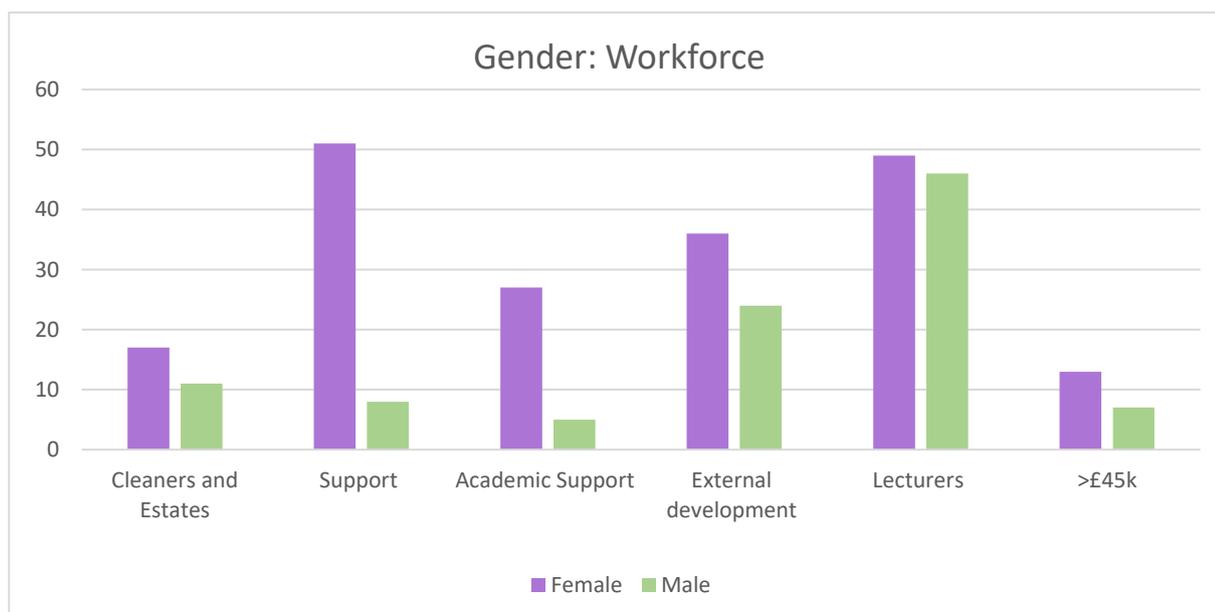
Definitions:

The mean Gender Pay Gap is calculated by comparing the mean average hourly rates for men and for women and expressing this as a differential percentage.

The median Gender Pay Gap is calculated by separately ranking the pay rates for men and for women in ascending order, taking the median value of each and then expressing the results as a differential percentage.

What we have done:

- we are a living wage employer, and ensure that we provide equal pay for work for equal value. This commitment is supported by an in house job evaluation scheme which is applied to all posts at the design stage. There is an appeals process available for staff who wish to challenge their pay rate.
- designed projects to address gender segregation such as our award winning Gender Imbalance Days, CREST programme to involve young people in built environment projects, and a range of 'role model' initiatives to encourage applicants to consider subjects outside their gender stereotype . For example, our recent Instagram masterclass discussions for Hair and Beauty students which feature local and international male role models from the industry.
- worked closely with local schools to address gender stereotyping through such projects as DYW's Big Bang D&G events and hosting a Gender Balance conference for the local Education Authority
- continued to evaluate all posts against our existing Job Evaluation scheme, considering appeals where a member of staff feels they are not being paid fairly compared with colleagues of the opposite sex
- embedded key recommendations from the Equally Safe toolkit to address gender based violence within our action plans
- held annual events to promote 16 Days of Activism to Address Gender based Violence in partnership with D&G Council, such as the 'Violence Unseen' photography exhibition at both campuses, supported by the work of one of our own photography students and launched at White Ribbon events featuring the 'Killing Us Softly' lectures on gender representation in advertising

What we will do:

- ensure continued accreditation as a living wage employer, and continued commitment to legislative compliance in terms of equal pay for work of equal value, by acting on the results of the national Job Evaluation Project due to report later this year
- ensure the work we have done to address gender segregation continues under the Staff and Student Profile Equality Outcome, so that student and staff team profiles become less segregated over time
- support the national Job Evaluation process to ensure a consistent equal pay model is in place for all of Scotland's Colleges
- enact Phase 2 of our Transformation Project to ensure we have the right structure in place to deliver Ambition 2025
- progress our work to encourage recognition and reporting of sexual harassment incidents, monitoring and learning from the actions we take to address these
- ensure events are in place each year to provide opportunities for students and staff to access bystander and gender based violence awareness training
- raise awareness through our Kaleidoscope events calendar of the 16 Days of Activism to address Gender Based Violence, supported by White Ribbon launch events

Gender Identity

Our Students:

- 19.7% of students chose not to provide a response to the question asking if they have ever considered themselves to be transgender or gender diverse.
- 1.7% of respondents identified as gender diverse, slightly higher that the estimated national average of around 1% of the population
- 1.5% preferred not to disclose their answer
- 77.1% stating that they identified with the same gender they were assigned at birth.
- local partners LGBT Youth (Dumfries) report that the number of young people locally accessing support to declare their gender identity has increased dramatically over the last few years
- students who identify as gender diverse, and those who do not wish to disclose, have good retention and success rates that compare favourably with those of the majority student body.

Our Staff:

- staff monitoring figures are not supplied as no existing staff or job applicants this year identified as being transgender or gender diverse. However, we have support checklists, strong links with partner agencies such as LGBT Youth and D&G LGBT+ in place, and training available on demand to support staff teams should a gender diverse member of staff join our workforce, or should an existing member of staff decide to declare that they are gender diverse.

What we have done:

- Delivered training on gender identity on demand to staff teams, classes, partner agencies such as the D&G CIPD Group, and as part of the induction package for lecturing staff
- Ensured referral of gender diverse students to local partner agencies LGBT Youth (for specialist support and advice) and D&G LGBT+ (for befriending)
- Produced checklists which can be used to help staff or students who wish to transition to ensure they understand their rights and the support that is in place for them
- Signposted staff and students to the locally produced 'D&G Guide for parents and carers of trans young people'
- Held a month long exhibit of the Pink Saltire 'Scotland's LGBTQI+ Timeline' display, launched with events attended by staff, students, public sector and local LGBT partner agencies, at both campuses
- Hosted a partnership event to help launch the D&G LGBT+ Drop In service in Stranraer
- Hosted a schools 'Gender and Sexuality Alliance' conference for LGBT Youth to help establish GSAs across the region
- Arranged access to D&G Council/NHS D&G's new LGBT Staff Network for College staff, in case we have staff who have not declared that they are gender diverse or who are considering transitioning in future

What we will do:

- Celebrate LGBT History month with local partner agencies each February
- Contribute to the regional LGBT Advisory Group
- Active membership of the national TransEdu Community of Practice
- Collaborate with LGBT Youth on a version of their schools' survey for College students
- Ensure appropriate referrals are made to D&G LGBT + for befriending, LGBT Youth for advice and support.
- On enactment of the renewed Gender Recognition Act (Scotland), produce guidance and procedures to ensure appropriate support is in place for both students and staff who are gender diverse

RACE

Our Students:

- The ethnicity profile for our students is higher than the profile for our local region, as illustrated in the graph opposite.

- Enrolment, retention and success rates for White (Other) and BAME students are comparable to the results achieved by the student body as a whole

- Within BAME and White(Other) groupings, there are three ethnicities which will be the focus of our work to improve retention and success rates as these did not display comparable retention and success rates and may indicate change is needed

Race: Students

Race: Workforce
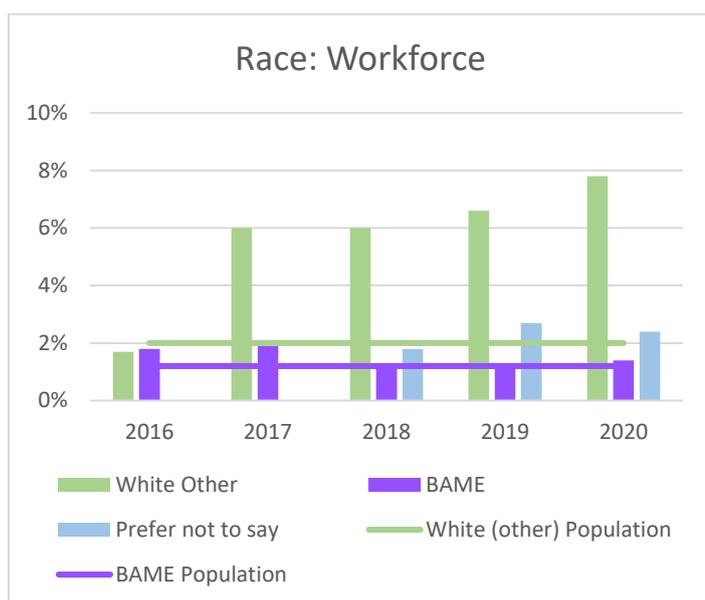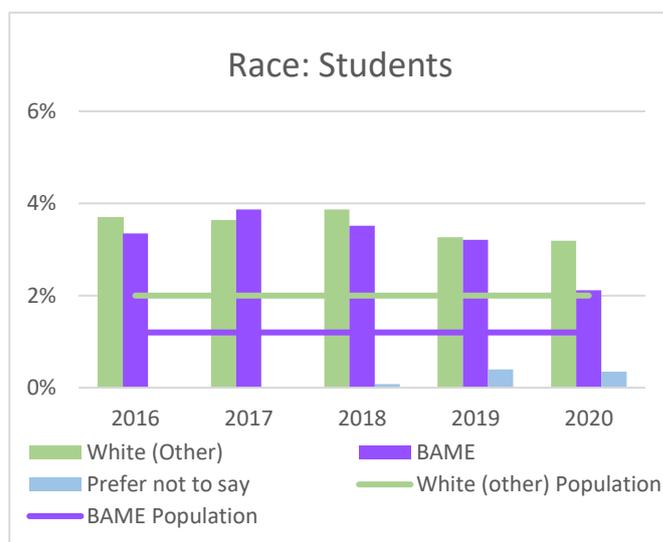
Our Staff:

- Declaration rates are encouragingly high, with our staff profile slightly higher than the local population profile for BAME employees, and substantially higher for employees who are White (Other).

- The Pay Gap for BAME employees is -7.0%, and for White (Other) is -4.2% (the negative indicates these employees earn more than the workforce average). This is because these staff are in largely in the lecturing staff category, but a full breakdown by job role might identify individuals.

- There is a low rate of application, and no evidence of shortlisting or appointment, for BAME job applicants. However, recruitment activity in general has been low this year.

What we have done:

- Extended our ESOL provision in the college and created a partnership agreement with Dumfries and Galloway Council to help delivery region wide
- Supported the #blacklivesmatter campaign through social media
- Maintained active membership of the Scottish Race Equality Network
- Signed up to and supported the FE/HE Anti-Racism Campaign, 'Call It Racism'
- Established advice sessions through Citizen's Advice for staff and students concerned at their status due to BREXIT.

What we will do:

- Adopt the Anti-Racism Project toolkit and training when it is released, adapting this to fit with the specific difficulties faced by BAME and White (Other) staff and students in a rural area with an ethnicity profile that is not diverse
- Roll out our Harassment and Hate Crime Reporting Procedure to establish a true picture of staff and student experience and build an action plan to address normalised racist behaviour where it is found
- Investigate ways to involve local community partners more closely in the life of the College

Definitions: in line with local population profiles, numbers of students and staff who do not identify as White (UK) are low, so ethnicity definitions have been aggregated into three categories – White (UK), White (Other) and BAME (Black, Asian and Minority Ethnic). While 'BAME' as an appropriate grouping term is currently under national scrutiny due to the wide range of ethnicities and experiences contained within it, this is the only coherent way to report on numbers at present without identifying individuals.

Religion or belief

Our students:

- results from a survey run by one of our students last year suggested that 'None' for the student body does not mean lack of faith, but instead suggests a reluctance by young people to commit to association with an organised religion. Many respondents fed back that there was a spiritual dimension to their lives but that it did not follow traditional definitions.

- retention and success results for several faiths under the overall headings of None, Christian and Other are improving year on year, but are currently lower than the average results for the student body as a whole, which we will address through our Equality Outcomes activity.

Religion or Belief: Students

Legend: None/Athiest · Christian (all) · Other · Prefer not to say

Religion or Belief: Workforce

Legend: None/atheist · Christian - all · Other · Not declared
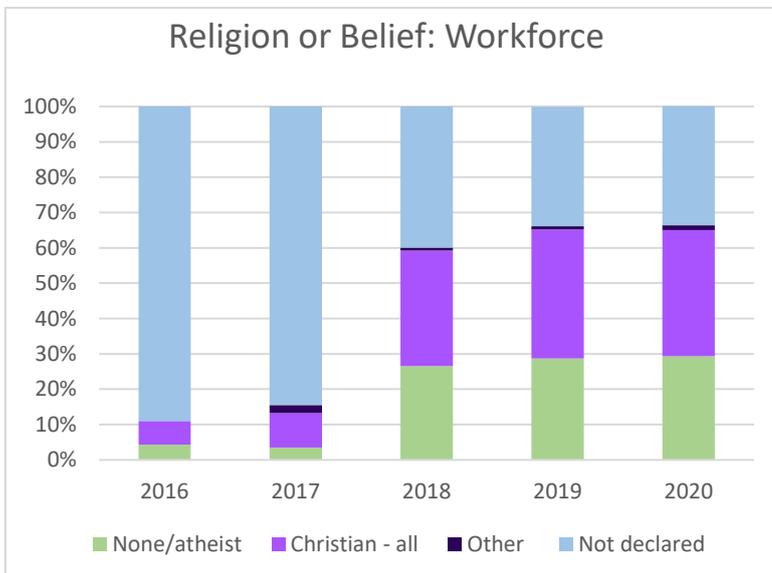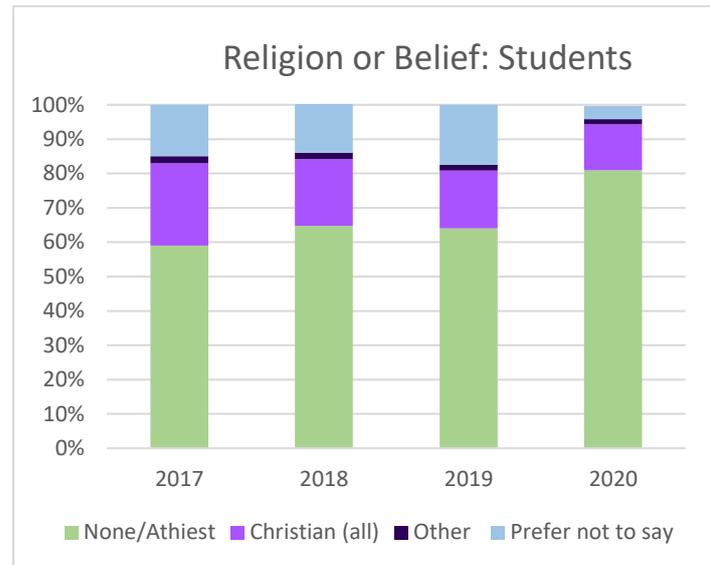
Our Staff:

- although the non-declaration rate is decreasing (89% to 33.8%) year on year there is still a suspicion or reluctance about sharing personal religion or belief information.

- the pattern for recruitment for several faiths present concerns, with low progression from application to shortlisting and appointment stages, an issue we will address through our Equality Outcomes.

What we have done:

- supported our local Interfaith Group by sharing social media campaigns and event information for Interfaith Week
- supported Interfaith events held by NHS D&G in their 'Sanctuary' space to celebrate Interfaith Week
- set up Quiet Rooms at each campus to enable students of faith to practice active prayer or take time aside for contemplation

What we will do:

- investigate ways to help staff and students feel comfortable to share and celebrate their faith as part of the Kaleidoscope events calendar
- review our recruitment procedures, equality impact assessing each stage, to ensure that there are no barriers to progress for applicants from the identified faith groups highlighted by our recruitment analysis profile figures.

Definitions: figures have been aggregated here into None, Christian (All) and Other to protect individual identities. Internally, we disaggregate this data to ensure that sectarianism, or indirect discrimination related to religious practice, could be addressed if they were discovered.

Sexual Orientation

Our Students:

- Around 5% of our students identify as LGB+, a gradual increase that has stabilised over the last four years
- Students who identified as LGB+ achieved retention and success results close to those of the majority student body over the last two years, following several years when results were of concern
- Declaration rates are encouraging – students appear to be much more comfortable to answer this question than they did in the past

Students: 'Prefer Not To Say'

Year	Prefer Not To Say
2012	82%
2013	78%
2014	71%
2015	60%
2016	26%
2017	18%
2018	17%
2019	21%
2020	19%
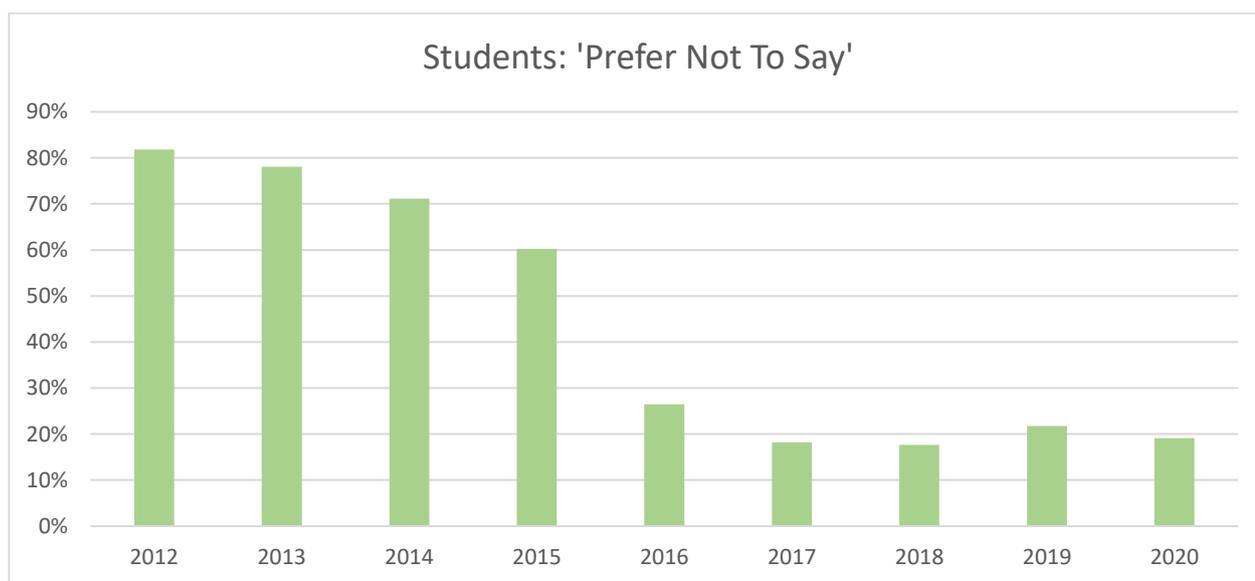
Our staff:

- Despite a much improved declaration rate, the number of staff who identify as LGB+ on our workforce remains too low to report without potentially identifying individuals.
- There were no disciplinaries or grievances connected to staff who declared as LGB+ this year, and the recruitment process results do not suggest that unconscious bias is a factor in gaining employment or promotion

What we have done:

- Delivered training on LGB+ issues on demand to staff teams, classes, partner agencies such as the D&G CIPD Group, and as part of the induction package for lecturing staff
- Provided a Stonewall training event for key staff to give a depth awareness of issues
- Ensured referral of students requiring support to local partner agencies LGBT Youth (for specialist support and advice) and D&G LGBT+ (for befriending)
- Held a month long exhibit of the Pink Saltire 'Scotland's LGBTQI+ Timeline' display, launched with events attended by staff, students, public sector and local LGBT partner agencies, at both campuses
- Hosted a partnership event to help launch the D&G LGBT+ Drop In service in Stranraer
- Hosted a schools 'Gender and Sexuality Alliance' conference for LGBT Youth to help establish GSAs in schools across the region
- Arranged access to D&G Council/NHS D&G's new LGBT Staff Network for College staff, so that staff have the ability to access a wider network of peer support than our small staff cohort can offer

What we will do:

- Celebrate LGBT History month with local partner agencies each February
- Contribute to the regional LGBT Advisory Group and partnership action plan
- Collaborate with LGBT Youth on a version of their schools' survey for College students
- Ensure appropriate referrals are made to D&G LGBT + for befriending, LGBT Youth for advice and support.

Workforce Monitoring Results

	%									Number						
	Census 2011	Workforce 2020/21	Development	Applied	Shortlisted	Appointed	Leavers	Voluntary Severance	Pay Gap	Workforce 2020/21	Development	Applied	Shortlisted	Appointed	Leavers	Voluntary Severance
Age																
>20	14.5	0.3	0.0	0.0	0.0	0.0	0.0	0.0	N/A	1	0	0	0	0	0	0
20-29		4.4	3.3	3.8	6.3	0.0	11.8	0.0	22.9	13	13	3	1	0	2	0
30-39	39.3	17.7	17.2	33.3	33.3	25.0	5.9	4.8	10.3	52	68	26	9	1	1	1
40-49		22.4	22.3	41.0	33.3	25.0	29.4	0.0	3.0	66	88	32	8	1	5	0
50-59		39.5	44.1	21.8	27.1	50.0	41.2	0.0	0.0	116	174	17	8	2	7	0
60 +	29.5	15.6	13.2	0.0	0.0	0.0	11.8	95.2	10.0	46	52	0	0	0	2	20
Disability																
Yes	21.8	5.1	2.3	2.9	0.0	0.0	5.9	0.0	19.9	15	9	2	0	0	1	0
No	78.2	92.9	95.5	94.2	100.0	100.0	88.2	95.2	0.0	273	379	65	26	4	15	20
Not disclosed	-	2.0	2.3	2.9	0.0	0.0	5.9	4.8	-13.1	6	9	2	0	0	1	1
Gender																
Female	51.5	65.6	77.2	50.7	45.8	50.0	82.4	47.6	11.6	193	308	35	13	2	14	10
Male	48.5	34.4	22.8	49.3	54.2	50.0	17.6	52.4	-	101	89	34	13	2	3	11
Marriage/Civil Partnership																
Married/CvlPrt	57.4	58.2	58.7	60.9	53.1	50.0	47.1	47.6	-	171	233	42	15	2	8	10
Co-habiting	N/A	8.2	9.8	7.2	12.5	25.0	17.6	9.5	2.5	24	39	5	4	1	3	2
Single	28.2	20.7	22.7	21.7	18.8	25.0	11.8	14.3	10.2	61	90	15	5	1	2	2
Divorced	8.7	6.8	5.3	4.3	3.1	0.0	5.9	9.5	3.9	20	21	3	0	0	1	3
Widowed	9.1	1.4	1.5	1.4	6.3	0.0	-	9.5	13.3	4	6	1	1	0	0	3
Separated	2.5	4.1	1.3	2.9	6.3	0.0	5.9	4.8	6.1	12	5	2	1	0	1	1
Not disclosed	-	0.7	0.8	1.4	0.0	0.0	11.8	4.8	-25.0	2	3	1	0	0	2	1

	%									Number						
	Census 2011	Workforce 2020/21	Development	Applied	Shortlisted	Appointed	Leavers	Voluntary Severance	Pay Gap	Workforce 2020/21	Development	Applied	Shortlisted	Appointed	Leavers	Voluntary Severance
Race																
White (UK)	96.5	88.4	93.7	88.4	87.5	75.0	100	76.2	-	260	372	61	23	3	17	16
White (Other)	2.0	7.8	5.0	7.2	10.4	25.0	-	19.0	-4.2	23	20	5	3	1	0	4
BME	1.2	1.4	0.5	2.9	-	0.0	-	-	-7.0	4	2	2	0	0	0	0
Not declared	-	2.4	0.8	1.4	2.1	0.0	-	4.8	4.3	7	3	1	0	0	0	1
Religion or Belief																
None/atheist	34.7	29.3	31.7	34.8	42.9	25.0	35.3	28.6	-	86	126	24	10	1	6	6
Christian - all	56.4	35.7	40.6	53.6	42.9	75.0	35.3	14.3	0.1	105	161	37	13	3	6	3
Other	0.8	1.4	0.3	2.9	2.4	0.0	-	-	-21.0	4	1	2	1	0	0	0
Not declared	8.1	33.7	27.5	8.7	11.9	0.0	29.4	57.1	-17.7	99	109	6	2	0	5	12

Results for disciplinaries, grievances and equal pay appeals were in low single figures, so reporting might identify individuals. All persons involved were from majority groups , and there was an appropriate gender balance evident in the people affected by these procedures.
4 out of the 5 staff who took maternity leave this year have either returned to work or intend to do so. One person, with several small children to care for, decided in light of the additional uncertainty around the current pandemic restrictions that she would leave her post. Two men took paternity leave, both returned to the workplace. Data snapshot taken on 31/10/2020 for preceeding calendar year.

Section 3: Equality Outcomes 2021-25

Our Equality Outcomes have undergone a full review. This was prompted by the Equality and Human Rights Commission (EHRC) feedback on the public sector's outcome production for 2017-2021. Our existing set of outcomes were focused on gender and did not give appropriate weight to actions relating to the other protected characteristics. The statements resemble vision statements which do not indicate which disproportionate results will require change. By contrast, our Equality Outcomes 2021-25 identify which protected characteristics experience disproportionate disadvantage and quantify which inequalities we will focus on. Consultation involved focus groups of student officers, staff on the College's Equality and Diversity Forum and a workshop held with the regional partnership Diversity Working Group, whose membership consists of representative groups for each protected characteristic from across the wider local community. The Strategic Links referred to in the final column can be tracked using the Strategic Links Map which follows the outcome summary table.

Outcome	Characteristic(s)	Evidence	Actions	Measures	Duty & Strategic Links
COVID					
Inequalities arising from the COVID crisis will be managed so that retention and success rates for our staff and students are maintained	Age, Disability, Gender Gender Reassignment Pregnancy/Maternity, Race, Religion or Belief Sexual Orientation	Feedback from staff, students, national and regional partners 'The Impacts of COVID 19 on Inequalities in Scotland' report	Equality Impact Assessment of all strategies, policies, plans and decision arising from changes in ways of working. Monitoring of equalities profile of workforce and student body to flag up changes which might indicate barriers arising from COVID	Retention and success rates for students remain stable Recruitment and retention rates for staff remain stable Feedback from surveys suggest that emerging inequalities are being addressed	**Eliminate Discrimination** 1.2 2.1 3.1 4.1 4.2 4.3 5.1
Retention and Success					
Student retention and success rates for each protected characteristic group closely resemble those of the majority average	Disability (Mental Health) Race (one profile) Religion/Belief (one profile)	Retention and success rates are noticeably lower for students with disability related to mental health, with certain ethnicities and with certain minority religious beliefs.	Investigate reasons for withdrawals or limited success on a case by case basis for the last three years Design flagging system to track and check in with students who are from these high risk groups	Retention and success rates for students in these groups resemble the average results for the student body as a whole.	**Equality of Opportunity** 1.1 1.3 3.1 4.1 4.3 5.1

Outcome	Characteristic(s)	Evidence	Actions	Measures	Duty & Strategic Links
Harassment and Hate Crime					
Incidents of harassment and hate crime will be reported and addressed, with accurate levels initially established and then reducing over time	Gender Gender Reassignment Disability Race Religion or Belief Sexual Orientation	Some students discussed harassment with us which they had not reported, suggesting unacceptable behaviour has been normalised, Incidents were addressed but wider action is needed. Many were unaware of how to recognise or report harassment and hate crime National findings of the Equally Safe Project to identify and address gender based violence on campus EHRC enquiry into Racial Harassment in Higher Education	Launch Harassment and Hate Crime reporting procedure Design and deliver training to staff and students on what this is and how it works Monitor results and report these within the annual Equality and Diversity Report	Incidents of harassment and hate crime are reported, disaggregated by protected characteristic and clearly identifying those which would be defined as sexual harassment Incidents are resolved and actions arising are tracked for effectiveness	**Promote good relations** **1.3** **2.3** **3,1** **5.1**
Equalities Profile					
The staff and student profile for each faculty and function of the College will closely resemble the local population profile	Disability Gender Gender Reassignment Religion or Belief Sexual Orientation	Occupational segregation and insufficient declaration rates are evident in our staff and student profile data for these protected characteristics. There is national evidence, underpinning the 'Fairer Scotland for Disabled People' project, to suggest that employment rates for people with disabilities are lower than for the population as a whole	Each Curriculum Area will ensure marketing, role models and outreach in place to address gender segregation Refresh workforce profile data to address low declaration rates through careful design and communication with staff. A recruitment review will be used to introduce equality impact assessment and audit checks into the recruitment process for staff, so that reasons for lack of progression through the process are identified and addressed	Monitor staff and student group equality profiles and report annually on the results Design actions to address issues arising from these figures	**Equality of opportunity** **1.3** **2.1** **2.3** **3.2** **4.2** **5.1**

Outcome	Characteristic(s)	Evidence	Actions	Measures	Duty & Strategic Links
Pay Gaps					
We will reduce our Gender and Disability Pay Gaps	Disability Gender	Gender and Disability Pay Gaps remain stubbornly high	Enact Transformation Plan Part 2 Enact Job Evaluation project results Pursue higher declaration rates for disability A recruitment review will be used to introduce equality impact assessment and audit checks into ensure that recruitment processes do indirectly discrimination or suggest unconscious bias	Gender Pay Gap reduced to 7% mean, 15% median Disability pay gap reduced to 7% mean	**Eliminate discrimination** **2.1** **2.2** **2.3** **4.2** **5.1**

Strategic Links

Ambition 2025 is the five year strategic plan which defines our direction as a College. The table below identifies the key priorities and performance indicators within Ambition 2025, and the aims within its 5 supporting strategies, which have a particular part to play in embedding equalities considerations into everything we do:

Ambition 2025				
Key Priorities		**Key Performance Indicators**		
Nurture aspiration, ambition and achievement Develop our people and partnerships Enable equity of access and social mobility		Tackling Poverty Resilient Communities Growing up loved, safe and respected Creative and diverse cultures Respecting and protecting human rights		
Student Experience	**People and Culture**	**Growth and Innovation**	**Systems and Infrastructure**	**Finance and Performance**
1.1 We will ensure that the Student Association is effective and reflects our students' voices 1.2 We will ensure that our curriculum is digitally rich and accessible for all students 1.3 We will work to ensure high quality outcomes for our students	2.1 I-Can : we will nurture and develop our talent 2.2 I-Matter: we will promote an ethos of collegiate working and partnership 2.3 I-Matter: we will work in a healthy, safe and respectful environment	3.1 We will be agile and responsive to our communities 3.2 We will grow our regional, national and international partnership working	4.1 We will provide an exceptional experiential learning and social environment to support high quality learning 4.2 We will model innovative workplace practices with a focus on increasing our customer reach and satisfaction 4.3 We will provide a modern estate which is flexible, adaptive and meets the needs of our current and future users	5.1 We will drive business improvement through the use of data analytics

Equality Outcomes 2017-21: Progress Summary

	Outcome	Progress
Gender Pay Gap	*The College's Gender Pay Gap will be reduced by addressing the causes of gender inequality to create a more equal and balanced workforce with men and women being more equally represented at all levels of the organisation.*	Gender pay gap results have fluctuated over the four year period, but are largely dependent on the number of women in support roles. The figures are likely to improve as a result of Phase 2 of our Transformation Project. In addition, a national Job Evaluation Project is underway to assess levels of pay for support staff. The results of this project are likely to improve our Gender Pay Gap still further. This work continues under our new 'Pay Gaps' outcome for the coming four year period, to ensure that anticipated reductions are realised.
Gender Stereotyping	*Opportunities will be created in targeted curriculum areas to address gender imbalance and stereotyping. The College will aim to eliminate barriers to subject choice and therefore enable learners to maximise their education and employment opportunities.*	Our original Gender Action Plan 2017-20 concluded in July 2020. Making progress to address subject gender segregation has been challenging, but it should be noted that this reflects a national trend. Despite considerable efforts in marketing, schools liaison, curriculum team planning and positive action activities, the results for courses fluctuate year on year but are stubborn in terms of consistent improvement. Our activities to address this include our award winning Gender Imbalance Days, online campaigns to introduce strong gender role models (for example, our recent Hair and Beauty Instagram conversations with male leaders in the industry) and our highly successful CREST project to encourage young people into careers in built environment (which attracted a strong percentage of female participants). This remains a priority, and this work will continue to be driven forward under our new 'Equalities Profile' Outcome.
Successful Completion	*Learners successful completion, regardless of protected characteristics, is increased.*	The College identified individual support and monitoring of students who are struggling to continue or to succeed in their studies as a key priority. Retention has improved in the last two years. The College added Guidance Coaches to our workforce structure in the latter part of the four year cycle to make sure we target support at those who might struggle. Analysis shows there are several key groups of students from across the protected characteristics who appear to have higher withdrawal rates and lower success rates than the majority group. Work on addressing this will continue through our new 'Retention and Success' outcome.
Student Centred Design	*The College designs and delivers programmes and services to meet the needs of learners from all backgrounds and circumstances.*	There are a range of programmes across College to ensure that students can access courses which are best designed to help students into a positive academic pipeline to employment. These include Princes Trust, Supported Educational Needs Programmes and Passport to College. With these courses now firmly established, work towards this outcome will now focus on protected characteristics groups with higher than average withdrawal rates as part of the new 'Retention and Success' outcome.

SECTION 4: Equality and Diversity Action Plan 2021/22

Not started	■	Complete	✔	Progressing to plan	➡	Some slippage/on hold	▲	Will not complete by deadline	✘

Outcome	Deadline	Action	Status	Progress report
COVID	30/08/2021	Evidence collection exercise at end of this academic year 2020/21 to see if student profile differed significantly from that of preceding years.		
	01/09/2021	Mainstream the Equality Impact Assessment process through published guidance and training of those managers and staff who are producing policies or procedures		
	01/04/2022	Equality Impact Assessment of all changes to policies, plans, procedures and ways of working arising from the COVID crisis		
Retention and Success	31/07/2021	Investigate detail of retention and success results for the identified groups arising from 2017-21, and establish any common threads that may have contributed to the difference in outcomes		
	30/08/2021	Plan and implement annual 'Kaleidoscope' series of awareness raising Equality and Diversity events in collaboration with the Student Association and i-Matter Forum		
	30/08/2021	Identify set of core online short courses to recommend to staff for Equality and Diversity CPD		
	30/09/2021	Design action plan to address common threads based on evidence collection		
	01/04/2022	Equality Impact Assessment of all changes to policies, plans, procedures and ways of working arising from the COVID crisis		
Harassment and Hate Crime	01/06/2021	Publish Harassment and Hate Crime Procedure		
	01/07/2021	Establish annual staff update sessions as part of the College calendar to ensure all staff are aware of their rights, responsibilities and national best practice successes.		
	31/10/2021	Training package available on demand and awareness raising in place about procedure amongst staff and students		
	31/01/2022	Gather results for annual equality and diversity report and inclusion in continuous improvement cycle.		

Outcome	Deadline	Action	Status	Progress report
Equalities Profile	30/06/2021	Redesign staff declaration question on disability, reissue request for personal information across all protected characteristics to update records, and analyse results produced.		
	30/06/2021	As part of the HR Recruitment process review, identify key points within the recruitment process at which unconscious bias can occur. Recruitment process flow chart with key points at which audit intervention from EDO must be sought.		
	30/08/2021	Evidence collection exercise at end of academic year 2020/21 to see if student profile differed significantly from that of preceeding years.		
	31/01/2022	Training session on demand for recruiting managers to raise awareness of equality impact assessment of advert, JD, person spec and of legal implications		
	01/04/2022	Produce annual profile report for workforce and student body.		
Pay gaps	30/06/2021	Enact Transformation Project Part 2 to ensure the right posts are in place for sustainable business continuity		
		Monitor profile of staff affected by Phase 2 to ensure avoidance of unconscious bias or indirect discrimination.		
	30/12/2022	Act on Job Evaluation recommendations on completion of the national project		

EQUALITY AND DIVERSITY: Action Plan 2020/21 Progress Report

Complete	✔	Progressing to plan	➡	Slippage due to COVID	**C**	Cancelled due to external changes	**X**	NEW Action: prompted by COVID	✚

Project	Deadline	Action	Status	Progress Report
Equality and Diversity Forum	31/03/2021	Consider, consult on, develop and facilitate approval of refreshed Equality Outcomes 2021-25, and overarching Equality Report 2021 to meet the requirements of the Equality Act 2010 Specific Duties (Scotland) 2012.	✔	Initial outcome design survey to members in June 2020, outcomes further shaped by student and wider community views over the autumn. Draft report shared with EDF for comment and change prior to submission to HR Committee
	✚	Discuss and consider impact of COVID on staff and students as the year progresses.	✔	Embedded as standing item on EDF agenda
Equality and Diversity Policy	Dependent on legislation	Following pending legislative decisions by the Scottish Government, produce formal Gender Identity Support Guidance for staff and students.	**C**	Consultation on the Gender Recognition Act in Scotland reopened late in 2019. Legislation is now on hold due to COVID related suspension of tabled parliamentary business. In the interim, locally produced partnership guidance, facilitated by LGBT Youth, has been circulated for staff and student reference. Support is readily available from the E&D Officer and local support groups so that students and staff are supported in appropriately expressing their gender identity.
	01/07/2020	Conduct a review of HR policies required for the Transformation process to ensure compliance with legislation and incorporation of best practice.	**C**	This expanded to include policies to support home working during the COVID lockdown period
	01/07/2020	In consultation with students and staff, design induction material and campaigns to establish a strong College culture at the start of each academic year, with a focus on eradicating harassment related to any of the protected characteristics.	✔	This project changed in nature due to the suspension of physical induction and regular physical attendance in College related to the COVID measures. Introduction to EDO, code of conduct, recognition of harassment and hate crime included in virtual induction tour of the College. PoliceScotland Community Officer also contributed to this film clip.
	01/09/2020	In partnership with the HR team, design an auditing process for recruitment which ensures that the College actively addresses gender segregation and improves application and appointment rates where these are below the average for a protected characteristic.	**C**	This has been included as part of our actions to support our Equalities Profile Outcome.

Project	Deadline	Action	Status	Progress Report
Impact Assessment	01/08/2020	Ensure effective Equality Impact Assessment of the Transformation process	✔	Live EIA produced and updated as the transformation process progresses.
	01/09/2020	Mainstream the Equality Impact Assessment process through published guidance and training of those managers and staff who are producing policy or procedures	C	The policy for approval of documents has been updated to embed the requirement for each policy author to initiate an EIA of their policy or procedure from the start of the development process.
	01/02/2021	Embed Equality Impact Assessment within the Regional Outcome Agreement process so that it forms part of the development of the document from initial draft through to final version	✔	Regional Outcome Agreement assessed as part of the production process
	2 strategies still to be finalised	EIA of Ambition 2025 and 5 supporting strategies	✔	Complete for all strategies finalised, in progress for those in development. .
	✚	Ensure effective Equality Impact Assessment of all policies, plans and decisions arising from changes in ways of working related to the COVID crisis.	✔	Completed as documents were produced and/or decisions made
Training	31/12/2021	Ensure provision and effective use at both Campuses of Bystander Training for both staff and students to recognise and address gender based violence, in support of the Equally Safe national initiative.	✔	Online training by RapeCrisis received and distributed for use by staff and students. On full return to campus, self-defence and bystander training will be investigated for the next academic year.
	01/07/2021	Establish annual staff update sessions as part of the College calendar to ensure all staff are aware of their rights and responsibilities, and know of national best practice successes.	C	Reviewed due to COVID restrictions. Proposal that refresher 'months' for different themes should be used to ensure all staff are up to date on rights and responsibilities.
	01/08/2020	Update the core face to face Equality and Diversity training packages for presentation during 2021-22	✔	This was completed, and have been presented to a variety of classes and an external partner agency.
	✚	Preparation of online materials to support blended learning and ensure continuity of provision during restrictions	➜	Tailored online sessions available on demand, recently presented to Princes Trust and Business Administration classes. Future plans to identify core set of online external resources which are provided by groups with lived experience to deepen understanding of issues. Bystander training favoured by E&D Forum.

Project	Deadline	Action	Status	Progress Report
Reporting and Monitoring	01/08/2019	Conduct a cross College review of reporting of harassment in relation to all the protected characteristics to ensure that our culture	✔	Class reps meeting and lunchtime workshop held to gather information and opinions. This will be repeated at strategic points in the four year period to come to track changes as our work for our Harassment and Hate Crime outcome progresses.
Advance equality of opportunity across the protected characteristics	30/06/2020	Enact and report half yearly on Gender Action Plan progress, including publication of individual Curriculum Area plans to address student gender occupational segregation.	✗	Requirement for a freestanding Gender Action Plan removed by SFC in July 2020. Aims remain and have now been embedded within our new Equality Outcomes 2021-25 to ensure focus is maintained.
	30/06/2020	Enact and report annually on BSL Action Plan, including ongoing closer work with Access to Work to improve staff experience and provision of training for front line staff.	✔	Contributed input to national action plan update report for FE/HE sector. Support continues to be provided for staff, even where they may be on furlough, to enable ongoing communication. Contributed feedback for inclusion in the national BSL Annual progress report.
	31/12/2020	Contribute to the national Job Evaluation project to ensure fair and equitable pay levels in relation to work of equal value.	✔	This project is now expected to be finalised in 2022.