

Equality and Diversity Report 2020

1. 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.

2. Progress in 2019/20

In the past year, some key achievements were:

- High enrolment rates for students who identify as disabled, BME or White (Other)
- Good reduction in gender pay gap, high rates of appointment and promotion for female staff
- Continued improvement in declaration rates on sexual orientation and gender identity for staff and students
- Partnership working with Developing the Young Workforce in contributing to #ajobforeveryone, Work Ready Days and Bang Goes Dumfries and Galloway, all of which were designed in tandem with SDS diversity promotion teams
- Provision of equality law and gender identity training to local CIPD/HR colleagues from across the public and private sector

3. Priority Actions for 2020/21

For the coming year, our key priorities are:

- Designing an effective system for prevention and anonymous reporting of harassment, including sexual harassment, and hate crime related to disability, race, religion or belief, sexuality or gender identity.
- Putting in place an effective auditing system for recruitment relating to gender segregation and to disability, race, religion or belief, and LGBT identities.
- Conducting effective consultation and evidence gathering so that we design appropriate Equality Outcomes 201-25 in line with our legislative and national policy drivers, which chimes with our Ambition 2025.

4. Governance

- 4.1 Our Board currently has a 45:55 gender split in favour of women for non-executive members, which increases to a 59:41 split when executive members are included. 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.
- 4.2 Our Board profile in relation to race and religion or belief meets local population profile expectations. At point of recruitment, the College is particularly keen to attract Board members from a range of age groups, with disabilities and with LGBT identities to ensure robust diversity. 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.

5 Equality Outcomes

The College currently has four Equality Outcomes. Consultation will take place this year to help us to design our Equality Outcomes 2021-25, which will also be directly influenced by our new five year strategy, Ambition 2025.

5.1 Gender Pay Gap

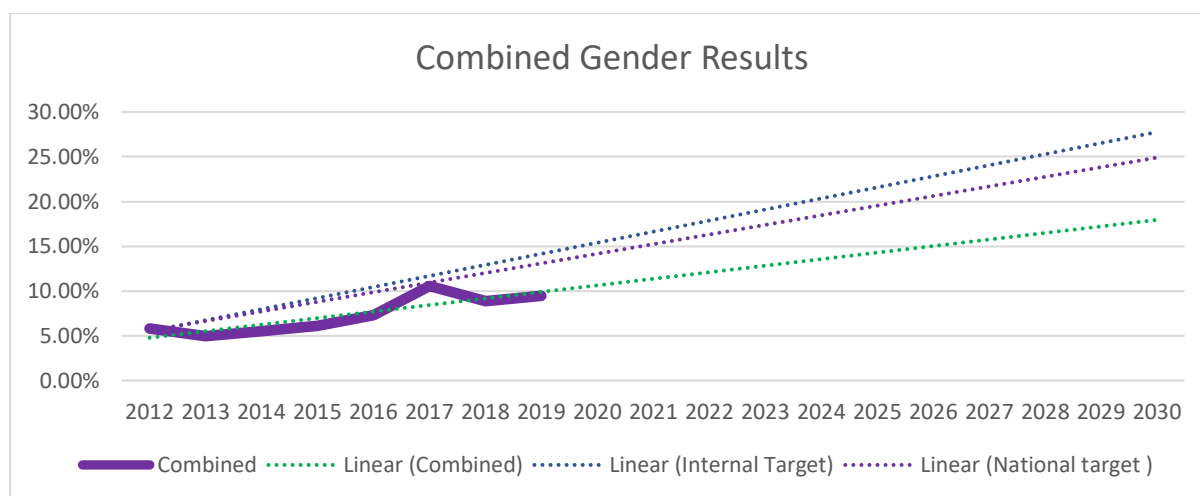
The College's Gender Pay Gap will be reduced by addressing the causes of gender inequality to create a more equal and balanced workforce with men and women being more equally represented at all levels of the organisation.

The Gender Pay Gap 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. Our Gender Pay Gap reduced from 9.7% to 7.5% this year. This appears to be as a result of the rationalisation of lecturers' pay. This pay gap reduces to around 0.7% when cleaning and entry level administrative job roles are removed from the structure. This means that ensuring these roles are advertised to attract both sexes is important. There is evidence that women are in a majority at all levels of management within the organisation, which is encouraging. Over three quarters of the staff who were promoted this year were women.

5.2 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 2017-20 concludes in July of this year. This has been reviewed and updated annually, with a full report on progress published in November 2019. This year, the College will publish a refreshed Gender Action Plan 2020-23 to continue to press for reduced gender segregation in subject choice. Progress to address subject gender segregation is slow at a 2.2% combined increase across all affected subjects, but this reflects a continuing struggle nationally to make progress against the backdrop of strongly established societal influences.



5.3 Successful completion

Learners successful completion, regardless of protected characteristics, is increased.

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

The College has 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 minority groups across the protected characteristics, reducing the risk that they leave their course. This approach will be reviewed before the end of this academic year.

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.

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 three years for Board members, staff and students. 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. Around 35 staff and 250 students have been trained in this academic year, with just under 200 staff and over 750 students trained over the three year period.

5.4 Student Centred Design

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

Our lecturers access 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. These 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.

Equality Impact Assessment is established as a required step in the quality process for approval and publication of all College strategies, plans, policies and procedures. A selection process for course entry was introduced for this academic year, involving scored interviews for all potential students. Managers ensured that the scoring system was impact assessed so that no student was disadvantaged by their equalities profile.

In the last year, our Equality Impact Assessment process was updated to separate issues relating to the Public Sector Equality Duty and Additional Considerations identified by Scottish Government and the Scottish Funding Council as priority areas. This means that for everything we do we now give due regard to the impact of our actions on people who are carers, care experienced or veterans, who experience mental health problems, or face being disadvantaged due to their socio-economic status.

This year, 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 outcome agreements. This involved a team of Colleges and Universities across Scotland. A website containing the advice and guidance produced by this group is currently in production.

6 Protected Characteristics

The workforce and student monitoring results are on pages 7 and 8.

6.1 Age

The College works closely with Dumfries and Galloway Council on the Dumfries Learning Town initiative. This is an innovative approach to provide a new model of 3 to 18 education delivery, which should benefit students in the Under 20 age group. This includes College involvement and contribution to the use of the shared 'Bridge' facility in Dumfries, aiming to provide a greater range of subjects and learning environments to better meet the needs of all learners.

The college is also working in partnership with Dumfries and Galloway Council to deliver the Youth Guarantee Scheme, which 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 will need retraining. 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. The age group most likely to apply to work with us or achieve promotion is the 40-49 age group, and the age group most likely to leave is 60+, as we would expect given the opportunity for retirement.

6.2 Disability

The College is a member of the DWP's Disability Confident Scheme, and provides additional equipment and support for staff and students who declare a disability.

For our student body, 16.5% of all learners declare a disability. We provide tailored individual support to make sure students can achieve their full potential, and Guidance Coaches this year have made this stronger still.

In December, the College held an event to thank the NHS Breathing Space project for their gift of a Breathing Space bench. This bench will live permanently outside the Henry Duncan building overlooking the Crichton grounds when building work has been completed, but for this month it was housed in the Kaleidoscope area so that it was easily visible to the whole College community. Three winning poems by students on this theme were published and displayed beside the bench.

Our greatest challenge in terms of our workforce lies in encouraging declaration of a disability. Only 5.4% of our staff identify as having a disability, 91.9% do not have a disability and 2.7% do not wish to disclose this information. Although this figure is low, it is one of the highest national declaration figures for Colleges. Advance HE and the Scottish Funding Council have launched a national project to increase declaration rates. The College will act on their findings.

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. 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 the individual.

The disability pay gap is 17.3%, 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.

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 just over a year ago. 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 'Sign of the Times' course, which provides an introduction to BSL and deaf and deafblind awareness. The course was piloted to key College staff, but has now been made available to other public, private and third sector agencies.

6.3 Gender

Our core activities and priorities in relation to gender are covered by our [Gender Action Plan 2017-20](#).

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

Gender segregation for students and staff, and the gender pay gap, are discussed in the 'Outcomes' section of this report. Figures suggest that women were able to access staff development, achieve promotion and appointment at higher rates than men.

Equal Pay for men and women is a legal requirement. Employees performing work of the same value must be paid at the same rate, regardless of their gender. The College is part of a national Job Evaluation project for all support staff roles, which is due to complete by the end of 2021. The results should provide us with further reassurance that we are compliant in providing equal pay across all our job roles.

Addressing Gender Based Violence has become a key element in our Gender Action Plan. To celebrate the 16 Days of Activism on Gender Based Violence, the College hosted a national exhibition, Violence Unseen, for three weeks (two in Dumfries, one in Stranraer). This was launched by White Ribbon events in both campuses and the showing of a documentary – Killing Us Softly 4 – highlighting gender stereotyping in the media. Partner agencies, including NHS Dumfries and Galloway and the Scottish Fire and Rescue Service, joined staff and students at these well-received events. One of our own photography students, Lynne Smith, provided three images along a similar theme which raised her profile and attracted very positive comments. Over the course of the three weeks, students and staff reported that they found the exhibit very powerful.

Declaration rates for transgender status have increased significantly (from 50% to 85%) over the last five years, though few of our learners identify as trans at enrolment. 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 local growth area for their charity. This is why we chose to promote a training package specifically on gender identity over the last three 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 non-binary, or who are intersex.

6.4 Race

Dumfries and Galloway has a very low BME (Black and Minority Ethnic) profile, which presents us with challenges in ensuring BME students feel included and involved. While we see good results as a College for attracting students, our workforce is strongly White (UK). Figures are low, so ethnicity definitions have been aggregated into three categories – White (UK), 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. This is because our BME employees tend to be lecturers. In terms of recruitment, we closely monitor our recruitment processes to ascertain why we have a low rate of appointment for BME applicants.

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. Our ESOL coordinator facilitates the smooth running

and coordination of these courses. This partnership is in its second year and it will change over time 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 appointment this year of a longer term Chair to drive business forward. The research and findings which led to Scottish Government's Race Equality Framework were shared as part of the group's work this year.

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, although this declaration rate is reducing (89% to 33.8%) year on year. An online survey attempted to improve the non-disclosure figures, and did manage to halve these, but figures remain unreliable due to this lack of data.

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, are addressed where they are discovered.

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.

6.6 Sexual Orientation

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 LGB awareness will persuade people that their information is safe to disclose.

For LGBT History month in February 2020, the College hosted the Pink Saltire LGBT History Timeline exhibit, and used this as a focal point for two local events held to raise awareness of LGBT issues with local schools, in partnership with community organisations LGBT Youth and Dumfries & Galloway LGBT+.

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.

Table 1: Workforce results 2019/20

*Please note: A **positive** pay gap result indicates this group is paid **less** than the majority group. A **negative** indicates the group is paid **more** than the majority group. This follows the national reporting pattern.

%	Census 2011	Workforce 2015	Workforce 2017	Workforce 2019	Workforce 2020	Pay Gap*	Development	Promotion	Applied	Shortlisted	Appointed	Leavers
AGE												
>20	14.5	0	0.3	1.5	0.0	0.0	0.0	0.0	1.7	1.6	5.3	2.6
20-29		3.9	2.5	4.7	7.2	8.8	5.5	11.1	19.6	20.3	5.3	17.9
30-39	39.3	14.5	15.2	17.7	17.1	3.3	22.4	33.3	23.0	24.2	26.3	15.4
40-49		29.3	24.4	23.3	23.0	-5.2	23.3	44.4	24.8	24.2	26.3	17.9
50-59		38.8	35.1	36.6	34.7	-	37.9	11.1	22.2	22.5	21.1	12.8
60 +	29.5	13.5	22.5	16.2	17.0	-1.7	10.9	0.0	8.7	7.1	15.8	33.3
DISABILITY												
Yes	21.8	6	7	5.7	5.4	17.3	3.1	11.1	2.6	2.8	0.0	2.6
No	78.2	94	93	64	91.9	-	99.7	77.9	87.8	87.9	94.7	59.0
Not disclosed	-	-	-	30	2.7	-4.4	13.1	11.1	9.6	9.3	5.3	38.5
GENDER												
Female	51.5	63	63.9	64.5	63.4	7.5	69.6	77.8	73.9	72.0	89.5	61.5
Male	48.5	37	36.1	35.5	35.6	-	30.4	22.2	26.1	28.0	10.5	38.5
MARRIAGE/CIVIL PARTNERSHIP												
Married/ Civil Prtn	57.4	60	60	56.3	57.5	-	60.9	22.2	44.7	42.3	68.4	59.0
Co-habiting	N/A	5	6	7.7	7.2	0.1	4.3	22.2	11.7	12.6	5.3	10.3
Single	28.2	20	22	22.4	21.3	9.4	21.3	44.4	32.6	34.1	15.8	17.9
Divorced	8.7	6	7	6.2	6.9	0.5	6.4	-	5.7	5.5	10.5	-
Widowed	9.1	3	2	1.5	1.8	11.0	2.0	11.1	0.4	0.5	-	-
Separated	2.5	3	3	5.9	4.2	9.1	5.1	-	3.5	3.3	-	2.6
Not disclosed	-	3	-	-	1.2	-2.7	0.6	-	1.3	1.6	-	10.3
RACE												
White (UK)	96.5	90.5	92.3	91.1	89.5	-	92.4	100.0	91.7	91.8	94.7	84.6
White (Other)	2.0	6.3	6.0	6.0	6.6	-3.5	6.1	0.0	3.0	2.2	5.3	2.6
BME	1.2	2.9	1.9	1.2	1.2	-8.6	0.1	0.0	3.9	4.4	-	5.1
Not declared	-	0.3	0.0	1.8	2.7	-8.6	1.3	0.0	1.3	1.6	-	7.7
RELIGION or BELIEF												
None/atheist	34.7	4.3	3.5	26.5	28.7	-3.1	33.8	88.9	51.3	51.6	47.4	15.4
Christian - all	56.4	6.7	9.8	32.7	36.5	-	43.5	-	39.6	39.0	52.6	15.4
Other	0.8	0.0	2.2	0.9	0.9	-20.6	0.9	-	1.7	1.6	-	5.1
Not declared	8.1	89.0	84.5	39.9	33.8	-19.6	21.8	11.1	7.4	7.7	-	64.1

Table 2: Student results 2018/19*






6 Results for the 2019/20 term will be verified in late 2020









7 Results for age and gender are provided by CMIS as whole numbers. Aggregated figures for other protected characteristics were calculated to one decimal place. In some cases, figures were so small that rounding them up to whole numbers would be obscured the picture the figures present.

8 Results for sexual orientation and transgender status were too small to provide helpful comparative reporting and might identify individuals.

%	Census 2011	Enrolment	Early retention	Retention	Success
Average	-	-	91	75	61
AGE					
Under 16	N/A	12.4	89.0	75	57
16-19	N/A	32.2	92.0	76	60
20-24	N/A	14.4	93.0	83	69
25+	N/A	41.0	93.0	79	61
DISABILITY					
Yes	21.8	16.5	93.1	78.7	53.7
GENDER					
Female	51.5	52	90	73	60
Male	48.5	48	93	76	63
RACE					
White (UK)	96.5	93.6	91.8	78.3	54.4
White (Other)	2.3	3.9	94.2	79.9	64.9
BME	1.2	3.5	90.6	77.0	50.0
RELIGION or BELIEF					
None/atheist	34.7	64.6	93.0	79.0	53.0
Christian - all	56.4	19.4	91.9	77.4	55.9
Other	0.8	1.8	87.8	72.7	52.3
Not declared	8.1	14.6	90.9	77.1	59.9

EQUALITY AND DIVERSITY: Annual Report 2019

Not started		Complete		Progressing to plan		Some slippage but will complete by deadline		Will not complete by deadline	
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Project	Deadline	Action	Status	Progress report
Equality and Diversity Policy	Date dependent on legislation	Following pending legislative decisions by both the UK and Scottish Governments, produce formal Gender Identity Support Guidance for staff and students.		Consultation on the Gender Recognition Act in Scotland reopened late in 2019. This will close in March 2020, and a decision on the direction of legislation will follow later in the year. In the meantime, support is readily available from the E&D Officer and local support groups so students and staff are supported in appropriately expressing their gender identity.
	01/08/2019	Conduct a review of available HR policies to ensure compliance with legislation and incorporation of best practice.		New draft Code of Conduct, Guidance on Managing the Menopause and Policy on Prevention of Gender Based Violence produced.
Impact Assessment	01/06/2019	Update the Equality Impact Assessment template to include consideration of mental health issues, care experienced people, socio-economic status and veterans.		Completed July 2019. All strategies, policies and procedures published since this update include the new fields.
	01/05/2019	Delivered a half day training event for managers on Equality Impact Assess their plans, projects, activities, curriculum content and materials.		Initially delivered to cohort of 12 managers Course offered annually
	01/12/2019	Embed Equality Impact Assessment within the Outcome Agreement process so that it forms part of the development of the document from initial draft through to final version		Engagement protocol agreed with Quality Manager. Pilot EIA produced in tandem with ROA. To be finalise when ROA is signed off.
Training	01/05/2019	Provide and deliver a half day training event for managers on the application of Equality and Diversity law for their role.		Initially delivered to cohort of 12 managers Course offered annually
	01/09/2019	Produce staff annual update session on Equality Safe (Gender Based Violence), Business Law (Direct and Indirect Discrimination) and other subjects as appropriate.		Short staff face to face update rolled out to teams in February 2020.
	01/12/2019	Facilitate and present training for local private and public sector partners on equality law and gender identity.		Training presented to CIPD HR Professionals group, in partnership with PoliceScotland and the Council's Prevention of Gender Based Violence team.

Appendix 2

Project	Deadline	Action	Status	Progress report
	01/12/2019	Produce teaser social media posts to support DYW's #ajobforeveryone campaign	✓	Posts produced and shared each day of the campaign week by DYW and the College.
	01/06/2019	Design and deliver a one day course in D(deaf), Deafblind and British Sign Language awareness, for use by staff internally but also available to local public sector partners, businesses and individuals.	✓	Course designed and delivered by External Training Team. Popular with good evaluation results.
Reporting and Monitoring	01/08/2019	Undertake trend data gathering for protected characteristics for staff and students over a five year period.	✓	Process undertaken in July 2019 Master spreadsheets and template graphs for tracking progress produced to inform future reporting.
Advance equality of opportunity across the protected characteristics	31/03/2020	Enact and report on Gender Action Plan progress, including publication of individual Curriculum Area plans to address student gender occupational segregation.	➡	CM plans, full review of Gender Action Plan 2017-20 approved and published in December 2019. Draft Gender Action Plan 2020-23 core elements submitted for approval, due for publication in July 2020.
	31/08/2019	Enact the BSL Action Plan, including ongoing closer work with Access to Work to improve staff experience and provision of training for front line staff.	✓	'Sign of the Times' BSL and Deaf Awareness Course designed and delivered by External Training Team Key frontline staff trained Online BSL course undertaken by 32 staff across the College Online 'Interpreter Now' support for our staff secured through Access to Work
	31/03/2019	Apply for repeat Disability Confident licence	✓	New licence in place.
	31/03/2020	Kaleidoscope events held: 'Violence Unseen' national exhibit and supporting talk/film event on both campuses 'Breathing Space' bench launch – first College in Scotland to secure a bench through the scheme LGBT History Month – visit by LGBT Timeline exhibit to both campuses and launch of history month/drop in centre in Stranraer	✓	All events completed Excellent feedback from students and staff
	31/12/2019	Participate in the national Job Evaluation project to ensure fair and equitable pay levels in relation to work of equal value.	✓	Project completed to deadlines. Close working with Trades Unions to ensure equitable application of the process.

EQUALITY AND DIVERSITY: Annual Action Plan 2020

Project	Deadline	Action
Equality and Diversity Committee	31/03/2021	Consider, consult on, develop and facilitate approval of refreshed Equality Outcomes 2021-25, and overarching Equality Report 2021 to meet the requirements of the Equality Act 2010 Specific Duties (Scotland) 2012.
Equality and Diversity Policy	Dependent on legislation	Following pending legislative decisions by both the UK and Scottish Governments, produce formal Gender Identity Support Guidance for staff and students.
	01/07/2020	Conduct a review of HR policies required for the Transformation process to ensure compliance with legislation and incorporation of best practice.
	01/07/2020	In consultation with students and staff, design induction material and campaigns to establish a strong College culture at the start of each academic year, with a focus on eradicating harassment related to any of the protected characteristics.
	01/09/2020	In partnership with the HR team, design an auditing process for recruitment which ensures that the College actively addresses gender segregation and improves application and appointment rates where these are below the average for a protected characteristic.
Impact Assessment	01/08/2020	Ensure effective Equality Impact Assessment of the Transformation process
	01/09/2020	Mainstream the Equality Impact Assessment process through published guidance and training of those managers and staff who are producing policy or procedures
	01/12/2020	Embed Equality Impact Assessment within the Outcome Agreement process so that it forms part of the development of the document from initial draft through to final version
Training	31/12/2020	Ensure provision and effective use at both Campuses of Bystander Training for both staff and students to recognise and address gender based violence, in support of the Equally Safe national initiative.
	01/07/2020	Establish annual staff update sessions as part of the College calendar to ensure all staff are aware of their rights and responsibilities, and know of national best practice successes.
	01/08/2020	Update the core face to face Equality and Diversity training packages for presentation during 2020-21
Reporting and Monitoring	01/08/2019	Conduct a cross College review of reporting of harassment in relation to all the protected characteristics to ensure that our culture
Advance equality of opportunity across the protected characteristics	30/06/2020	Enact and report half yearly on Gender Action Plan progress, including publication of individual Curriculum Area plans to address student gender occupational segregation.
	30/06/2020	Enact and report annually on BSL Action Plan, including ongoing closer work with Access to Work to improve staff experience and provision of training for front line staff.
	31/12/2020	Contribute to the national Job Evaluation project to ensure fair and equitable pay levels in relation to work of equal value.