



# **Equality Mainstreaming Report**

**2017-2021**

## **1. INTRODUCTION**

Dumfries and Galloway College is committed to the principles of equality and diversity for everyone. The College's existence and activities are determined by a belief in, and desire to ensure that all members of the College have an equal opportunity to maximise their potential and are equally valued and treated with respect. We seek to improve education, employment and services in an environment in which diversity is valued.

The belief in equality and diversity underpins and impacts on all areas of activity and influences how the College works and what it does. The College is opposed to any form of unlawful discrimination and commits itself to eliminating any inequalities by taking positive action wherever possible. Leadership and commitment at all levels are therefore central to creating an inclusive culture which continues to provide equality of opportunity for all learners, staff and stakeholders.

Why produce this report?

The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 came into force on 27<sup>th</sup> May 2012. One of the requirements of the Regulations is that Public Bodies such as Dumfries and Galloway College must produce and publish a report detailing how we will make equality an integral part of the way we function as an organisation. We published our first report in 2013. This, our third report, will outline activities and future plans to meet the requirements of the legislation and its commitment to fulfil the three aspects of the general equality duty when carrying out its functions:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the equality Act 2010.
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

For a summary of the Public Sector Equality Duty (PSED) and statutory specific equality duties of the Equality Act please refer to appendix 1.

## **MISSION STATEMENT AND STRATEGIC OUTCOMES**

During 2014/15 academic session the College developed a new 5 year Strategic Plan, Vision 20/20, which will support the Scottish Government's key pledges on growing Scotland's economy and tackling social injustice by ensuring we have the highest quality curriculum offering that delivers skills, education and training to meet local and national needs but one which is also inclusive and enables individuals to

achieve their maximum potential. Our Strategic Plan sits alongside the College's Outcome Agreement which sets out how we will meet the Government's expectations. Our Mission statement is:

One College, one Team where:

- Learners come first
- The changing needs of the economy are met: and
- Innovation, collaboration and creativity are core to what we do.

The following Strategic Outcomes will support our commitment:

- We will provide opportunities to access and progress through education and training at all levels;
- We will deliver education and training that is a route to employment and career development and is aligned to local and national economic needs;
- We will be the first choice for recruitment, training and development of the workforce;
- We will enable communities to grow and develop through local education and training;
- We will support more businesses to start-up, grow and diversify; and
- We will enable people to build their independence and confidence in a supportive environment.

Dumfries and Galloway College is committed to anti-discriminatory practice in all its functions and relations. The College is constantly aiming towards increasing participation, social inclusion and widening access as well as ensuring that the curriculum meets the needs of all our students and our various communities. We are therefore committed to enabling all of our learners and staff to fulfil their potential irrespective of disability, sex, marital status, ability, race, ethnic background, religion, sexual orientation, gender reassignment, marriage and civil partnership and pregnancy and maternity.

## **2. MAINSTREAMING EQUALITY**

Mainstreaming is a specific requirement for public bodies in relation to implementing the Equality Duty. In simple terms it means integrating equality into the day to day working of the College, taking equality into consideration as part of everything we do. Mainstreaming the equality duty has a number of benefits including:

- Equality becomes part of the structures, behaviours and culture of the College
- The College knows, and can demonstrate how, in carrying out its functions it is promoting equality

- Mainstreaming equality contributes to continuous improvement and better performance

Key to effective mainstreaming of the PSED are strategic management and operations; consideration of evidence; and involvement of staff and learners. The College is committed to monitoring equality, to promote diversity and to ensure that it is at the heart of carrying out our functions effectively and fairly. Within the College mainstreaming means that:

- All staff take responsibility for equality and diversity issues.
- All managers are aware of and meet their responsibilities in relation to the provision of services and in supporting staff within respective departments.
- Board members are aware of their responsibilities for the decisions they make.

## **Progress**

The College supports all equality strands and protected characteristics – race, disability, sex, sexual orientation, gender reassignment, age, religion and belief, pregnancy and maternity, marriage and civil partnership – in various ways. These activities have been supported by the Board of Management, the Executive Management Team, all staff and all learners within the college and are now an integrated part of College life. Examples of achievements include:

- Diversity Week led by the Student Association
- Achievement of the LGBT Charter Mark for both Dumfries and Stranraer Campus.
- In 2017 the College has worked with Stonewall to become Diversity Champions with training planned for later in the year to support staff and students in relation to LGBT.
- Additional support to learners each session who declare they have a disability to ensure that support is put in place to ensure that students were able to attend the College and complete their studies. Examples of support include providing scribes, readers, specialist equipment, dyslexia screening, advising on funding and travel.
- Support to staff who have declared a disability to ensure that they are able to continue in their role at the College to ensure they are not disadvantaged. This has resulted in the purchase of specific IT equipment, specialist chairs, adjustment to hours etc.
- In 2014 the College was awarded the two tick symbol and in 2016 was reviewed and approved as a Disability Confident Employer.
- Dumfries and Galloway College is committed to ensuring that all stakeholders are given the opportunity to contribute to and influence policy formulation. The

College has therefore worked in partnership with other local employers and user groups to identify how we can support individuals in the Community and ensure our service delivery is appropriate to learner needs taking in to consideration the protected characteristics. The College is a member of Dumfries and Galloway Diversity Working Group which consists of members from the Local Authority, Police Service, Fire Service, NHS, Prison Service, SRUC, Dumfries and Galloway Multicultural Society, Age Scotland, Interfaith, LGBT Youth, DG Voice and Youth Groups.

- Training with regard to equality and diversity is integral to support and drive change in the College. All staff are required to undertake training which identifies legislation requirements and practical responsibilities. Almost all staff have completed the current on line training. This is embedded for new staff at the induction stage and is also integral to the development of existing and new Board of Management Members. A new training programme will be introduced in 2017 with refreshers for all staff.
- Data gathering has improved across the College with all protected characteristics now being monitored for both staff and learners. Age, sex, disability, marriage/civil partnership, pregnancy/maternity and ethnicity are established with robust data however gender reassignment, religion/belief and sexual orientation remain areas where the data gathering needs to be improved.
- A suite of reports have been developed in relation to our learners to enable staff to monitor retention and achievement across the protected characteristics.
- The College has reviewed its courses in relation to gender imbalance and allocated specific places at the application stage for each gender where a gender imbalance was traditionally identified e.g. female places on engineering courses.

Progress to our Equality Outcomes for 2013-17 are outlined in the Equality Outcome Report 2017-21.

### **3. IMPACT ASSESSMENT**

We will examine each of the functions, policies and procedures of Dumfries and Galloway College to assess them for compliance with the general and specific duties. Where functions, policies and procedures are not compliant we will take immediate action to rectify this.

The aims of our assessment are to:

- Identify and highlight the potential effects that proposed policies will have on different groups;
- To take action to reduce or eliminate any identified adverse impact on equality that cannot be justified before the policy is implemented;
- Identify issues in the context of other relevant policies;
- Consider the potential impact on equality at later stages in the process of implementing, monitoring and evaluating; and
- Ensure all new functions and policies promote the statutory general duty as far as possible.

#### **4. DATA**

Monitoring of statistics relating to the key equality strands is completed for each academic session and analysis is conducted to assist the College in gaining a better understanding as to whether our commitment to equality is working and where we can make improvement in our approach. A suite of reports are available on the College Intranet site which staff are able to use to monitor their learners at course and Faculty level in relation to recruitment, retention and attainment.

The College continues to monitor staff equality data across the protected characteristics in relation to composition, recruitment, development and retention. In general a low proportion of “prefer not to say” responses were found during recruitment from external candidates. In contrast, despite consistent year on year improvements, there continues to be a high proportion of “no response” and “prefer not to say” from existing staff across some of the protected characteristics, namely gender reassignment, sexual orientation, religion/belief. These gaps make it impossible to determine an accurate representation of staff composition. Despite the data gaps attempts have been made to draw conclusions in relation to staff and the College continues to work with staff to further develop a supportive culture in which staff feel comfortable to declare their protected characteristic as well as understand the rationale and importance of declaration.

A summary of the staff profile can be found in appendix 2 with comparison to the latest report update in 2014/15.

In addition to the publication of staff data Colleges are required to publish information on the diversity of the Board of Management. This was brought in to force via an amendment to the Act in 2016. The aim is to promote greater diversity amongst the members of Boards of Scotland’s Public Authorities. Due to the small number of individuals on the Board of Management the College will only publish data regarding gender however the College monitors all protected characteristics for Board members and reviews this information when recruiting new members to ensure that diversity is considered when appointments are made. The College ensures that any vacancies for Board members are circulated widely including to the Dumfries and

Galloway Multicultural Association, LGBT and DG Voice. At the time of writing the report the Board consisted of 50% female and 50% male members.

## The Equality Act 2010

The purpose of the Equality Act is to streamline, strengthen and harmonise over 40 years of equality legislation. The Act establishes 9 protected characteristics which are:

- Age
- Disability
- Gender reassignment
- Marriage and Civil partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual orientation

### Public Sector equality Duty (PSED, or General Duty)

A public authority must, in the exercise of its function, have due regard to the need to:

- a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act;\*
- b) Advance equality of opportunity between persons who share a relevant protected characteristics and persons who do not share it;
- c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

\*All protected characteristics (with the exception of marriage and civil partnership) are subject to the full duty. Section a) of the duty also extends to cover marriage and civil partnership in employment.

### The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012

The Regulations came in to force on 27<sup>th</sup> May 2012 and include the following duties:

#### Duty to Report Progress on Mainstreaming the Equality Duty

- Publish a mainstreaming report on the progress made to make the general equality duty integral to the exercise of its functions so as to better perform the duty no later than 30<sup>th</sup> April 2013 and subsequently at intervals of no more than 2 years, beginning with the date on which it was published.



### Duty to Publish Equality Outcomes and Report Progress

- Prepare and publish a set of Equality Outcomes, which is considered to enable better performance of the general equality duty;
- In preparing a series of outcomes take reasonable steps to involve persons who share a relevant protected characteristic/those who represent the interest of those persons and consider relevant evidence relating to persons who share a relevant protected characteristic.
- Publish reasons if equality outcomes do not cover every relevant protected characteristic in relation to further the general equality duty.
- Publish a report on the progress made to achieve the published equality outcomes.

### Duty to Assess and Review Policies and Practices

- Assess the impact of applying a proposed new or revised policy or practice against the needs to the general equality duty.
- In making the assessment, consider relevant evidence relating to persons who share a relevant protected characteristic (including any received from those persons).
- In developing a policy or practice, take account of these results.
- Publish, within a reasonable period, the results of any assessments made.
- Make arrangements to review and revise any policy or practice to ensure that it complies with the general duty.
- Any consideration as to whether or not it is necessary to assess the impact of applying a proposed new or revised policy or practice is not to be treated as an assessment of impact.

### Duty to Gather and Use employment Data

- Take steps to gather information on the number and relevant protected characteristics, in each year, of the composition of the employees and recruitment, development and retention of employees.
- Use the information to better perform the general equality duty.
- Report progress within the mainstreaming report, including annual breakdown of information gathered, which has not been previously published elsewhere.

### Duty to Publish Gender Pay Gap Information

- Publish information on the percentage difference amongst staff between men's average hourly pay (excluding overtime) and women's average hourly pay (excluding overtime).
- Publish this information no later than 30<sup>th</sup> April 2013 and every second year thereafter.

## Duty to Publish Statements on Equal Pay

- Publish a statement containing the required information no later than 30<sup>th</sup> April 2013 and every 4 years thereafter.
- The statement must specify the policy on equal pay among its employees between men and women; persons who are disabled and persons who are not; and persons who fall into a minority racial group and persons who do not.
- The statement must specify occupational segregation among its employees in relation to the concentration of women and male; persons who are disabled and persons who are not; and persons who fall into a minority racial group and persons who do not.
- The first statement (therefore no later than 30<sup>th</sup> April 2013) must contain information on women and men.
- The second statement (therefore no later than 30<sup>th</sup> April 2017) and subsequent statements must contain information on gender, disability and race.

## Duty to Consider Award Criteria and Conditions in Public Procurement

- When relevant and proportionate to the subject matter of an agreement for goods, works or services, institutions should have due regard to whether the award criteria of an agreement and the contract conditions relating to the performance of the agreement should include considerations relevant to its performance of the general equality duty.

## Duty to Publish in a Manner that is Accessible

- When producing the mainstreaming report, outcomes and subsequent progress, gender pay gap information and equal pay statements, the authority must publish in a manner that makes the information published accessible to the public and so far as is practical, employ an existing means of public performance reporting.

**STAFF PROFILE**

At the time of writing the report the College employed 316 staff across the two Campuses. There is no up to date information for the Region for comparison purposes however the latest Census data of 2011 has been used where possible.

**Ethnicity (%)**

	2014/15	2016/17	D&G Census Data 2011
Any Mixed Background	0.3	0.3	0.5 (combined as Other Ethnic Groups in the Census Data)
Black African	0.3	0	
Chinese	0.3	0.3	
Indian	0.3	0	
Other African	1.3	0	
Other Black	0.3	0	
Pakistani	0	0.3	
Other White	5.3	5.1	1
Other Asian	0	1.0	0.7
Irish	1	0.9	0.7
Scottish	74.3	76.5	80.3
English	15.5	14.9	16.2
Welsh	0.7	0.9	
Other British			
Not Given	0.3	0	

Ethnicity statistics for staff compared to the previous published report show a decrease in staff from Black and Minority ethnic origins (excluding Irish, Welsh, Scottish and English) from 8.1% to 7%. The College continues to attempt to increase the applications from ethnic minority groups with all staff vacancies circulated to the Dumfries and Galloway Multicultural Association who kindly agree to circulate widely on behalf of the College. The profile reflects a higher percentage from Black and Minority ethnic origins than that of the Region in 2011 at 2.2%.

**Disability (%)**

	2014/15	2016/17	D&G Census Data 2011
Yes	6	7	21.8
No	94	93	78.2 (no limitations)

The latest figures show that 7% of staff have declared they have disability. Where appropriate, reasonable adjustments are made to accommodate staff and ensure that they are able to continue to work within the College. Of the remaining 93%, 22.8% specifically declared they did not have a disability with the remaining 70.3% not providing a response.

### Religion/Belief (%)

	2014/15	2016/17	D&G Census Data 2011
Catholic	0	1.6	6.5
Christian Protestant	2.1	5.4	6.7
Christian Other	0	2.5	
Church of Scotland	0.3	0	43.1
Church of England	4.3	0	
Islam Sunni	0	0.6	
Not Given	89	84.5	8.1
Muslim			0.3
None	4	0	34.6
Agnostic	0.3	1.3	
Atheist	0	2.2	
Other	0	1.6	0.8
Orthodox	0	0.3	

84.5% of staff have not specified their religion/belief which is a slight improvement from the previous report however does remain a concern for the College. The College will continue to work with staff to increase the level of Disclosure. It is difficult to compare to the Regional data as the College uses a freetext box for recording religion rather than restricting this to specific regions/beliefs.

### Age (%)

	2014/15	2016/7	D&G Census Data 2011
<20	0	0.3	14.5
20 – 29	3.9	2.5	
30 – 39	14.5	15.2	39.3
40 – 49	29.3	24.4	
50 – 59	38.8	35.1	
>60	13.5	22.5	29.5

The College has high percentage of staff over 50 however this does reflect the age profile for the region with an estimated 53% of people aged over 50 in Dumfries and Galloway at June 2012 (NRS Mid-Year Population Estimates, 2012). With the removal of the default retirement age of 65 the College has not seen an increase in the number of staff working beyond the age of 65 however this may change due to the changes in pension legislation and the increase in the age of entitlement. The average age of an employee at the College is 50.3 with the average age of a person in the Region being 43.6.

### Sexual Orientation (%)

	2014/15	2016/7	
Bisexual	0	0	No accurate data is available for the Region or Nationally however the figure is estimated to be 7% of the UK is Lesbian, Gay, Bisexual or Transgender
Heterosexual	23	26.0	
Gay Man	0	0	
Gay woman/Lesbian	0	0	
Other	0	0.3	
Do not wish to answer	0	0	
No answer	77	73.7	

73.7% of staff have not specified their sexual orientation which is a slight improvement from the previous report however staff continue to be encouraged to provide this information. The College worked closely with LGBT Youth (Lesbian Gay Bisexual Transgender) to identify appropriate terminology to use within our equality monitoring tool to aid in the disclosure rate.

### Marital Status (%)

	2014/15	2016/17	D&G Census Data 2011
Co-habiting	5	6	Not collated
Divorced	6	7	8.7
Married	60	60	57.4 (includes civil partnership)
Civil Partnershp	N/A	0	
Single	20	22	28.2
Widowed	3	2	9.1
Separated	3	3	2.5
Not given	3	0	

100% of staff have declared their marital status with the figures reasonably representative of the Region.

### **Gender (%)**

	2014/15	2016/17	D&G Census Data 2011
Female	63	63.9	51.5
Male	37	36.1	48.5
Transgender	0	0	No data available

The gender makeup of the College has not altered since the last report with the majority of staff being female. The split is slightly higher than that of the region which is 51.5% female as per the 2011 census. On further analysis the gender split within teaching is 53% female and 47% male however the split is more apparent in support areas with 70% being female. This may be as a result of more part time roles within support which are traditionally held by females.

### **Pregnancy**

	2014/15	2016/17
% of staff pregnant	1.6	0.6

When staff are on maternity leave they are kept informed of changes at the College in the same way that all other staff are informed and are notified of vacancies and promotion prospects as well. Discussions take place with staff on maternity leave regarding potential changes to working hours etc should they so request to do this. Requests to date have been accommodated.

### **RECRUITMENT**

In order to effectively monitor recruitment and selection and advance equality, diversity and inclusion the College will report on all the protected characteristics of job applicants. The college monitors equality data as part of the recruitment process and requires all applicants to complete the monitoring form. The form includes all the current protected characteristics and is anonymised and detached from the application form prior to shortlisting. This aims to prevent any discrimination or unfair treatment during the shortlisting process due to any protected characteristic. In the majority of cases the form is completed in full however the fields for sexual orientation, gender reassignment and religion are not always populated making analysis of the data difficult.

The College took part in an on line recruitment pilot during 2013-15 and unfortunately one of the concerns during the pilot was the monitoring of the equality

data for recruitment. This has resulted in inaccurate data for an 18 month period and difficulty in comparing data pre and post the pilot. Following the pilot the college introduced a new HR management system which has enabled more accurate data. The following data therefore reflects information collated from September 2016.

The College does not have “promotions” instead, where there is a promoted vacancy, the post is advertised and is subject to the normal recruitment and selection process. The recruitment and selection figures, therefore, include any promotions. During the period the College advertised 23 vacancies and received 111 applications.

### Gender Profile

	Applicants	Recruited
Female	65.8	60.9
Male	34.2	39.1

### Age Profile

	Applicants	Recruited
<20	0	0
20-29	19.1	8.7
30-39	32.7	39.1
40-49	21.8	34.8
50-59	20.9	17.4
>60	5.5	0

### Ethnicity

	Applicants	Recruited
Any Mixed Background	1.8	4.3
Chinese	0.9	0
English	19.8	21.8
Indian	1.8	0
Irish	0.9	0
Other White	7.2	43
Pakistani	2.7	43
Scottish	60.4	61
Not Given	4.5	4.3

### Disability

	Applicants	Recruited
Not disabled	87.4	91.4
Disabled	4.5	4.3
Declined to Specify	2.7	4.3
Did not respond	5.4	0

### Sexual Orientation

	Applicants	Recruited
Gay Man	1.8	4.3
Heterosexual	88.3	87.1
Other	0.9	4.3
Did not wish to respond	9	4.3

### Transgender – have you ever identified as transgender

	Applicants	Recruited
Yes	0	0
No	98.3	100
Prefer not to say	1.7	0

### Religion or Belief

	Applicants	Recruited
Agnostic	6.3	4.3
Athiest	14.4	8.7
Christian Orthodox	1.8	4.3
Christian Other	5.4	8.7
Christian Protestant	20.7	30.5
Roman Catholic	15.3	8.7
Islam Shiite	0.9	0
Islam Sunni	1.8	8.7
Muslim	0.9	0
Other	3.6	8.7
Sikhism	0.9	0
Not Specified	24.4	17.4
Did not wish to respond	3.6	0

### Marital Status

	Applicants	Recruited
Co habiting	18.9	13
Divorced	4.5	8.7
Married	46.9	43.4
Separated	3.6	0
Single	22.5	34.9
Did not wish to respond	3.6	0



## STAFF DEVELOPMENT

The College offers development to all staff and this can be accessed in a variety of ways from an individual request, a manager request, as part of a staff development review, or a College wide development. All staff have the same access to request development regardless of any protected characteristic. Where development is provided by the College arrangements are made to ensure that any protected characteristic is not a barrier to attendance e.g. the provision of a signer to attend events. The majority of requests are approved with a few being declined due to: inability to release staff, attendance is not required or due to high cost.

The College records development for each member of staff however this does not include any informal training which occurs “on the job”. Of the data analysed for 2015-2016 there were 1519 development entries made to staff records involving 270 individual staff members.

The following figures show a breakdown of staff attendance at learning events within each protected characteristic.

### Gender

	Attendance %	Comment
Female	62	There is no cause for concern as the figures are representative of the staffing profile with more female staff than male.
Male	38	

### Age

	Attendance %	Comment
<20	0	There is no cause for concern as the figures are representative of the staffing profile with the exception of staff below the age of 20 not attending events which requires monitoring.
20-29	4.1	
30-39	13.3	
40-49	28.5	
50-59	35.2	
>60	18.9	

### Transgender – have you ever identified as transgender

	Attendance %	Comments
Yes		No data was available for period.
No		
Prefer not to say		

### Disability

	Attendance %	Comment
Not disabled	9.3	There is no cause for concern however continued monitoring will ensure that there are no perceived or real barriers to staff attending development who have declared a disability.
Disabled	6.7	
Did not respond	84.1	

### Ethnicity

	Attendance %	Comment
Any Mixed Background	0.4	There is no cause for concern as the figures are representative of the staffing profile indicating that ethnic origin is not a barrier to development however this will continue to be monitored.
Other Black	0.4	
Chinese	0.4	
Other Asian	0.7	
Welsh	0.7	
English	14.4	
Irish	1.1	
Other White	4.8	
Scottish	77.8	
Not Given	0	

### Sexual Orientation

	Attendance %	Comment
Gay Man	0	Due to the low declaration of information it is difficult to identify if there are any barriers. The college will continue to encourage staff to declare to make the information more meaningful in the future.
Heterosexual	23.7	
Other	0	
Did not wish to respond	76.3	

### Religion or Belief

	Attendance %	Comment
Agnostic	1.1	Due to the low declaration of information it is difficult to identify if there are any barriers. The college will continue to encourage
Atheist	1.9	
Christian Orthodox	0.4	
Christian Other	2.2	
Christian Protestant	5.6	

Roman Catholic	1.1	staff to declare to make the information more meaningful in the future.
Other	2.2	
Not Specified	85.2	

### **Marital Status**

	Attendance %	Comment
Co habiting	7	The figures do not give cause for any concern.
Divorced	6.3	
Married	60.4	
Separated	3.7	
Single	18.5	
Widowed	2.6	
Did not wish to respond	1.5	

There is no evidence from the data to suggest that any protected characteristic has been a barrier to a member of staff gaining staff development however due to the low declaration of some characteristics analysis is difficult. This will continue to be monitored and reported upon.