

Equality Outcomes 2017-2021

1. Introduction

This report presents the College's Equality Outcome Framework 2017-21. Based on evidence and the involvement of all our stakeholders, these outcomes represent our equality, diversity and inclusiveness priorities, through ensuring fairness, advancing opportunity and respect for all. As the only general Further Education College in the Region we offer opportunities to study at a level that encourages success and progression, enabling our learners to reach their full potential and improve their life chances regardless of background or protected characteristic.

Under the Equality Act (2010) and the Public Sector Equality Duty, the College, in the exercise of its functions, has a general duty to have due regard to the need to:

- Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010:
- Advancing equality of opportunity between people of different groups;
- Fostering good relations between people from different groups, tackling prejudice and promoting understanding between people from different groups.

In addition to the general duty, the College has a specific duty to:

- Report progress on mainstreaming the public sector equality duty
- Publish equality outcomes and report progress
- Assess and review policies and practices (impact assessment)
- Gather and use employee information
- Publish statements on equal pay
- Consider award criteria and conditions in relation to public procurement
- Publish in a manner which is accessible.

The above reports are available on the College website.

2. Equality Outcomes

An equality outcome is defined as a result which you aim to achieve in order to further one or more of the needs mentioned in the General Equality Duty. The College initially identified outcomes in 2013 and a report on progress towards those outcomes was published in 2015. These outcomes were reviewed in 2017 prior to the setting of our outcomes for 2017-21 to identify if they required amendment or if they were complete. The initial outcomes centred on culture and embedding equality and diversity across the College. In order to achieve this there was a need to ensure that equality and diversity was embedded from the Board of Management and the College Leadership Team throughout the College. All relevant strategies, policies and procedures have been reviewed over the lifetime of the Outcomes and equality and diversity embedded within

them. The College recently produced an Access and Inclusion Strategy to support Vision 2020 and the Regional Outcome Agreement. This sets out the College's commitment to providing an inclusive environment where learners with diverse needs and backgrounds are supported to access College provision; achieve positive outcomes and destinations; and progress towards employment. Training for staff continues with the introduction of a revised e-learning module for staff in 2017-18. All Board of Management members are also included in Equality and Diversity training as part of their induction.

All equality data monitoring forms have been reviewed and now include all the protected characteristics. Consultation took place with LGBT Youth regarding how to request the data to encourage responses. Although there has been an increase in the declaration of information across the protected characteristics from both learners and staff this area still requires improvement, particularly in relation to sexual orientation, gender reassignment and religion/belief. A suite of equality reports for learners have been devised and are available for staff to monitor and review retention, progress and achievement of learners across the protected characteristics. Additional monitoring takes place through the College self evaluation process and "Learner Voices" where learner views and opinions are sought.

With regard to gender imbalance across courses in the College there has been some improvement but further work is required. Actions have taken place including a gender imbalance taster day for school pupils, ring fencing places on courses to non traditional fenders e.g. female places for engineering courses, schools competition where each team has to have an equal gender balance, promotional materials to market gender balance. A specific Outcome for 2017-21 has therefore been devised in order to support this area with a specific Gender Imbalance Action Plan to support the Outcome.

Following consultation and using all the data, evidence and information currently available new Outcomes have been devised for 2017-21. These are intended to be high level outcomes, the impact of which can be measured.

Our Outcomes are aligned to key strategic documents and national priorities including Scottish Funding Council, Dumfries and Galloway College Strategic Plan, Dumfries and Galloway College Outcome Agreement, Education Scotland and the Public Sector Equality Duty.

Equality Outcome 1

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.

Evidence

The College has an overall gender pay gap of 8.8% (mean) which is caused by occupational segregation. In particular there is a clear predominance of female members of staff in lower graded posts, mainly undertaking administrative roles.

Equality Outcome 2

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.

Evidence

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

The Scottish Funding Council (SFC) Gender Action Plan sets out their ambition that by 2030 no college subject will have a gender imbalance of greater than 75% of one gender. This vision also supports the aspirations of Dumfries and Galloway College. The following subject areas in Dumfries and Galloway College have been identified with severe imbalances (greater than 75% of one gender):

Female under-representation

- Construction
- Engineering
- Computing
- Motor Vehicle

Male under-representation

- Child Care
- Care
- Hair and Beauty

The aims for the College are to:

1. By 2021, increase by 5% the minority gender share in each of the above areas, with a milestone target of 4.2% increase for 2019/2020.
2. By 2030, no subject has an extreme gender imbalance (75:25)

The College is currently developing its own Gender Action Plan to outline the actions we will take to address the aims of the plan. This will be done annually through the outcome agreement process with the first Gender Action Plan due to be published by July 2017.

Equality Outcome 3

Learners successful completion regardless of protected characteristics is increased.

Evidence

Analysis of the data available for 2015-16 for retention and achievement for learners across the protected characteristics is not clear if the protected characteristic has influenced the outcome. This is due to a number of factors including the level of disclosure across certain characteristics e.g. sexual orientation, religion, gender reassignment. This indicates a need to continue to work with learners to encourage disclosure and an on-going commitment to analyse and address any significant retention and attainment gaps across the College.

Based on the data available it appears that learners who declared the following protected characteristics had lower retention and attainment than the overall learner population. Although not significant for learners with a disability there is a need to analyse if the declared disability has impacted on the retention and attainment.

	Early retention	Overall retention	Attainment
All Full time learners	90%	73%	64%
Protected Characteristic			
Disability	85%	68%	62%
Gender Reassignment	60%	60%	50%

Equality Outcome 4

The College designs and delivers programmes and services to meet the needs of learners from all backgrounds and circumstances.

Evidence

The recent Education Scotland review indicated that although some areas take good account of equality and diversity themes and the diverse needs of individuals this is not across all curriculum areas in the College. The report indicated that a number of subject areas do not actively promote equality and diversity related themes when planning and delivering courses.

3. Conclusion

The College Equality and Diversity Committee will lead on taking forward the Outcomes and devising action plans to support them. A report detailing progress in achieving the outcomes will be published in 2019 and 2021.