



**Dumfries and
Galloway College**

One step ahead

EQUALITY AND DIVERSITY REPORT 2023

(Including Public Sector Equality Duty)

Date: 31 March 2023

Version: 1

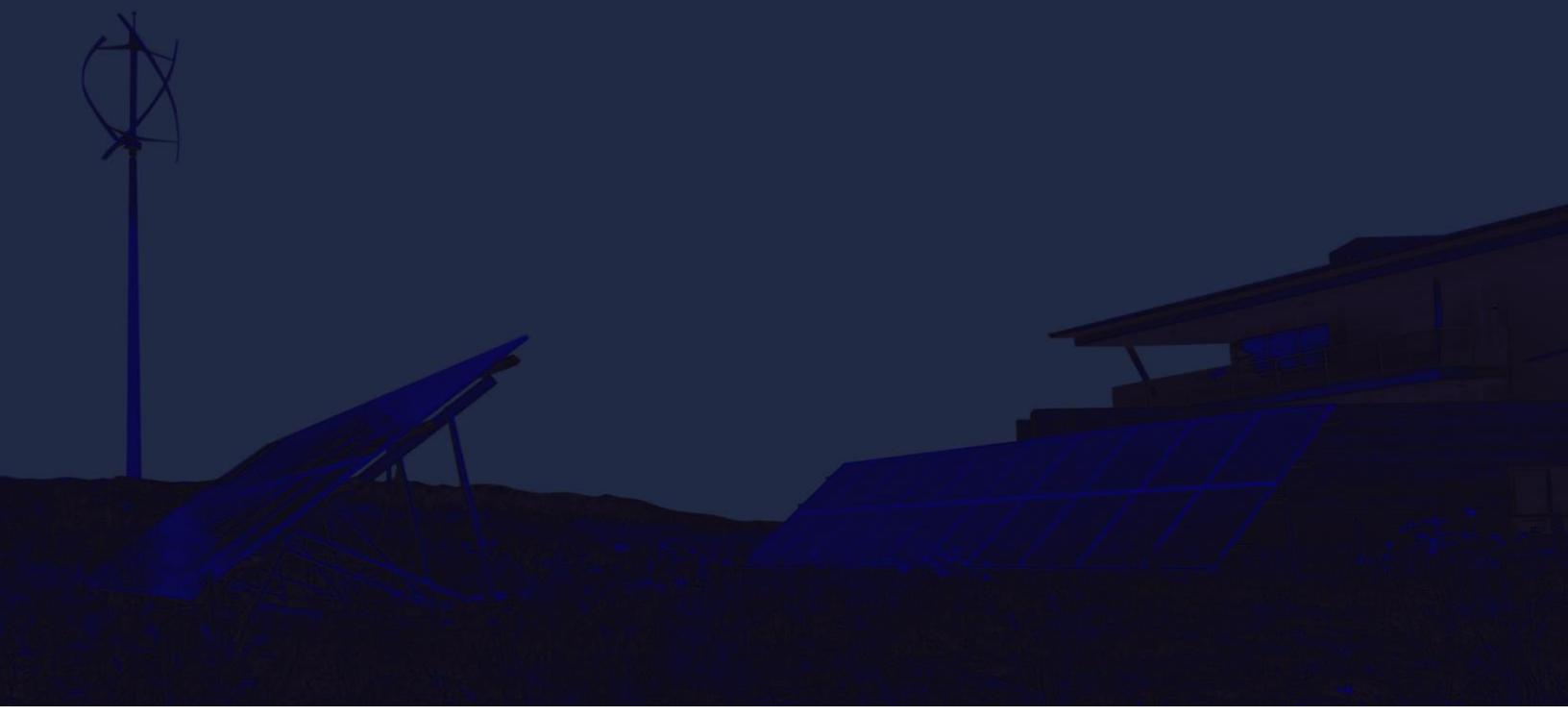


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Equality and Diversity Report 2023

Summary

Dumfries and Galloway College is committed to promoting equality and celebrating diversity in everything we do. Our recent work in defining and embedding our Values aims to further foster a welcoming culture for everyone across our College community.

This year's report shows that there is encouraging progress in reducing pay gaps, improving outcomes for students with disabilities, addressing harassment, and achieving staff and student profiles which reflect those of our community. Long term challenges remain in addressing gender segregation for some subjects for both staff and students, and in remaining vigilant for the emerging effects of the COVID and Cost of Living crises.

The staff and students of our Equality and Diversity Forum have chosen the Cost of Living Crisis, Wellbeing and Support for Refugees as key issues for awareness raising this year. This work will be branded under our College Value, 'Here For You'.



Projects are underway to embed our Values into our policies and procedures, to continue with our work as an SCQF Inclusive Employer, and to increase Manager confidence in conducting Equality Impact Assessments.

Our Equality and Diversity Framework sets out how we 'mainstream' equality and diversity. This ensures we have the governance, policy, operational, improvement and monitoring structures in place to identify inequalities, take action to address these, and track our progress.

Our Equality Outcomes 2021–25 track our key aims, what we will do to change things and how we intend to measure success over time (Appendix 2), which harmonise well with the new national equality outcomes recently published by the Scottish Funding Council (SFC) and Equality and Human Rights Commission (EHRC) for potential adoption across the tertiary education sector.

We must ensure that appetite to achieve these outcomes is maintained, so we operate an action plan and progress report to allow our Board and community stakeholders to monitor our progress. (Appendices 4 & 5)

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

Equality and Diversity Framework

College's Equality and Diversity Framework provides the consistent structure through which we aim to promote equality and celebrate diversity, and demonstrates how we ensure equality and diversity work is 'mainstreamed' across our College. Here are the key elements of that supporting structure.

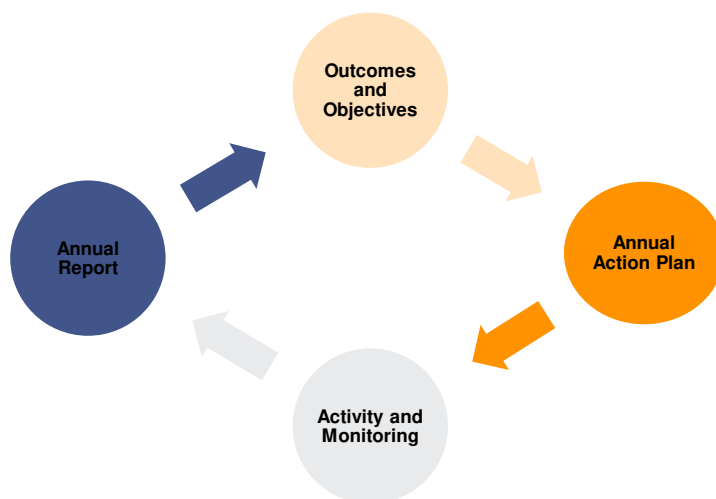
Our Commitment

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 community.

We aim to achieve equality for all by addressing discrimination in education and employment on the grounds of age, disability, sex, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, and 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.

Continuous Improvement

We operate a continuous improvement model to track the effectiveness of our Equality and Diversity Framework, as shown below:



Celebration and Awareness

Last year, the Equality and Diversity Forum (in collaboration with the Student Association, who are members) designed DGC Together Month. This included the launch of training sites with short courses on a range of equality and diversity subjects, a compulsory course for all staff on Challenging Behaviour, and three events.

We welcomed Fiona Drouet, founder of the Emily's Test campaign to prevent gender based violence in tertiary education, as our speaker at an International Women's Day online event joined by colleagues from UWS and the local Public Protection Unit. Dave Scott, founder of anti-sectarianism charity Nil By Mouth, joined us as speaker at our online event to look at how we can challenge inappropriate behaviour. Local charity D&G LGBT+ opened drop in centres near both campuses, so we invited them to meet College contacts at Rainbow Tea Parties on each campus to celebrate International Trans Day of Visibility.

Our staff and students chose the Cost of Living Crisis and Supporting Refugees as their focus for awareness and events this year, under the banner of our new College Value, 'Here For You'. There is now a Food Bank at each campus. Pop up days are planned to ensure every student and colleague has the information they need at their fingertips to navigate the financial instability we all face. Contact has been made with the Council's refugee support team to ensure that opportunities for work and study are flagged up to the refugees they are settling in our area.

Training

This year, staff and students took workshops on being an Active Bystander in harassment and hate crime incidents. This raised awareness of how to recognize harassment and hate crime, and how to use our new reporting system for both students and staff.

A compulsory course for Managers on the Menopause was held in response to the release of the LJNC Menopause Policy, which the College fully adopted. Our training offering is constantly changing to address emerging issues which might prove difficult for our staff and students to navigate.

There is an established training structure in place. All staff must complete an Equality and Diversity Course as part of their induction. Compulsory refresher training is provided each year on new and emerging issues, with Challenging Behaviour as this year's course.

A range of optional courses, which is added to regularly, covering protected characteristics and intersectional issues is available to all staff, managers and lecturers. New lecturing staff undertake a 2 hour in depth session on equality and diversity issues relating to education, current societal conflicts and issues relevant to their own subject area.

Partnerships

Partnerships are essential in progressing equality. These range from active membership of national equalities groups such as the Scottish Equality Forum for practitioners in FE/HE and various supporting groups such as the TransEdu Community of Practice. We are also a member of the regional group for prevention of Violence Against Women and Girls (VAWG).

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.

Board of Management

The Dumfries and Galloway College Board annually notes progress on equality and diversity issues for our College, with an appointed Board Equality and Diversity Champion in place to facilitate closer influence and involvement. Our Board is 50% female, an improvement on 40% last year, and 65% female when executive members are included in the calculation.

Our Board profile roughly mirrors the faith profile for the region, but is less diverse than we might expect from our population profile in terms of age, disability, race, sexual orientation and gender identity. The recruitment process for Board members is monitored to ensure that there is no evidence of unconscious bias when we appoint new members. For our latest recruitment round, the College's Equality and Diversity Officer was included in the appointments panel. Equality and Diversity is a standing item for consideration by the Finance and General Purposes Committee.

Senior Leadership Team

The Senior Leadership Team considers and approves the annual Equality and Diversity plan and report prior to consideration at Board and Finance and General Purposes Committee 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.

Equality and Diversity Forum

The Equality and Diversity Forum has a voluntary membership of 15 staff from a range of management levels and functions of the College., Student Association Office Bearers and the Board Equality and Diversity Champion. The Forum meets four times each academic year, sharing projects, experiences and information.

Equality and Diversity Policy

Our Equality and Diversity Policy is designed to ensure compliance which extends beyond legislative requirements, to ensure flexibility so that subsequent changes in legislation can be incorporated. This is reviewed on a three year cycle, or as required when changes in legislation occur. 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.

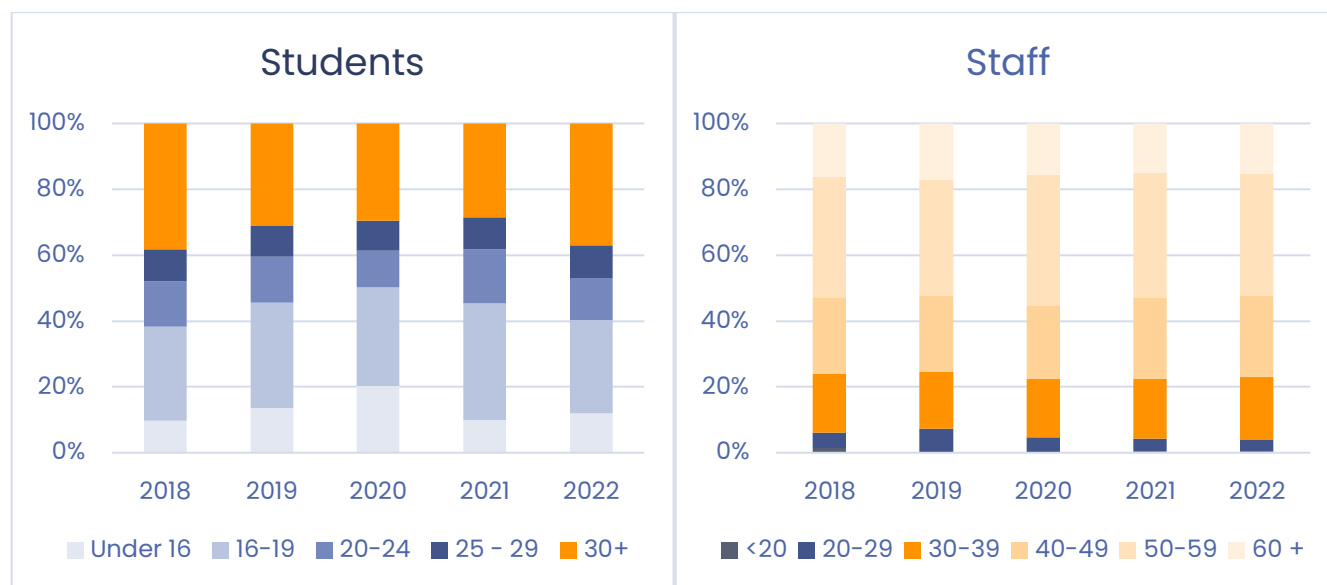
Equality Impact Assessment

Our Equality Impact Assessment (EIA) process covers all 9 protected characteristics, and in addition covers gender based violence, human rights, care experience, carers, mental health, socio-economic status and armed forces veterans. The format is regularly reviewed to incorporate additional issues highlighted by Scottish Government. EIA is a required part of the approval and publication process for all published documents relating to College policy or strategy.

Profile, Progress and Planning

This section gives an overview of our student and workforce profile, journey, successes and challenges by protected characteristic. It sets the scene of where we are, where we want to be, and how we intend to get there.

AGE



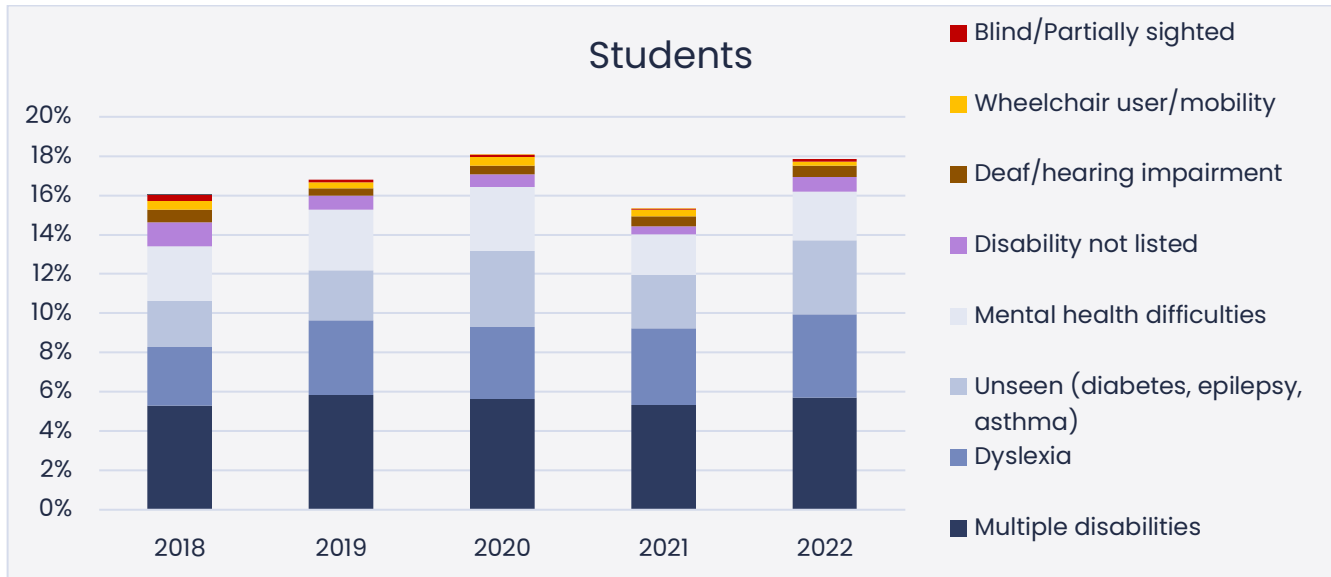
Around 60% of our students are under 30, while over 90% of our staff are over 30. To ensure our culture and way of working remains relevant for our students, their involvement in our planning and activity is key. Student Association Officers sit on our Board, lead our Class Representative group and are core contributors to key projects, such as our recently published Values. The Student Association and staff iMatter Forum collaborate on joint awareness campaigns.

Age does not appear to be a barrier to retention and success for students. The College is starting to attract younger applicants for roles year on year, and older staff are reaching the age at which they may wish to retire, so the staff profile may change in the years to come.

Dumfries and Galloway is home to many small businesses, so it's important for us to encourage younger people – who may lack confidence – to consider going into business for themselves. The College has joined with Young Enterprise Scotland to provide a Bridge 2 Business Plus programme for students 18-30. #FemaleBoss, features 10 weeks of sessions covering Imposter syndrome, finance, marketing, networking, and running a business. Social Innovators Challenge helps students come up with a business idea inspired by the UN SDG's & learning all things social enterprise. Both programmes provide funding opportunities for students' business ideas.

DISABILITY

Around 18% of our students declare a disability. A breakdown of the types of disability disclosed is shown below. The majority are hidden disabilities, illustrated in blue below:



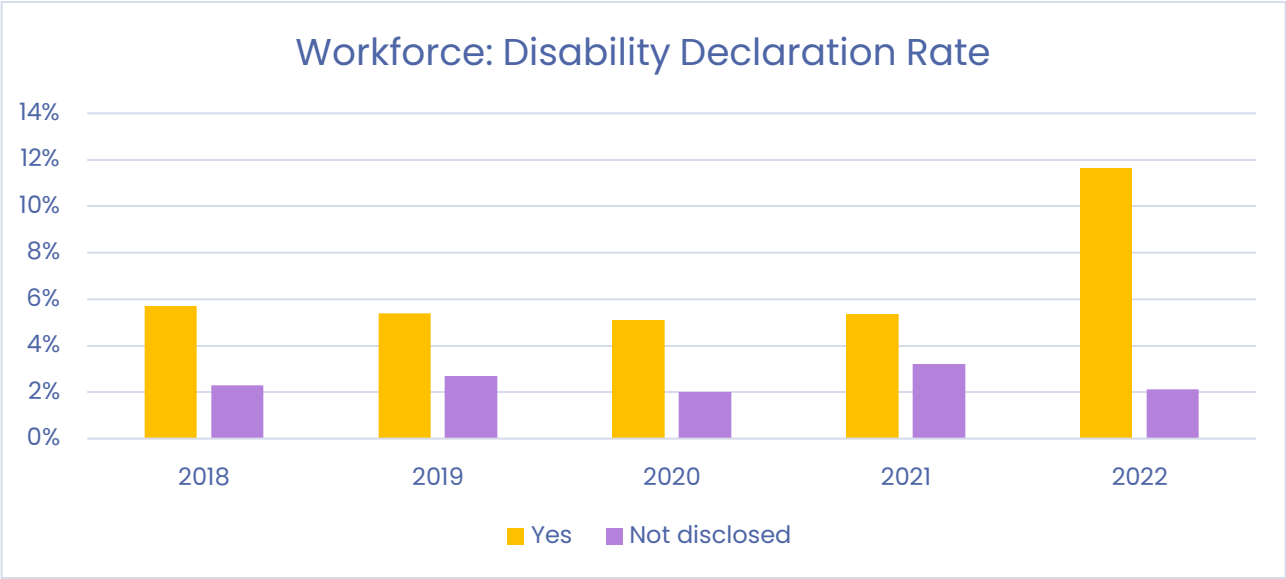
For the majority of declared disabilities, students achieve similar retention and success rates to the overall student average, suggesting that support mechanisms are operating well to address barriers.

In the past, and reflecting a national trend, students with a disability related to mental health had lower retention and success rates. Results for 2021/22 show a marked improvement in their outcomes. The appointment last year of both a College Counsellor and Mental Health and Wellbeing Manager may have contributed to this. Also, the Student Association, staff iMatter Forum and Equality and Diversity Forum have adopted mental health as a key focus for awareness raising and events over last year, and into this coming year.

Other initiatives for this year are underway. For example, there are plans to focus on hidden disabilities and neurodiversity for our compulsory staff training schedule in the year ahead. We are looking into a joint project with the National Autism Society to ensure we provide an improved experience for autistic students. Communication is key in supporting our people, so we have trained 32 staff in BSL through an online course with a further 12 taking the course in the coming year, and we have procured online InterpreterNow virtual BSL Interpreter services for staff who have BSL as their first language. We have also recently installed a toilet which follows the 'Changing Places' standard on Dumfries campus.

To raise awareness that we ensure appropriate support for staff with disabilities, we renewed our membership of the DWP Disability Confident Scheme last year and contributed to the national Disability Employment Gap reduction project.

Declaration rates for disability by staff have been low in the past, hovering around 5% of our workforce. This was, in part, due to staff starting with us before the recording of this answer became standard in personal confidential files, or through staff not knowing how to update their personal data if they acquire a disability.



Last year a combination of a drive to educate staff on why we collect their equalities data, a request that staff refresh their data on our iTrent system, 11% of our appointments last year and 6% this year declaring a disability, and the older staff who did not fill in the answer to the disability question leaving or retiring, have combined to double our disability declaration rate to nearly 12%. The increase in declaration rates has also led to a reduction in our Disability Pay Gap, which has dropped from 19.9% to 9.5%, making good progress towards our 2025 target of 7% maximum for our Gender, Disability and Ethnicity pay gaps.

GENDER

The majority of our people – 69% of our staff and 53% of our students – are female. Our statistics suggest that women and men are treated fairly throughout their employment or learning journey with the College.

Occupational segregation arising from societal assumptions about appropriate work for men and women stubbornly perseveres for some subjects. Despite sustained effort from our curriculum teams to change perceptions and move towards more diverse staff and student profile, cultural ideas about career choices persist. There are signs of slow but sustained improvement in the number of women studying traditionally male subjects, but figures for men studying traditionally female subjects remain low. The Curriculum areas affected actively try to change perceptions and ensure there are no barriers to student success based on their gender. .

We have worked hard to ensure an inclusive environment for female staff and students, taking on the recommendations of the Equally Safe national report on sexual harassment, joining as an active member of our regional Violence Against Women and Girls (VAWG) Action group, and holding an Emily Test event in partnership with our local Council and UWS, featuring founder of Emily Test, Fiona Drouet.



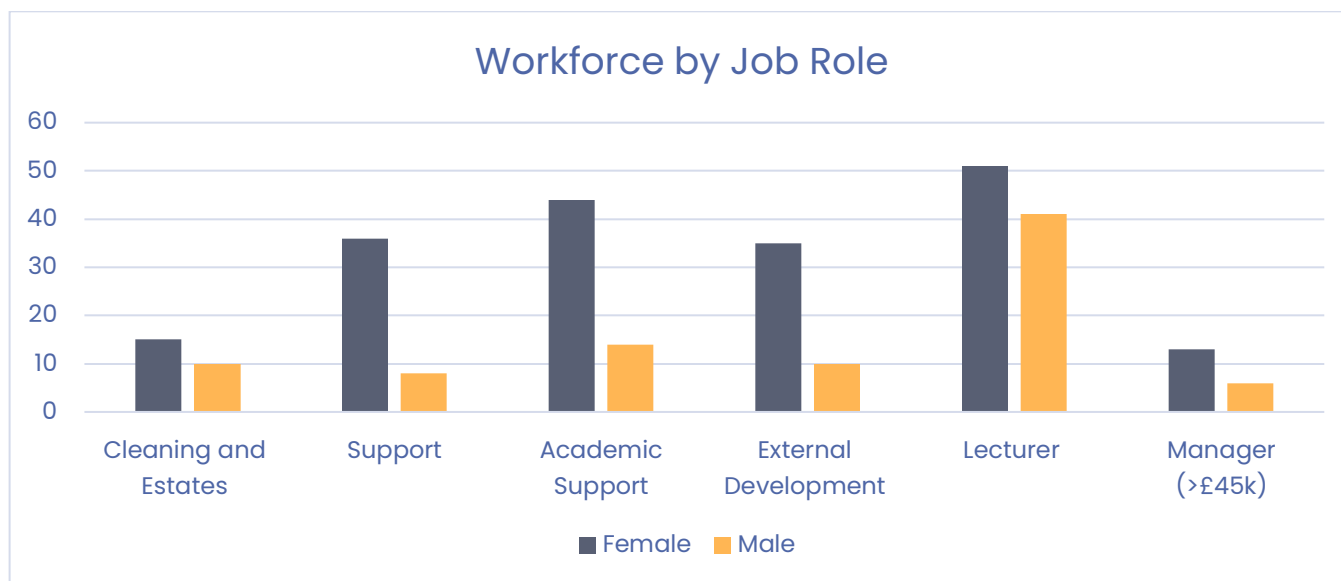
We also used a gender based violence example as the heart of our training package to roll out our Harassment and Hate Crime Reporting Procedure, which encourages staff and students to be active bystanders to recognize and stamp out inappropriate or intimidating behaviour wherever they may find it. Our work in this area was recently recognized as good practice by Education Scotland during a Safeguarding visit.

Awareness of the impact of the menopause was an important focus this year. Our statistics suggest that around 10% of our students and 45% of our workforce are likely to be experiencing some aspect of the menopause. A new Menopause Policy was launched, supported by workshops for managers and an optional online course available to all staff. The iMatter staff group identified this as a key issue for action and formed a peer support group, with plans to turn this into a more formal forum and to appoint Menopause Mentors.

Pay is a key litmus test of how women are valued in our society and in our workplaces. 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. A national Job Evaluation Scheme is being finalised which should further ensure that our pay rates are fair for work of equal value.

Our mean Gender Pay Gap dropped from 11.8% to 7.3% over the course of this year, nearly meeting our 2025 outcome target of 7%. Our median Gender Pay Gap dropped from 36.8% to 28.8%. As we do not give bonuses to staff, there is no 'Bonus' Pay Gap to report for our College. The tables and graph below illustrate that the gap is attributable to the percentage of entry level administrative roles that are occupied by women, caused by occupational segregation assumptions that still persist within our national culture. Our College assesses recruitment material to try to address this, and will be reviewing recruitment procedures further in the coming year.

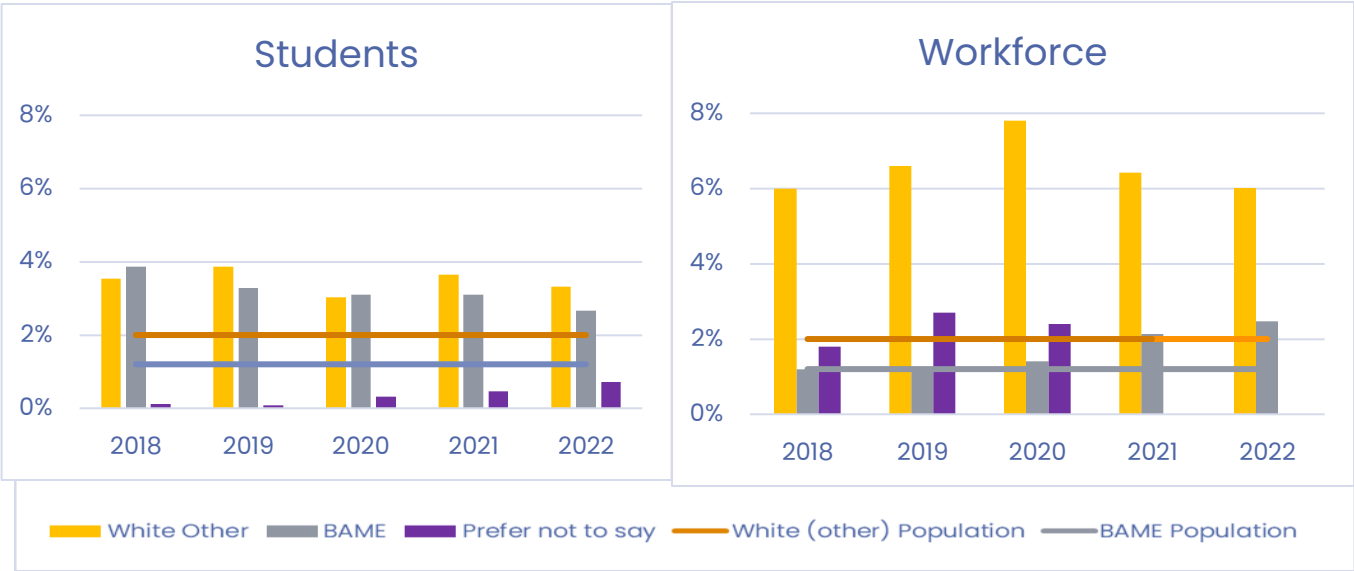
| | % Female | Main roles within the quartile |
|-------------------|----------|---|
| Quartile 1 | 73.2 | Cleaning, estates and entry level administrative staff |
| Quartile 2 | 75.7 | Administrative, academic support and external development staff |
| Quartile 3 | 57.1 | Lecturing Staff and Managers |
| Quartile 4 | 68.1 | Senior Managers and Lecturing Staff |



Please note: Quartiles are difficult to determine for our organisation as the lecturer pay grade applies to 32% of our staff, and this pay grade straddles the 3rd and 4th quartiles. Care has been taken to evenly divide statistics by gender to reflect the quartiles as accurately as possible. The Workforce by Job Role graph is a more helpful reflection of the gender split within our workforce.

RACE

Attracting staff and students from different ethnicities is difficult in this region, which has a very traditional ethnicity profile, as demonstrated below. 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 potentially identifying individuals.



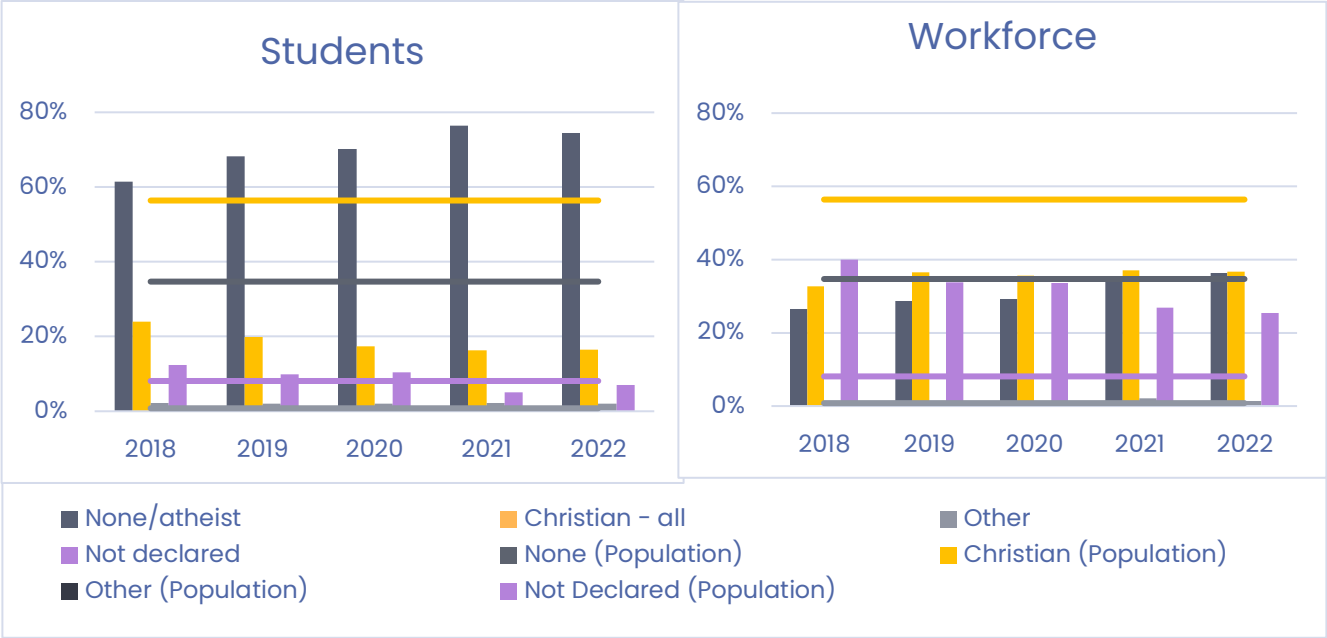
Our student profile is more diverse than the regional profile for Dumfries and Galloway, as shown above. Students who fall under BAME and White (Other) groups have the same average outcomes as White (UK) students. However, there are some disaggregated results that suggest that ESOL courses might help to ensure success for some of our students. The College provides ESOL courses which can help students prepare for their studies if English is not their first language.

As part of the DGC Together initiative, a range of online courses are now available to all staff, to increase confidence and knowledge of the lived experience and issues faced by colleagues and students from BAME backgrounds. These include courses on Allyship, Cultural Awareness, Race Bias and Inclusion Essentials.

Our staff declaration rates are encouragingly high. Our staff profile is 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 6.2%, and for White (Other) has improved to -8.2% (the negative indicates these employees earn *more* than the workforce average). Our target for pay gaps for 2025 is 7%, so these results are encouraging.

Religion or belief

In the last year, we invited the 'Colours of Our Scarves' on to campus to talk about sectarianism with sports students, and held an online event featuring Dave Scott from anti-sectarian charity, Nil By Mouth, to give staff advice and help in addressing challenging behaviour, particularly online.



Profiles for our students and workforce differ for religion or belief, as shown above. Figures have been combined here into None, Christian, Other and Not Disclosed 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.

Students anecdotally tend to have strong beliefs in sustainability, fairness, respect, vegetarianism and veganism which are covered by the legislation but are not monitored. Students of faith tend to have similar outcomes to those who do not. For minority faiths, it is difficult to establish trends due to low numbers, but we do track these and follow up individual cases to ensure that problems in practicing faith were not the cause.

While our workforce non-declaration rate for religion or belief is decreasing (89% in 2017, 25% today) there is still a reluctance to share this information. Our profile percentages for 'None', 'Christian' and 'Other' fall below regional averages, but may be partly the result of the high non-declaration rate. A drive to improve this last year resulted in a 9% increase, but there is still work to do in building trust. There is no evidence within disaggregated figures that sectarianism or religious bias is a factor within our recruitment, development or retention processes. People who disclose other religions are better represented on our workforce than regionally, but numbers remain too low to glean reliable trends and information from these statistics.

Sexual Orientation and Gender Identity



The College works closely with local partner agencies LGBT Youth Dumfries (for specialist support and advice) and D&G LGBT+ (for befriending) to ensure lived experience support is available for LGBT+ students. This year we held Rainbow Tea Parties at both campuses to celebrate the opening of D&G LGBT+ drop in centres close to both campuses, marking International Trans Day of Visibility.

Around 7% of our students identify as LGB+, a gradual increase that has stabilised over the last four years and close to UK estimates of the overall population profile. 17.8% of students did not answer this survey question last year, a considerable improvement on the 77.6% who did not answer when it was first introduced a decade ago. Students who are 'out' as LGB+ usually achieve slightly better retention and success results to those of the majority student body or of students who identified as 'Other' rather than the traditionally defined categories of gay/lesbian/bisexual.

2% of students identified as gender diverse this year, slightly higher than the latest estimated national profile estimate of 1.3% of the UK population. Students who identify as gender diverse achieve slightly better retention and success rates than the overall student average.

Despite an improved disclosure rate over the past five years, the number of staff who identify as LGBT+ remains too low to report in detail without potentially identifying individuals. Statistics suggest that our LGBT+ staff and applicants are not disadvantaged in terms of recruitment or development and there have been no reports of homophobic or transphobic harassment despite a sustained campaign to raise awareness of what constitutes harassment and hate crime and how to report it. To ensure that wider peer support is available for the low number of LGBT+ staff across our workforce, we have an arrangement with partners that our staff can access the D&G Council/NHS D&G's LGBT+ Staff Network.

There are checklists in place which can be used to help staff or students who wish to undergo gender reassignment to ensure they understand their rights and the support that is in place for them. We also signpost staff and students to the locally produced '[D&G Guide for parents and carers of trans young people](#)' and to the recently published [Scottish Government Guidance for Supporting Trans Young people in Schools](#).

| | % | | | | | | | Number | | | | | |
|--------------------|-------------|-------------------|-------------|---------|-------------|-----------|---------|-------------------|-------------|---------|-------------|-----------|---------|
| | Census 2011 | Workforce 2022/23 | Development | Applied | Shortlisted | Appointed | Leavers | Workforce 2022/23 | Development | Applied | Shortlisted | Appointed | Leavers |
| Age | | | | | | | | | | | | | |
| >20 | 14.5 | 0.4 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 1 | 0 | 0 | 0 | 0 | 0 |
| 20-29 | | 3.5 | 4.1 | 9.3 | 7.2 | 2.9 | 4.6 | 10 | 35 | 26 | 11 | 1 | 3 |
| 30-39 | 39.3 | 19.1 | 14.6 | 35.9 | 33.3 | 29.4 | 10.8 | 54 | 125 | 101 | 51 | 10 | 7 |
| 40-49 | | 24.0 | 27.3 | 26.3 | 27.5 | 23.5 | 15.4 | 68 | 234 | 74 | 42 | 8 | 10 |
| 50-59 | | 36.7 | 42.1 | 20.3 | 22.2 | 35.3 | 33.8 | 104 | 361 | 57 | 34 | 12 | 22 |
| 60 + | 29.5 | 16.3 | 11.9 | 8.2 | 9.9 | 8.8 | 35.4 | 46 | 102 | 23 | 15 | 3 | 23 |
| Disability | | | | | | | | | | | | | |
| Yes | 21.8 | 11.7 | 8.3 | 6.4 | 7.2 | 8.8 | 4.6 | 33 | 71 | 18 | 11 | 3 | 3 |
| No | 78.2 | 86.2 | 88.9 | 86.8 | 82.4 | 82.4 | 92.3 | 244 | 762 | 244 | 126 | 28 | 2 |
| Not declared | - | 2.1 | 2.8 | 6.8 | 10.5 | 8.8 | 3.1 | 6 | 24 | 19 | 16 | 3 | 60 |
| Gender | | | | | | | | | | | | | |
| Female | 51.5 | 68.6 | 69.5 | 45.5 | 53.6 | 47.1 | 47.7 | 194 | 596 | 128 | 82 | 16 | 31 |
| Male | 48.5 | 31.4 | 30.5 | 54.5 | 46.4 | 52.9 | 52.3 | 89 | 261 | 153 | 71 | 18 | 34 |
| Race | | | | | | | | | | | | | |
| White (UK) | 96.5 | 91.5 | 91.0 | 91.8 | 94.8 | 100.0 | 87.7 | 259 | 780 | 258 | 145 | 34 | 57 |
| White (Other) | 2.0 | 6.0 | 4.8 | 3.9 | 3.3 | 0.0 | 4.6 | 17 | 41 | 11 | 5 | 0 | 3 |
| BAME* | 1.2 | 2.5 | 1.6 | 2.8 | 1.3 | 0.0 | 1.5 | 7 | 14 | 8 | 2 | 0 | 1 |
| Not declared | - | - | 2.6 | 1.4 | 0.7 | 0.0 | 6.2 | - | 22 | 4 | 1 | 0 | 4 |
| Religion or Belief | | | | | | | | | | | | | |

| | % | | | | | | | Number | | | | | |
|--------------------------------|-------------|-------------------|-------------|---------|-------------|-----------|---------|-------------------|-------------|---------|-------------|-----------|---------|
| | Census 2011 | Workforce 2022/23 | Development | Applied | Shortlisted | Appointed | Leavers | Workforce 2022/23 | Development | Applied | Shortlisted | Appointed | Leavers |
| None/atheist | 34.7 | 36.4 | 33.1 | 63.7 | 58.8 | 58.8 | 23.1 | 103 | 284 | 179 | 90 | 20 | 15 |
| Christian -all | 56.4 | 36.7 | 45.0 | 27.8 | 32.0 | 32.4 | 38.5 | 104 | 386 | 78 | 49 | 11 | 25 |
| Other ** | 0.8 | 1.4 | 1.3 | 2.1 | 2.0 | 0.0 | 0.0 | 4 | 11 | 6 | 3 | 0 | 0 |
| Not declared | 8.1 | 25.4 | 16.8 | 6.4 | 7.2 | 8.8 | 38.5 | 72 | 144 | 18 | 11 | 3 | 25 |
| Marriage/Civil Partnership *** | | | | | | | | | | | | | |
| Married/CvPrt | 57.4 | 55.5 | 54.0 | 46.0 | 50.3 | 58.8 | 55.4 | 157 | 463 | 128 | 77 | 20 | 36 |
| Co-habiting | N/A | 8.8 | 11.0 | 10.7 | 9.2 | 11.8 | 6.2 | 25 | 94 | 30 | 14 | 4 | 4 |
| Single | 28.2 | 20.1 | 18.7 | 32.0 | 27.5 | 17.6 | 18.5 | 57 | 160 | 90 | 42 | 6 | 12 |
| Divorced | 8.7 | 7.8 | 10.5 | 4.3 | 5.2 | 2.9 | 4.6 | 22 | 90 | 12 | 8 | 1 | 3 |
| Widowed | 9.1 | 1.1 | 1.1 | 3.6 | 3.9 | 2.9 | 7.7 | 3 | 9 | 10 | 6 | 1 | 5 |
| Separated | 2.5 | 4.9 | 3.5 | 2.1 | 2.0 | 5.9 | 3.1 | 14 | 30 | 6 | 3 | 2 | 2 |
| Not declared | - | 1.8 | 1.3 | 1.4 | 2.0 | 0.0 | 4.6 | 5 | 11 | 4 | 3 | 0 | 3 |

Please note: Statistics drawn 31 October 2022

Sexual Orientation and Gender Identity numbers are low and might identify individuals, so these are tracked and the overall findings covered in the main report, but they are not published in this appendix.

Marriage and Civil Partnership is only protected in terms of employment, so the statistics are covered here but there is no equivalent section in the preceding report.

Appendix 2: Equality Outcomes 2021-25

Progress towards our Equality Outcomes 2021-25 is shown below. Three are progressing well, while two remain areas for creative action as they require some societal shift in attitudes to produce results.

| Actions | Measures | Progress | PC | PSED & SM |
|--|---|---|---|--|
| COVID | | | | |
| Inequalities arising from the COVID crisis will be managed so that retention and success rates for our staff and students are maintained | | | | |
| On track | | | | |
| Equality Impact Assessment of all strategies, policies, plans and decisions | Retention and success rates for students remain stable. | Monitoring reveals that retention and success rates for students across the protected characteristics remain stable despite the impact of COVID. There was apprehension that students with disabilities related to mental health would have worse outcomes as we emerged from the pandemic, which contributed to the College's commitment to initiatives to promote good mental health. Year on year retention and success rates for these students have noticeably improved as a result. | A D GR PM R RB SG SO | DHV 1.2 2.1 3.1 4.1 4.2 4.3 5.1 |
| Monitoring of staff and student equalities profile to flag up potential barriers arising from COVID | Recruitment and retention rates for staff remain stable | There is currently no evidence that staff across the protected characteristics are being further disadvantaged by the impact of COVID, but we remain vigilant. Confidential VIVUP mental health support is now available meaning staff do not have to approach HR for an occupational Health referral. They can access support without the College being able to identify who they are. | | |

| Actions | Measures | Progress | PC | PSED & SM |
|--|---|---|--------------|---|
| Retention and Success | | | | |
| Student retention and success rates for each protected characteristic group closely resemble those of the majority average | | | | |
| On Track | | | | |
| Investigate reasons for withdrawals or limited success on a case by case basis for the last three years | Retention and success rates for students in identified groups resemble the average results for the student body as a whole. | <p>Retention and success rates for students who declare a disability related to mental health have historically (and nationally) been noticeably lower than the student average, but this trend seems to have been arrested and progress is now evident. This may be due to our sharp focus on improving mental health for both staff and students in the last year.</p> <p>Retention and success rates for students across the majority of protected characteristics closely resemble the average rates for the student body as a whole.</p> <p>Students who disclosed that they were LGBT+ had better outcomes than the overall student body.</p> <p>Low sample numbers for individual race and religion profiles examined meant that no reliable trends or improvements could be identified. Individual reasons for withdrawal are examined as they occur. Overall these results are comparable with student average outcomes.</p> | D R RB | PEO 1.1 1.3 3.1 4.1 4.3 5.1 NEOD1 NEOD2 NEOR2 NEOSG3 |

| Actions | Measures | Progress | PC | PSED & SM |
|---|---|--|--|--|
| Harassment and Hate Crime | | | | |
| Incidents of harassment and hate crime will be reported and addressed, with accurate levels established and then reduced over time | | | | |
| Progressing | | | | |
| <p>Launch Harassment and Hate Crime reporting procedure</p> <p>Design and deliver training to staff and students on what harassment is and how to report it</p> <p>Monitor results and report these within the annual Equality and Diversity Report</p> | <p>Incidents of harassment are reported and dealt with</p> <p>Incidents of harassment are reported and dealt with (continued)</p> | <p>Perhaps due to the slow return to campus following COVID restrictions, and lower numbers of students on campus than pre-pandemic due to hybrid course provision, there was only one incident of harassment (related to inappropriate sexualized and disablist language by a group of students) in the past year.</p> <p>This was resolved through timely interventions by the personal tutors and Curriculum Managers of the classes involved.</p> <p>Report numbers are very low despite a sustained campaign to raise awareness. Sessions on how to recognize and report harassment and hate crime, and on how to be an active bystander, were delivered to over 450 students and around 50 relevant front line staff this year.</p> <p>There have been no 'Have Your Say' complaints raised related to discrimination against students due to their protected characteristics. However, we remain vigilant and encourage feedback as it is likely that the societal tendency to normalize unacceptable behaviour may result in underreporting.</p> | <p>D GR R RB SG SO</p> | <p>PGR 1.3 2.3 3,1 5.1 NEOD2 NEOGR1 NEOR1 NEOR2 NEORB1 NEOSG1 NEOSG2 NEOSO1</p> |

| Actions | Measures | Progress | PC | PSED & SM |
|---|--|---|---------------------------|---|
| Equalities Profile | | | | |
| The staff and student profile for each faculty and function of the College will closely resemble the local population profile | | | | |
| Progressing | | | | |
| Each Curriculum Area will ensure marketing, role models and outreach in place to address gender segregation | Monitor staff and student group equality profiles and report annually on the results | <p>Gender segregation within certain subjects remains a challenge. Despite good progress over the past five years in attracting more women to courses in traditionally 'male' subjects (such as construction, engineering, motor vehicle and computing), it is proving more difficult to attract men towards the traditionally 'female' subjects of hair and beauty and childcare (although Health and Social Care is more balanced at consistently around 10% male students). Our Curriculum Teams are passionate about changing this and remain focused on trying to attract a more diverse student body.</p> <p>Gender segregation within staff teams largely follows societal gender norms, partly linked to the need for staff to have experience in their industry. This means the profile of staff teams is likely to remain within traditionally gender segregated lines for some years to come despite sustained efforts to change them.</p> | D GR RB SG SO | PEO 1.3 2.1 2.3 3.2 4.2 5.1 NEOD3 NEOR3 NEOR4 NEOSG4 |
| Refresh workforce profile data to address low declaration rates through careful design and communication with staff. | Design actions to address issues arising from these figures | Staff were invited to refresh their equalities data on the iTrent HR system in October 2021. This partly contributed to a doubling of declaration rates for disability and a 9% increase for religion or belief for staff. | | |

| Actions | Measures | Progress | PC | PSED & SM |
|--|---|--|----|--|
| Pay Gaps | | | | |
| We will reduce our Gender, Disability and Ethnicity Pay Gaps to 7% or below | | | | |
| On Track | | | | |
| <p>Ensure the College attracts and retains a diverse workforce through a range of initiatives</p> <p>Ensure equal pay for work of equal value through job evaluation</p> | Gender Pay Gap reduced to 7% mean, 15% median | <p>Our Gender Pay Gap and Disability Pay Gaps have almost halved over the last year to 7.2% and 9.9% respectively, while our Ethnicity Pay Gap currently stands at 6.8%</p> <p>Our Values, Living Wage Employer status, Disability Confident membership and our application to become an SCQF Inclusive employer were all designed to attract a diverse workforce, which in turn should help to address pay gaps.</p> <p>The national Job Evaluation project, due for progression in 2023, is likely to reduce these gaps further.</p> | G | DHV 2.1 2.2 2.3 4.2 5.1 |
| | Disability pay gap reduced to 7% mean | | D | |
| | Ethnicity pay gap reduced to 7% mean | | R | |

Key (Right Hand Column):

| Protected Characteristic | PC | Strategy Map Reference | SM | PSED Duty Reference | PSED |
|--------------------------|----|-------------------------|----|--|------|
| Age | A | Pregnancy and Maternity | PM | Eliminate discrimination, harassment and victimisation | DHV |
| Disability | D | Race | R | Promote equality of opportunity | PEO |
| Gender Reassignment | GR | Religion or belief | RB | Promote good relations | PGR |
| Sex and Gender | SG | Sexual orientation | SO | | |

Equality and Human Rights Commission and SFC National Equality Outcomes Key

Codes appear in the right hand column of the Appendix 2 table to illustrate synergies with existing Equality outcomes 2021–25.

| Code | National Equality Outcome |
|--------|--|
| NEOD1 | The success and retention rates of college and university students who declare a mental health condition will improve. |
| NEOD2 | Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from teaching staff, while on their course |
| NEOD3 | Where representation is not proportionate to the relevant population, increase the representation of disabled staff in the workforce and on College Boards and University Courts. |
| NEOGR1 | Trans students report feeling safe to be themselves in the tertiary system |
| NEOR1 | Enable students and staff to report harassment and ensure their complaints procedures are fit for purpose and offer effective redress. |
| NEOR2 | Ensure effective data collection procedures are in place to enable development of a baseline to evaluate and improve prevention and response strategies |
| NEOR3 | Where representation is not proportionate to the relevant population, increase the racial diversity of Court members and address any racial diversity issues in college Boards |
| NEOR4 | Where representation is not proportionate to the relevant population, increase the racial diversity of teaching and non-teaching college staff to align with student representation in the sector. |
| NEORB1 | Students and staff report that they have confidence in institutional report and support mechanisms because they are fit for purpose |
| NEOSG1 | Staff and students know how to access support about gender based violence, harassment and abuse, report their experience and feel properly supported in doing so because the services are fit for purpose. |
| NEOSG2 | Institutions can evidence approaches to prevent and respond to Gender Based Violence |
| NEOSG3 | Men know how to access mental health support |
| NEOSG4 | Institutions will have regard to significant imbalances on courses and take action to address it. |
| NEOSO1 | Lesbian, Gay and Bisexual students report that they feel safe being 'out' at university and college. |

Appendix 3: 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 |

Appendix 4: Equality and Diversity Report on Action Plan 2022/23

| | | | | | | | | | |
|-------------|---|----------|---|---------------------|---|-----------------------|---|-------------------------------|---|
| Not started |  | Complete |  | Progressing to plan |  | Some slippage/on hold |  | Will not complete by deadline |  |
|-------------|---|----------|---|---------------------|---|-----------------------|---|-------------------------------|---|

| Outcome | Deadline | Action | Status | Progress report |
|----------------------------------|------------|---|---|---|
| COVID | 30/08/2022 | Evidence collection exercise at end of academic year 2022/23 to see if staff and student progression by protected characteristic differed significantly from that of preceding years. |  | Completed. Results inform this report. |
| | 01/01/2023 | Mainstream the Equality Impact Assessment process through provision of training to managers producing strategies, plans, policies or procedures |  | Website with template, guidance and worked examples on AdminNet Online course now available on LearnNet Workshop for managers held in December to improve confidence in completion of EIAs |
| Retention and Success | 31/10/2022 | Investigate detail of retention and success results for the identified outcome groups , and establish any common threads that may have contributed to the difference in outcomes |  | Statistics analysed, mental health disability identified, action taken which is successfully addressing imbalance |
| | 31/12/2022 | Plan and implement awareness raising events in collaboration with the Student Association and i-Matter Forum |  | Series of events: 'DGC Together' month including Emily's Test, Nil By Mouth and D&G LGBT+ events, Here For You (Cost of Living) one off events, and initiatives to raise awareness of the Menopause completed |
| | 31/01/2023 | Identify set of core online short courses to recommend to staff for Equality and Diversity CPD |  | DGC Together and DGC Together for Managers LearnNet sites in place featuring a wide range of short online courses open to all staff and managers. |
| Harassment and Hate Crime | 01/06/2022 | Publish Harassment and Hate Crime Procedure |  | Approved and published. |
| | 31/10/2022 | Produce and roll out training to staff and students on the new procedure |  | Filmed, face to face and online training presented to just over 50 identified key staff and over 450 students |

| Outcome | Deadline | Action | Status | Progress report |
|---------------------------|------------|--|--------|--|
| | 31/01/2023 | Gather results for annual equality and diversity report and inclusion in continuous improvement cycle. | ✓ | Completed, informing the core content of this report. |
| Equalities Profile | 31/10/2022 | Values published and adopted. | ✓ | Here For You branding chosen by staff and students to spearhead joint initiatives to address Cost of Living Crisis and focus on supporting Refugees. |
| | 31/10/2022 | Adopt SCQF Inclusive Recruiter status to communicate willingness to consider experience or equivalent qualification routes, to break down some traditional barriers to appointment for some groups across the protected characteristics. | ✓ | Signed up for the SCFQ scheme and changed recruitment practices to reflect this. Held a successful Open Recruitment Day event for hard to fill posts on our cleaning team and actively pursued potential applicants from our local refugee population. . |
| Pay gaps | 30/11/2022 | Values designed, published and adopted to ensure we communicate a welcoming and inclusive culture | ✓ | Values published and adopted with further work to embed into policies and procedures planned for 2023/24 |
| | 31/12/2022 | Ensure a supportive workplace for women through awareness of the Menopause and initiatives to address Gender Based Violence | ✓ | Menopause Policy and training rolled out: sessions for managers, online optional course for staff Established menopause per support group, plans to introduce Menopause mentors Active membership of regional Violence Against Women and Girls (VAWG) group including support for 16 Days of Activism Against GBV, and Emily's test event hosted by founder Fiona Drouet |
| | 31/07/2022 | Gather staff profile data following initiative to ask staff to review their confidential data on the iTrent HR System. | ✓ | 9.2% of new starts declare a disability, overall disability declaration rate up from 5% to 12.6%, declaration rate of religion or belief up by just under 9%. |

Appendix 5: Equality and Diversity Action Plan 2023/24

| Outcome | Deadline | Action |
|----------------------------------|------------|--|
| COVID | 31/08/2023 | Evidence collection exercise at end of academic year 2022/23 to see if staff and student profile or progression differed significantly from that of preceding years. |
| | 31/12/2023 | Mainstream the Equality Impact Assessment process through supported completion for policies or procedures and publish the end of year results |
| | 01/04/2024 | Equality Impact Assessment of all changes to policies, plans, procedures and ways of working arising from the COVID crisis |
| Retention and Success | 31/10/2023 | Investigate detail of retention and success results for all protected characteristic groups, and establish any common threads that may have contributed to differences in outcomes |
| | 30/09/2023 | Plan and implement academic year schedule of awareness raising Equality and Diversity events through collaboration between the Student Association and i-Matter Forum |
| | 30/09/2023 | Refresh core online short courses to recommend to staff for Equality and Diversity CPD and ensure one compulsory course is included in the annual staff compliance training schedule. |
| Harassment and Hate Crime | 31/12/2023 | Review impacts and effectiveness of Harassment and Hate Crime Reporting Procedure |
| | 31/01/2024 | Gather results of Harassment and Hate crime Reporting and Have Your Say complaints which have an equalities connection to identify lessons learned for continuous improvement cycle. |
| Equalities Profile | 31/10/2023 | Reissue request for personal information across all protected characteristics to update records in advance of annual analysis of staff diversity profile. |
| | 30/11/2023 | As part of the HR Recruitment process review, identify key points within the recruitment process at which unconscious bias can occur and refresh to minimise barriers for people across the protected characteristics. |
| | 31/12/2023 | Analyse student profile and gender segregation profile to inform actions for 2024/25 |
| | 01/04/2024 | Ensure Values are embedded in all relevant policies and procedures relating to staff and students |
| Pay gaps | 31/03/2024 | EIA all processes related to staffing structure as they occur to ensure fair outcomes for staff across the protected characteristics. |
| | 31/03/2024 | Act on national Job Evaluation recommendations on completion of the centralised project. |

Appendix 6: Public Sector Equality Duty (PSED) Map

This annual report tries to bring the required Equality Act (2010) – Specific Duties (Scotland)(2012) into a single, holistic narrative as requested by our local partner third sector agencies. To locate any one of these required reports, please use the map below.

| PSED | Section | Page(s) |
|---------------------------------------|---|---------|
| Mainstreaming | Equality and Diversity Framework | 4-8 |
| | Profile, Plans and Progress | 8-15 |
| | Appendix 2: Equality Outcomes 2021-25 | 18-22 |
| | Appendix 3: Strategy Map | 23 |
| | Appendix 4: E&D Action Plan Update 2022/23 | 24-26 |
| | Appendix 5: E&D Action Plan 2023/24 | 27 |
| Outcomes – halfway point progress | Appendix 2: Equality Outcomes 2021-25 | 18-22 |
| Equality Impact Assessment | Equality Impact Assessment | 7 |
| Composition of employees and analysis | Appendix 1: Workforce Statistics | 16-18 |
| | Profile, Plans and Progress | 8-15 |
| Gender, Race and Ethnicity Pay Gaps | Profile, Plans and Progress | 8-15 |
| | Appendix 2: Equality Outcomes 2021-25 | 18-22 |
| Equal Pay Statement | Profile, Plans and Progress: Sex and Gender | 12 |
| Board Profile | Board of Management | 6 |