

Equality and Diversity Report 2019

1. Background

This year's report serves as our usual annual report on progress across the College, but also covers all the statutory reporting requirements we must meet for 2019. The key questions we will ask are: how are we progressing towards meeting our equality outcomes, are equality issues 'mainstreamed' across everything we do, and what do our figures tell us about our performance.

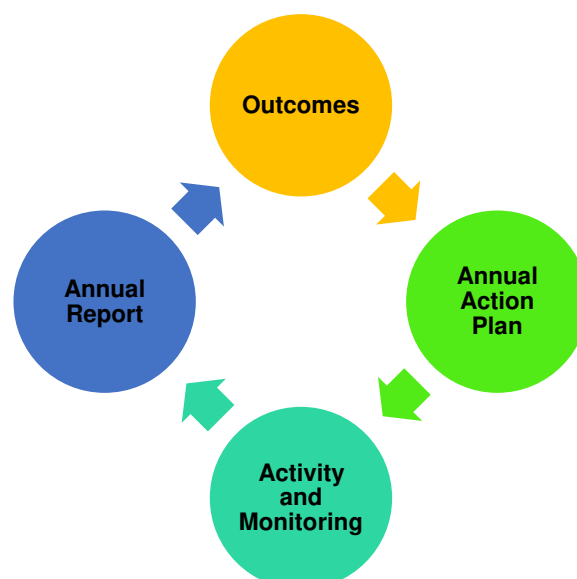
2. Our Commitment

Dumfries and Galloway College is committed to promoting 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 identity and 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.

3. Equality and Diversity Framework

Our Equality and Diversity Framework is a continuous improvement model which gives clarity and focus to our equalities work. This diagram demonstrates its core elements, and the text below describes how these link together. The framework allows us to celebrate our successes, check our progress and identify future challenges.



3.1 Outcomes

Our outcomes are set every four years, so we are currently halfway through a four year cycle and must take stock to see if our actions are achieving those outcomes. We determine this using annual monitoring and progress analysis. Other elements which may prompt a change in our approach include any revision of our overall College Strategy (Vision 2020), or external projects and legislation such as the BSL Act, Scottish Funding Council's Gender Action Plan requirement and Dumfries and Galloway region's Local Outcome Improvement Plan (LOIP).

3.2 Annual Action Plan

The Equality and Diversity Annual Action Plan is approved by the Equality and Diversity Committee for presentation to the College Leadership Team and the Board each calendar year. This includes progress for our Gender Action Plan and BSL Plan, which directly feed into this overarching plan. The plan details training, impact assessment and mainstreaming activity over the coming year. It is informed by the results of the Equality and Diversity Committee's SWOT and PEST analysis of the College's current performance.

3.3 Activity and Monitoring

This section simply represents putting the plan into action. Half yearly updates are produced for our plans for consideration by the Equality and Diversity Committee. Where issues are considered to be high risk these would be escalated to CLT, EMT or Board level as appropriate.

3.4 Annual Report

The Equality and Diversity Annual Report summarises the findings of monitoring of workforce/student profiles and an analysis of pay gaps for all protected characteristics. Results are presented so that the Equality and Diversity Committee, EMT and CLT can adjust activity to achieve the best results in future years. The results influence our outcomes when they come up for review at the end of their four year lifecycle.

4. Equality Outcomes

The College has identified four Equality Outcomes. Progress is recorded below.

4.1 Gender and Pay

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.

There is a common misconception that Equal Pay and the Gender Pay Gap are the same thing. They are, in fact, entirely different concepts.

Equal Pay is a legal requirement. Employees performing work of the same value must be paid at the same rate, regardless of their gender. Our College is committed to upholding this principle and evaluates each role to ensure fairness. As an additional safeguard, the College will re-evaluate all support posts in the coming year as part of the national benchmarking process. This will provide a strong framework so that we can be reassured that all our employees are paid the appropriate hourly rate for the work they do.

The Gender Pay Gap, by contrast, is a comparison of the average rate of pay for all our female staff compared to the average rate of pay for all our male staff, regardless of their role. It is intended as a broad indicator that does not disaggregate the roles within an organisation.

Our overall Gender Pay Gap is reported in two ways. Our mean gender pay gap (the arithmetic average rate of pay for women compared to that of men) is 9.1%, while our median gender pay gap (pay rates are placed in order and the midpoint is identified, comparing the midpoint point for women to the midpoint for men) is 22.4% (see table of results under **6.3**). No bonuses were issued in the past year, so there is no Bonus Gender Pay Gap to report.

These results show an increase since 2017. This is a concern, given that our policies and processes are carefully checked for indirect or hidden discrimination as part of the Equality Impact Assessment process. We found that, once Cleaner and Administrative Support roles were removed from the workforce profile, the Gender Pay Gap reduced to 0.7%. Men are much less likely to apply for these low salary roles. This is changing slowly, but with a staff turnover of only 9.6% per year it is unlikely that significant change will occur for some time to come.

At the upper end of the pay scale, the gender pay gap for managerial level (taken as staff paid over £40k) is 1.86%, suggesting that women are not facing discriminatory barriers to promotion. This is borne out by the fact that 76.4% of promotions this year were achieved by women.

Quartile results confirm that women make up the majority (78.3%) of the lowest paid section of the workforce as stated above. However, they remain the majority group at all levels, including the best paid quartile (55.4%). This demonstrates that we are achieving our ambition to have men and women more equally represented at all levels across the organisation.

4.2 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 to address this issue was produced in July 2017. This was reviewed and updated in July 2018, and will continue to be reviewed and monitored on an annual basis. This year, we agreed to design additional individual action plans for each Curriculum Area with an imbalance in gender over 25%:75% to change their gender balance over time. Each area, as illustrated in the graph below, will produce a draft plan for inclusion in the Gender Action Plan review of June 2019.

Figure A below illustrates the percentage of those for the underrepresented gender for each subject with a split of more than 25:75 (in other words, male students for Child Care, Care and Hair and Beauty; female students for Construction, Engineering, Computing and Motor Vehicle subjects). The target of 25% for every subject by 2030 is challenging, as illustrated by **Figure B**. The success of our Built Environment 'CREST' project with local schools, which has stimulated the interest of female students, is clear from the results. Where appropriate, this kind of project model will be applied to other subject areas in an attempt to influence future results.

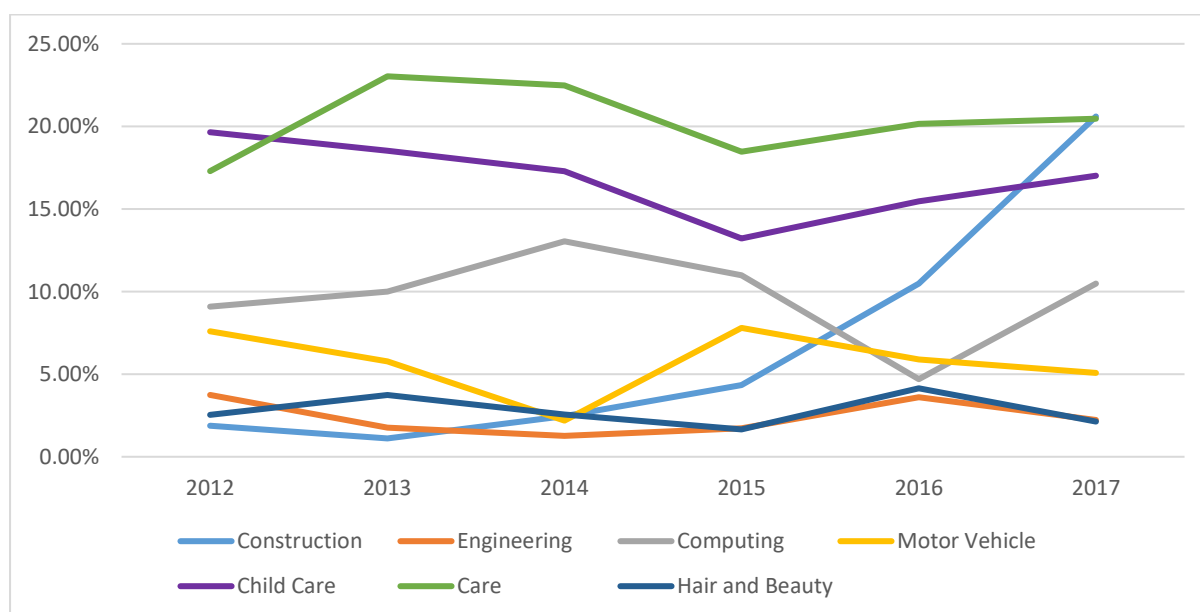


Figure A: Rate of under-represented gender enrolment for subjects with a >25:75 gender split

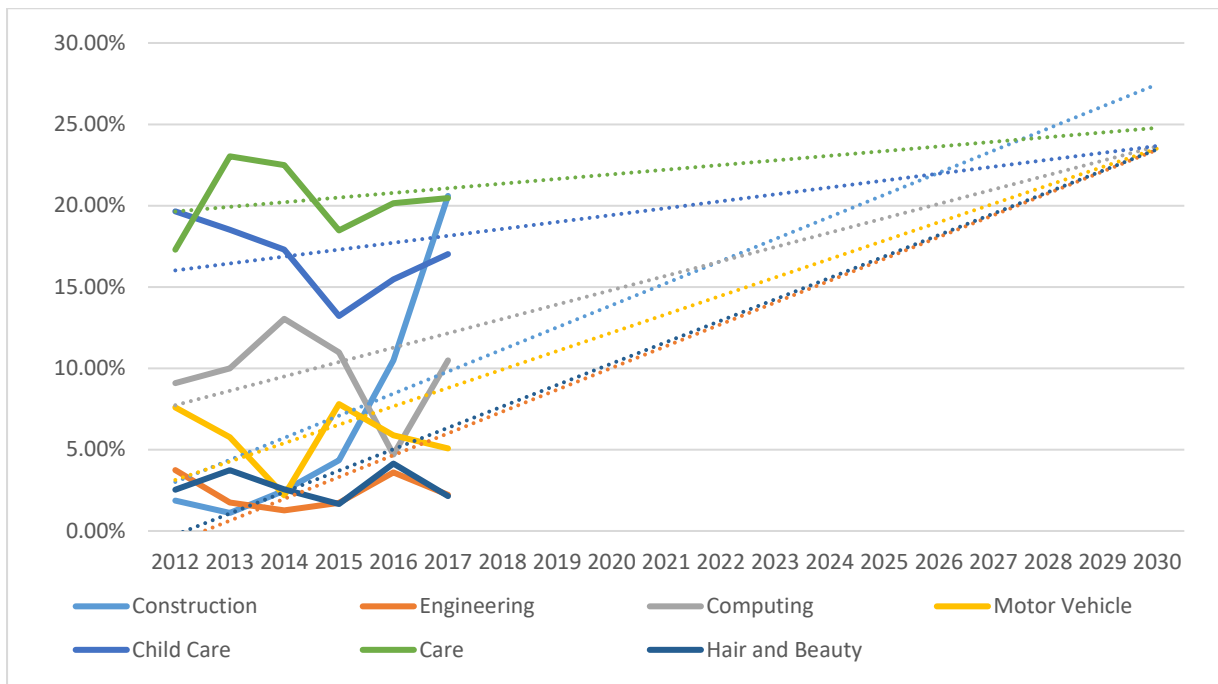


Figure B: Trend line illustration versus actual results for each subject if a 25:75 split rate is to be met by the 2030 target

4.3 Successful completion

Learners successful completion regardless of protected characteristics is increased.

Dumfries and Galloway College is committed to improving retention and attainment and prioritises this. Retention is a challenge that is reflected in our strategy at every level.

The table on page 6 reflects the volume and proportion of credits achieved for students in relation to their disability, gender and ethnicity. Due to low and unreliable declaration rates for other characteristics, the outcome concentrates on these three in anticipation that the quality and proportion of declared results will make better monitoring across all protected characteristics possible in future years. Results are above target for both disability and ethnicity profiles.

This year, we identified individual support and monitoring of students who are struggling to continue their studies as a key priority, adding Guidance Coaches to our workforce structure to make sure we target support at those who might consider withdrawing. This means that we should pick up on the additional challenges faced by students from the minority groups across the protected characteristics, reducing the risk that they leave their course.

	Actual	Target	Variance	Actual	Target	Variance	Actual	Target	Variance
	2016/7	2016/7		2017/8	2017/8		2018/9	2018/9	
White	29,214	29,820	-606	29,471	29,820	-264	27,221	29,929	-2708
	96.30%	99.18%	-2.9	96.00%	99.18%	-3.2	95.19%	99.18%	-4
Any Mixed Background	111	42	69	48	42	6	83	42	41
	0.37%	0.14%	0.2	0.16%	0.14%	0	0.29%	0.14%	0.2
Asian, Asian Scottish or Asian British	265	111	154	457	111	346	413	112	301
	0.87%	0.37%	0.5	1.49%	0.37%	1.2	1.44%	0.37%	1.1
Black, Black Scottish or Black British	592	45	547	610	45	565	714	45	669
	1.95%	0.15%	1.8	1.98%	0.15%	1.8	2.50%	0.15%	2.4
Other Ethnic Background	155	48	107	113	48	65	56	48	8
	0.51%	0.16%	0.4	0.37%	0.16%	0.2	0.20%	0.16%	0.00
Black and Minority Ethnic	1,123	246	877	1,228	246	982	1,266	247	1019
	3.70%	0.82%	2.9	4.00%	0.82%	3.18	4.43%	0.82%	3.6
No known disability	26,125	28,263	-2138	26,421	25,858	563	24,679	25,951	-1272
	86.11%	94%	-7.9	86.07%	86%	-0.7	86.3%	86%	0.3
Disabled	4,172	1,804	2368	4,276	4,209	67	3,917	4,225	-308
	13.78%	6%	7.8	13.93%	14%	0.7	13.7%	14%	-0.3
Male	15,362	15,034	328	14,470	15,034	-564	14,292	15,088	-796
	50.64%	50%	0.6	47.14%	50%	-2.86	49.98%	50%	0.0
Female	14,966	15,034	-68	16,186	15,034	1152	14,282	15,088	-806
	49.33%	50%	-0.7	52.73%	50%	2.73	49.94%	50%	-0.1
Other	8	0	8	41	0	41	22	0	22
	0.03%	0%	0	0.13%	0%	0.1	0.08%	0%	0.1

The rural nature of our region means that travel is one of our major problems in attracting and retaining students, so our current SoSEP project, which aims to locate learning 'hubs' in locations across the region, will be an advantage for students from all profiles.

Analysis of the college's KPIs indicates the reasons behind some students leaving their course of study early. This shows that 15% of early leavers in 2017/18 left due to either obtaining a job, progressing to a programme at another educational establishment, or transferring to another college programme. However, under current reporting arrangements, these are considered to be a failure for the college.

Training on identifying and challenging bullying and harassment, along with awareness of equality law and gender identity issues, has been the focus of our face to face training programme for the past two years for Board members, staff and students (section 5.3). This aims to ensure the College continues to be a welcoming place where our students feel at home, encouraging them to stay and achieve their goals.

4.4 Student Centred Design

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

In the last year, a new Equality Impact Assessment process was introduced. This is now a required step in the quality process for approval and publication of all College strategies, plans, policies and procedures. This aims to ensure that everything we do takes account of the needs different groups, and that we design our services to support them.

The College contributed to the national Scottish Funding Council/Advance HE project to produce guidance for Equality Impact Assessments for strategic level documents, such as their annual outcome agreements. This consisted of input from the Vice Principal (Planning and Performance) and the Equality and Diversity Officer as part of a national action plan which included contributions from other Colleges and Universities across Scotland.

Our lecturers use a variety of guest speakers from different communities to add to the student experience. They also have the option to request core training sessions for their students from the Equality and Diversity Officer to support their own curriculum content. The training sessions are built from core sessions but are then tailored to the relevant curriculum area. This emphasises how crucial a knowledge of equality and diversity issues is for the individual in their studies, in their employment and in their private life.

Every new lecturer undertakes a two hour face to face session of presentation and discussion as part of their induction to acquaint them with the content and character of the sessions that are available to them on request.

5. Achievements 2018-19

5.1 Governance

Our Board currently has a 50:50 gender split. The College Board of Management comprises a Regional Chair (appointed through public appointments), a Principal, two student members, two staff members and twelve non-executive members. The Board consists of 10 female and 8 male members, giving a 55:45 gender split in favour of female membership for the Board as a whole. Board gender split for official reporting is restricted to non-executive members, with a provision that if there is an odd number of these members the lower even number is used to determine the gender split. Using this reporting model, we demonstrate a 50:50 split.

However, this balance is delicate and we cannot be complacent. When we advertise for new Board members, we ensure that these are advertised to local contacts and groups from across the protected characteristics to try to influence our Board profile so that it reflects the local population profile. While we have achieved this proportion in terms of gender, ethnicity and religion or belief, we aim to attract a wider range of candidates who have a disability or who identify as LGB or T.

The Board appointed Dr Janet Brennan, Chair of the Board's HR Committee, as Equality and Diversity Champion in the last year. She attends E&D Committee meetings and joined an afternoon SWOT and PEST workshop in November to set the direction for the College over the year to come. The Student Association, whose president and vice-president are also members of the E&D Committee, held their own consultations to mirror the SWOT and PEST exercise. The finding of these meetings helped shape our actions for the coming year.

5.2 Awareness raising

College staff from a variety of teams joined forces to form the Kaleidoscope Group, an awareness raising team to focus on events and information sharing around community, equality, diversity, ecology, sustainability and sharing knowledge. The marketing team provide support and advice to the group. A pilot area has been set aside at Dumfries campus (mirrored by a display area at Stranraer Campus) as a 'home' for interactive themed displays on planned themes. This year, themed displays have included Black History Month, Human Rights Day, Holocaust Memorial Day, LGBT History Month and an exhibition by the local Peace Prayer Centre in Allanton to highlight faith and peace issues.

5.3 Training

All staff have received training in Equality and Diversity. Each new member of staff must complete an online introductory module, and each member of lecturing staff receives two hours of face to face training as part of their induction process. Lecturers can request a variety of presentations and workshops on equality and diversity issues for their students as required. Since August 2017 when the training offer was launched, 9 Board members, 142 staff and 504 students have received these face to face training sessions. These were mainly on the subjects of equality law, gender identity and the identification and prevention of bullying and harassment based on the Allport scale of prejudice. The sessions are popular and tend to stimulate wider discussion, as well as raising general awareness of current issues.

5.4 Procurement

The College's procurement process includes a requirement that contractors confirm their compliance with equality and diversity law. In the past year, the College used a major retendering of our catering provision to embed the commitment to pay the living wage, and to include continuation of the award winning Free Breakfast Club in the agreement. The Club provides a free breakfast to any student, regardless of their circumstances. Feedback from lecturing staff suggests that this has had a direct positive effect on students' daily performance. Period poverty has been tackled through the provision of free sanitary products. This system is popular and is working well.

5.5 Equal Pay Statement

It is in the College's interests to ensure that we have fair and just pay systems. It is important staff have confidence in the process of eliminating bias, so we work in partnership with recognised trade unions in establishing fair rates of pay. We are committed to taking action to ensure that we provide equal pay for all.

We believe that by eliminating bias in our pay system, we are sending a positive message to our staff, students and partners. It makes good business sense to have a fair, transparent reward system and it helps us to control costs. We recognise that avoiding discrimination improves morale and enhances efficiency.

6 Equalities Profile and Activity

In addition to the data shown by protected characteristic below, we also check the equalities profile of everyone who is subject to a disciplinary process or who brings a grievance. It is encouraging that these are in single figures, but this means that to report results by protected characteristic is not advisable as results will not be representative and might identify individuals. The only exception is that disciplinary results are included for gender as these figures do not enable identification. Where a disciplinary or grievance does occur, each process involves qualified HR Officers to ensure that the process is fair and that discrimination does not play a part in outcomes.

6.1 Age

Age is of particular relevance to us as a service to optimise the achievements of young people in Dumfries and Galloway.

The college works closely with Dumfries and Galloway Council on the Dumfries Learning Town initiative where the Council is taking forward the review of Dumfries schools, in conjunction with the wider regeneration for Dumfries. Dumfries Learning Town is an innovative approach to provide a new model of 3 to 18 education delivery. This should benefit students in the under 20 age group. This new approach will provide a greater range of subjects and learning environments to better meet the needs of all learners through refurbishing existing Burgh schools and building a new purpose built facility, known as the Bridge. The college, in partnership with colleagues from Education Services, has identified an 'offering' to be delivered in the Bridge and this will be provided to school pupils as part of their option choice.

The college is also working in partnership with Dumfries and Galloway Council to deliver the Youth Guarantee Scheme. The scheme builds on foundations already in place as part of Curriculum for Excellence. The Youth Guarantee Scheme is an extension of the Scottish Government's commitment that every single 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.

This focus on younger students does not detract from our awareness as a College that the loss of key local employers will mean that older people may need retraining. We ensure that we utilise local partnerships and business contacts to target our courses at all those who might benefit.

In terms of our staff, the majority group is aged 50-59. This is reflected across our current workforce, leavers, promotion and development, suggesting that systems are operating fairly in terms of age. The biggest disparity is in terms of pay gap. As you can see below, where each age group's pay rate is compared to the pay rate of the highest paid group (40-49 year olds), people at the start of their careers have a much lower salary, as we might expect. However, by the age of 30 they are close to the workforce average.

Recruitment follows the same pattern. It is encouraging that people aged 50-59 are successful in the recruitment process, which suggests that age discrimination against older people is not influencing our appointments process.

%	Census 2011	Workforce 2015	Workforce 2017	Workforce 2019	Leavers	Promotion	Development	Pay Gap	Applied	Shortlisted	Appointed
>20	14.5	0	0.3	1.5	0	0	1.4	44.7	2.0	2.6	2.5
20-29		3.9	2.5	4.7	6.9	5.9	7.7	24.0	18.5	15.1	15.0
30-39	39.3	14.5	15.2	17.7	6.9	35.3	16.0	4.8	25.6	20.8	15.0
40-49		29.3	24.4	23.3	17.2	11.8	22.0	0.0	27.0	25.5	22.5
50-59		38.8	35.1	36.6	27.6	29.4	38.3	1.4	27.0	28.6	35.0
60 +	29.5	13.5	22.5	16.2	41.1	17.7	14.5	8.3	7.3	7.3	10.0

6.2 Disability

For our student body, 14% of all full time learners have a disability (figures relating to credits achieved are shown in section 4.3). We provide tailored individual support to make sure students can achieve their full potential, and the appointment of Guidance Coaches this year should make this support even stronger.

Our greatest challenge in terms of our workforce lies in encouraging declaration of a disability. In previous years, a refusal to declare a disability was recorded as a 'No' response. However, this year we refreshed our protected characteristic data on staff through an online survey. This revealed that only 5.7% of our people identify as having a disability, 64% do not have a disability and 30% do not wish to disclose this information.

Given that the percentage of the working population at large likely to have a disability is around 19%, there is a high probability that there are staff who are suspicious about how this information will be used. In the coming two year period, the College will continue to update information regularly and will try to instil confidence that declaring a disability is a positive step that will benefit our staff.

The disability pay gap is 12%, which is a challenge. However, it should be noted that in our size of staff group, the small number of colleagues who register a disability makes this figure volatile and potentially misleading. The employment of a single member of staff could change this figure significantly. Figures appear to suggest that disabled colleagues stay with us and are promoted and developed while they are part of our team. While applications are lower than we would hope, it does appear that disabled candidates are not disadvantaged by the appointments process, as percentages remain stable throughout the three stages.

%	Census 2011	Workforce 2015	Workforce 2017	Workforce 2019	Leavers	Promotion	Development	Pay Gap	Applied	Shortlisted	Appointed
Yes	21.8	6	7	5.7	3.3	5.9	5.0	12	2.9	2.1	2.6
No	78.2	94	93	64	23.3	82.3	69.3	-	92.2	93.2	92.1
Not disclosed	-	-	-	30	63.3	11.8	25.7	-	4.9	4.7	5.3

This year, promotion of British Sign Language has been a priority to meet the requirements of Scottish Government legislation. The College published its British Sign Language Plan 2018-24 in late October. This was produced in partnership with the local Council, NHS and Police Scotland division. To help us design this well, various focus groups and events were held in College venues over the course of the year to find out which actions would make the biggest difference for our BSL community.

Around 35 of our staff, across all sectors of our organisation, joined an online 'Introduction to BSL' course. Procedures for accessing contactScotland, the national online translation service, were put in place for our frontline staff. Additional Access to Work interpreter support was procured for our BSL employee(s). The College has also piloted a one day D(eaf and Deafblind awareness course which includes a beginner's grounding in BSL. The course was piloted to key College staff, but it will be made available to other public, private and third sector agencies in the coming year.

6.3 Gender

As issues related to ***gender identity, marriage/civil partnership and pregnancy/maternity*** are closely interlinked, the results for all three protected characteristics are presented within this section.

While the increasing number of students who are happy to undergo gender reassignment while they attend College is very encouraging, declaration rates are too low for meaningful reporting for either our staff or student group. Local partners LGBT Youth report that the number of young people locally who are accessing support to declare their gender identity is now the biggest growth area for their charity. This is why we chose to promote a training package specifically on gender identity over the last two years, and this has been well received. We will continue to promote understanding on this issue to support staff and students who wish to change their gender, who identify as gender fluid, or who are intersex.

Our core activities and priorities in relation to gender are covered by our [Gender Action Plan](#). Information on our Gender Pay Gap and on Gender Segregation are included in detail as sections 4.1 and 4.2 in this report, as they were identified as key Equality Outcomes for the College.

Figures for our workforce show that women make up the majority of our workforce, and while they represent a significant proportion of staff in the lowest pay quartile, they are also well represented across the other quartiles. The majority of promotions were achieved by women and women were no more likely to leave our employment than men. Figures for disciplinary and grievance processes are in line with those expected from the overall workforce profile percentages.

Figures for recruitment are fairly evenly distributed and stable throughout the three stage appointment process. This year, three female colleagues took maternity leave and two male colleagues took paternity leave. In all cases, the employees returned to work. Our figures on marital status do not suggest that there are currently any related issues which need to be addressed.

%	Census 2011	Workforce 2015	Workforce 2017	Workforce 2019	Leavers	Promotion	Development	Discipline	Applied	Shortlisted	Appointed
Female	51.5	63	63.9	64.5	50	76.5	58.8	62.5	52.3	55.2	52.5
Male	48.5	37	36.1	35.5	50	23.5	41.2	37.5	47.7	44.8	47.5

%	Gender Pay Gap (Mean)	Gender Pay Gap (Median)	1 st Quartile (female)	2 nd Quartile (female)	3 rd Quartile (female)	4 th Quartile (female)	Gender Pay Gap Managers (> £40k)	Gender Pay Gap minus Cleaners /Administrative	UK Gender Pay Gap
2019	9.1	22.4	78.3	69.1	55.4	55.7	1.86	0.7	17.5
2017	8.8	17.3	69.6	80.9	61.8	51.7	N/A	N/A	-

%	Census	2015	2017	2019	Leavers	Promotion	Development	Applied	Shortlisted	Appointed
Married/ Civil Prtn	57.4	60	60	56.3	64.5	41.2	58.7	49.3	54.2	75.0
Co-habiting	N/A	5	6	7.7	-	17.6	6.5	11.7	12.0	2.5
Single	28.2	20	22	22.4	22.6	29.4	22.9	29.5	22.9	15.0
Divorced	8.7	6	7	6.2	6.5	11.8	6.2	3.4	3.1	2.5
Widowed	9.1	3	2	1.5	-	-	0.9	0.5	0.5	0.0
Separated	2.5	3	3	5.9	-	-	4.2	4.7	6.3	5.0
Not disclosed	-	3	-	-	6.5	-	0.6	0.8	1.0	0.0

6.4 Race

Dumfries and Galloway has a very low minority ethnicity profile. While we see good results as a College for attracting students and for those students to achieve credits (section 4.3), our workforce is strongly White (UK). Figures are low, so ethnicity definitions have been aggregated into two categories – White (Other) and BME – to protect individual identities. Declaration rates are high, which is encouraging. Whilst we are never complacent and monitor leavers and promotions carefully to rule out discrimination, it should be noted that the low numbers of colleagues who are not White (UK) means that figures are, as with disability declarations, volatile and could be misleading. For example, the figures suggest that BME employees achieve a higher average pay than the majority group. In terms of recruitment, we will closely monitor our recruitment processes with the aim of establishing why we have a low rate of appointment for BME applicants.

%	Census	2015	2017	2019	Leavers	Promotion	Development	Pay Gap	Applied	Shortlisted	Appointed
White (UK)	96.5	90.5	92.3	91.1	76.7	100	90.1	0.0	87.2	85.4	90.0
White (Other)	1.7	6.3	6.0	6.0	6.7	0	7.4	3.7	4.7	4.7	7.5
BME	1.8	2.9	1.9	1.2	13.3	0	1.0	-2.3	6.0	7.8	2.5
Not declared	-	0.3	0.0	1.8	3.3	0	1.6	0.6	2.1	2.1	0.0

To increase the chance of gaining employment across the region for people from minority ethnic groups, and to meet regional needs, we have extended our ESOL provision in the college and created a partnership agreement with Dumfries and Galloway Council to help delivery region wide. This partnership ensures that we are maximising the use of regional resources, sharing expertise and planning seamless progression opportunities. The college has appointed an ESOL coordinator who facilitates the smooth running and coordination of these courses. This partnership is in its first year and it will expand to reflect changing needs and accommodate the requirements of the whole region as required.

We are an active member of the Scottish Race Equality Network, a forum for action relating to race issues across the FE and HE sector. The network is still in a formative stage, with the decision taken this year to appoint a short term Chair to drive business forward. The research and findings which led to Scottish Government's Race Equality Framework were shared as part of this year's work. The College's Equality and Diversity officer undertook a two day intensive Race Equality training course run by Napier University early in 2018 to supplement our understanding and guide our own race equality work.

6.5 Religion or belief

Our workforce data shows that the majority of staff do not wish to share their identity for religion or belief. An online survey in August 2018 attempted to improve the non-disclosure figures, and did manage to halve these, but figures remain unreliable due to this lack of data. For example, the pay gap calculations had to compare results for all three declarations to the majority group - which did not wish to declare a religion or belief.

While figures have been aggregated here into None, Christian (All) and Other to protect individual identities, we collate and compare data within these groupings to ensure that other issues, such as sectarianism, or indirect discrimination related to religious practice, as not a factor.

We will continue to build confidence in our workforce that this data is relevant and helpful, and will repeat the data collection exercise each year with the aim of improving these figures.

The pattern for recruitment of people outwith our majority religions is concerning in much the same way as the low success rate within the process for BME applicants. We will monitor this closely to ensure that there are no hidden barriers in our appointments process.

%	Census	2015	2017	2019	Leavers	Promotion	Development	Pay Gap	Applied	Shortlisted	Appointed
None/atheist	34.7	4.3	3.5	26.5	23.3	35.3	37.4	10.5	50.9	47.4	52.5
Christian - all	56.4	6.7	9.8	32.7	6.7	29.4	31.6	13.4	36.5	39.1	37.5
Other	0.8	0.0	2.2	0.9	3.3	5.9	0.8	-0.9	3.4	4.7	0.0
Not declared	8.1	89.0	84.5	39.9	66.7	29.4	30.3	0.0	9.1	8.9	10.0

Links were made this year with The Sanctuary, the quiet space set aside for prayer and contemplation at our new local hospital, Dumfries and Galloway Royal Infirmary. The Spiritual Lead for NHS Dumfries and Galloway provided free development sessions for staff in supporting people through crisis at our two Staff Wellbeing Days, in Stranraer and Dumfries, last autumn.

6.6 Sexual Orientation

In August 2018, College staff received an online survey request to allow us to update their equality profile data. Despite a much improved declaration rate, the number of staff who identify as LGB on our workforce remains too low to report without identifying individuals. We will continue to champion LGB issues and awareness, with the aim of encouraging our staff to feel confident in supplying their details for monitoring purposes. We will continue to request the information on an annual basis, hoping that LGBT awareness will persuade people that their information is safe to disclose.

Despite these results, there has been an enthusiastic uptake of equality legislation training which includes sexual orientation rights and case law. Stonewall also provided a well-received session to staff from across the organisation on LGB issues and gender identity.

As a College, we are aware of the importance of moving forward the national conversation on LGB rights. As well as contributing to – and occasionally hosting – the local partnership LGBT Youth Development Group, we work closely with Dumfries & Galloway LGBT+ to ensure that adult LGBT students and staff are signposted for support and befriending as required.

The College facilitated two workshops at the annual National Gathering of LGBT Youth Scotland at the Easterbrook Venue in April. The one hour slots on how to make your voice heard as an activist were presented as a board game, 'Everybody wants to change the world'. This aimed to help young people think through their strategy when trying to make a real difference to the world around them.

Sue Livermore
Equality and Diversity Officer
29 January 2019