Equality and Diversity Report 2024

Dumfries and Galloway College

Contents

Summary

Dumfries and Galloway College is committed to promoting equality and celebrating diversity in everything we do. We work hard to foster a welcoming and inclusive culture for everyone across our College community.

This report outlines our successes. These include our invaluable partnership connections with public, private and third sector bodies, providing positive supportive opportunities for those within our community, including:

Dumfries and Galloway Carers Centre who have attended College and provided support to students who are or think they might be carers.

Our Educational Support Team – a cross college support group for Peer, Academic and Language Support for students who have resettled in the region or who have refugee status. The ambition of the group is to create a College Community where students with similar needs and backgrounds can meet and access targeted information and support. We work closely with partners such as Lifelong Learning, Massive Outpouring of Love and the D&G Multicultural Association and we also promote opportunities to engage with ESOL courses, study skills workshops and provide training on digital translation tools

Therapets **-** Our four-legged friends from Therapets visited the College to provide some support for well-being

Festive Care Packages/Food bank – We supported our students over the festive period by setting up a table with food from the food bank and providing care packages to take home for the 2-week holiday break. Donations were kindly received from several local supermarkets and friends of the Student Association.

Following on from the 'Here for You event', we as a team, wanted to help our students over the festive period by setting up a table with food from the food bank and providing care packages to take home for the 2-week holiday break. Donations were kindly

Toy Appeal - We asked staff for donations of toys to help students with children who were struggling to buy their children gifts at Christmas. This was successful as we received a high volume of donations, these were all distributed locally before the Christmas holidays.

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There is also transparent detail about our longer-term challenges, particularly in relation to our chosen Equality Outcomes 2021-25. These include pay gaps and occupational segregation, which are proving difficult to address at both local and national levels. Despite there being no simple solutions to these issues, innovation and a willingness to trial new approaches is key in finding the breakthroughs that will help to secure true equality.

This year we will have re-invigorated our Values project to embed a supportive College culture, build on our support systems for Wellbeing and good mental health, and extend our range of training options for students and staff to build confidence around equality issues. A key focus of our staff development, both academic and support, has been linked to 'Trauma Awareness' and recognising the impact that can have on students and staff. We continue to provide staff and students with the tools they need to foster an inclusive College culture.

The departure of the Equality Officer in January 2023 has had a knock-on effect on some of the work around Equality and Diversity. During the early part of the 2023/24 academic year, improved focus has been provided. This has included the review and update of the College Policy on Equality, Diversity and Inclusion and the re-establishment of the EDI committee, which now also includes a member of the College Board of Management.

With strong support from students, staff, and our partners, we are confident there will be a continued positive impact on the lives of everyone across our College community.

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 partners.

We aim to achieve equality for all by addressing discrimination in education and employment on the grounds of age, disability, gender, gender identity, marriage

and civil partnership, pregnancy and maternity, race, religion or belief, sex, 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.

Dumfries and Galloway College promotes equality, values diversity and encourages inclusion through its core values of:

➢ Here for you – Listening, caring, and respecting everyone.

➢ Act with courage – Pioneering, agile and continuously evolving.

➢ Deliver our promises – Committed to delivering action with pride.

➢ Uniting to succeed – Working together for a sustainable future for all.

Our College Profile

AGE

89% of our students enrolled on full time courses are under 30, although this figure changes dramatically if we include all enrolments e.g. part-time and distance learning courses whereby 39.55% of students are over 30. Our staffing establishment indicates that 97% of our staff are over 30.


Age breakdown - full time enrolments

Staff
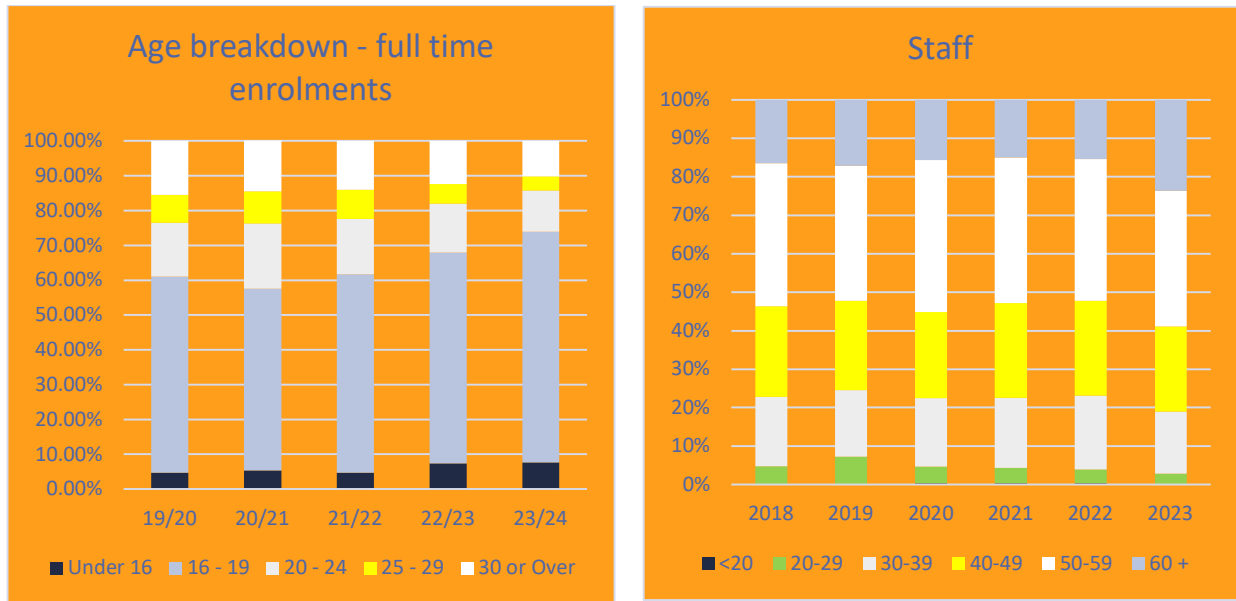
We have hosted workshops on College values, as part of our work on culture and values, and we plan to extend this work to ensure this disparity does not impact on our overall College culture and will involve Student Representatives and Student Association Officers as we define what values resonate with different groups of staff and students.

There is no evidence to suggest less favourable outcomes for students in relation to their age. We continue to promote equal opportunities for staff, age profiles are not included in the recruitment process to remove any barriers around unconscious bias. Our workforce monitoring suggests that our staff are developed and promoted fairly irrespective of their age.

DISABILITY

Our data indicates that 14% of our students disclose a disability. These students, in most cases, have similar average retention and success rates to those of the majority student body. A breakdown of the types of disability disclosed is shown below.
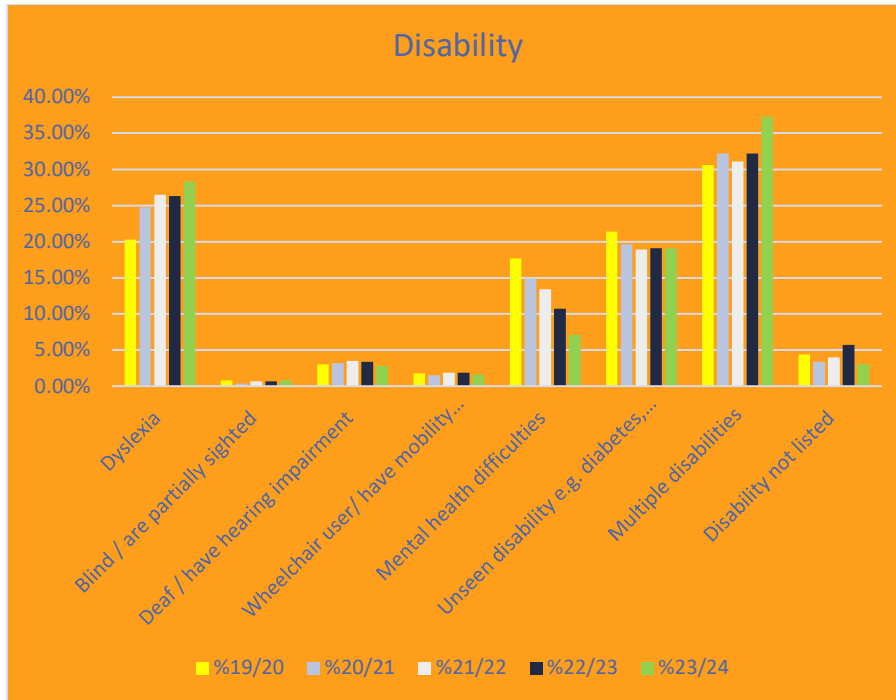

Students declaring a disability are assessed by our Student Support Team to ensure they have everything in place to succeed in their studies. There is consistent positive student feedback on the support received from the College.

We have digitised the 'Needs Assessment'; and our students are now getting this earlier in their learning journey meaning their support is in place for them starting their course. All students who disclose an additional support need on their application are contacted by our student adviser team now, whereas this previously only happened if the applicant specifically requested to be contacted.

We renewed our membership of the DWP Disability Confident Scheme in November 2021 (valid until November 2024) to ensure equality of opportunity in recruitment and retention of staff and contributed to the national Disability Employment Gap reduction project.

Our data indicates that 7% of staff choose to disclose a disability, while 3% actively decline to make a disclosure. This year in recruitment terms 7.2% of

applicants for posts declared a disability and 8.3% of candidates appointed had disclosed a disability.

Workforce: Disability Declaration Rate
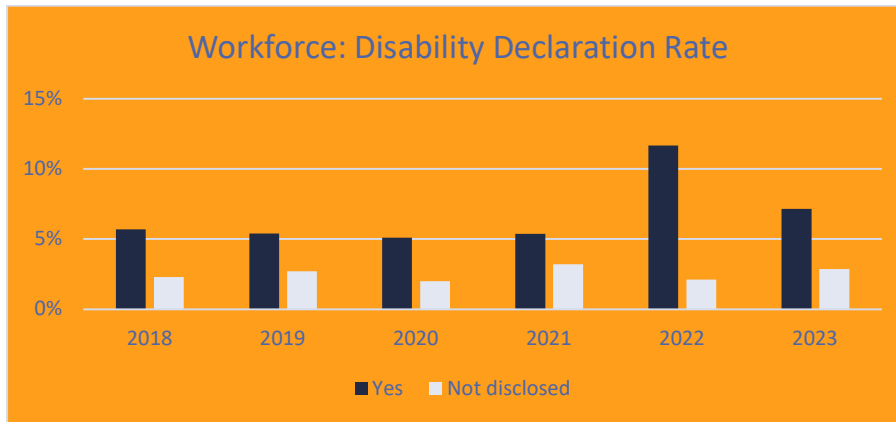
GENDER

Our Board of Management is 62.5% female (or 56.3% female if executive members are excluded).

The majority of our people – 68% of our staff and 51.8% of our students are female. 63.93% of our highest paid quartile are women.

Our statistics suggest that women and men are treated fairly through 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 profiles, 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.

Our mean Gender Pay Gap dropped from 7.3% to 6.25% over the course of this year, partly attributable to an additional female member of staff holding a senior position within the College, the median Gender Pay Gap dropped from 28.8% to 26.33%. 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	Male	Main roles within the quartile
Quartile 1	73%	34.50%	Cleaning, estates, and entry level administrative staff
Quartile 2	67%	37.25%	Administrative, academic support and external development staff
Quartile 3	65%	47.62%	Lecturing Staff and Managers
Quartile 4	59%	36.07%	Senior Managers and Lecturing Staff

Workforce by Gender
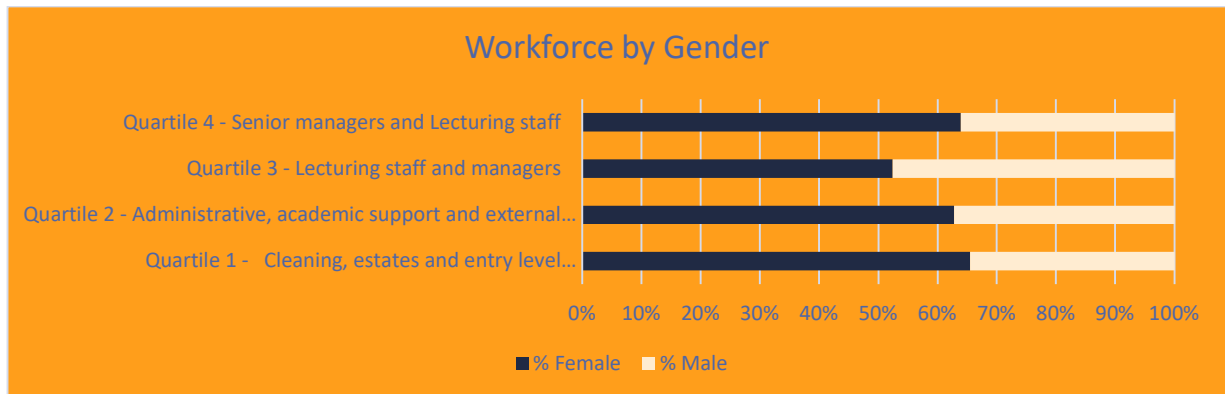
Notes

1. The Gender Pay Gap is calculated by comparing the mean average hourly rates for men and for women and expressing this as a differential percentage. We include all staff regardless of contracted hours or term time working.

2. Please note: Quartiles are difficult to determine for our organisation as the lecturer pay grade applies to 28% 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.

Sexual Orientation and Gender Identity

Around 6% of our students identify as LGBT+, remaining around the same level over the last four years and which is close to national estimates of population profile rates. 15.3% of students did not answer this survey question, a continued improvement on the 77.6% who did not answer when it was first introduced a decade ago.

0.7% of students identified as gender diverse (in response to the SFC question- do you or have you ever identified as being Trans?) this year. Another 51.6% of students stated that they preferred not to disclose their answer, while 73.2% stated that they identified as the gender they were assigned at birth, and 16.2% of students chose not to provide a response.

Students who identify as LGBT+ usually achieve similar retention and success results to those of the majority student body.
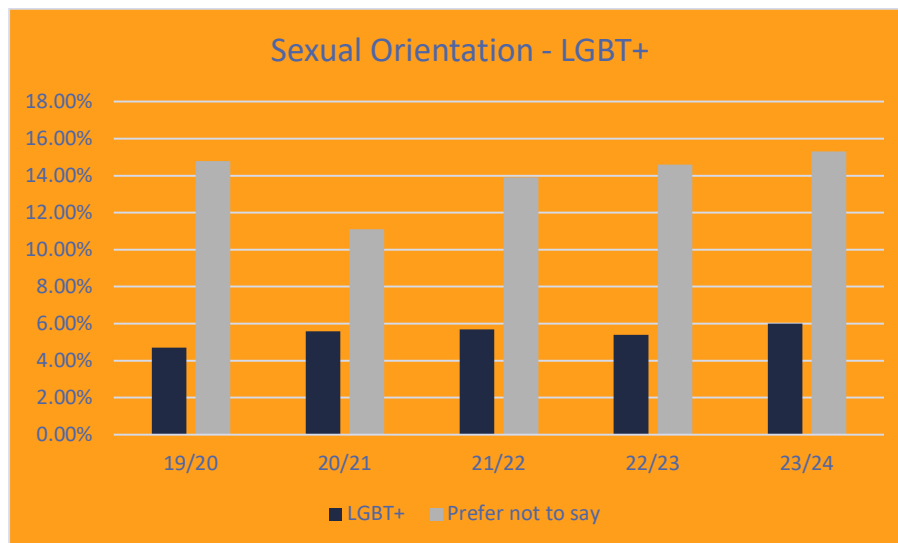
The number of staff who identify as LGBT+ remains too low to report without potentially identifying individuals. Statistics are collated across recruitment, development, promotions, and leavers to ensure that no unconscious bias is in play.

We currently have no staff who openly identify as transgender or non-binary. However, training and guidance are in place should a member of staff decide to transition or should a trans or non-binary colleague join us through the recruitment process. To ensure that wider peer support is available for LGBT+

staff across our workforce, we have an arrangement that our staff can access 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 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.

In person training on LGBT+ issues is available on demand for staff teams, classes, partner agencies such as the D&G CIPD Group, and as part of the induction package for lecturing staff. An outline of discrimination and harassment relating to LGBT+ people is included in our general 'Equality and Diversity Toolkit' training package.

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 for students who identify as gender diverse. We celebrate LGBT+ history with these two local partner agencies. Our Student Association hold "Here for You" events linking in with local partners and support agencies that may benefit our students, particularly during the cost-of-living crisis.

RACE
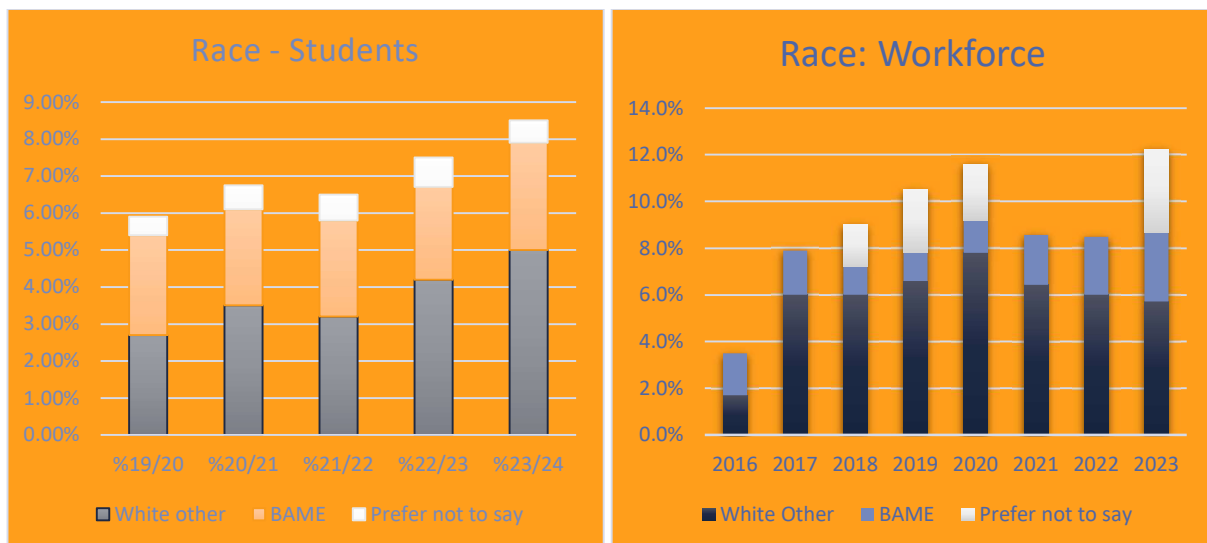
The ethnicity profile for our region is not diverse (1.2% of population).

In line with this profile, numbers of students and staff from diverse ethnicities are low but comparable, so our definitions have been aggregated into three categories – White (UK), White (Other) and BAME (Black, Asian and Minority Ethnic, BAME). The graphs above indicate students/staff who identify as BAME or White (Other) or prefer not to say.

Retention and success rates for White (Other) and BAME students are similar to those achieved by students who are White (UK).
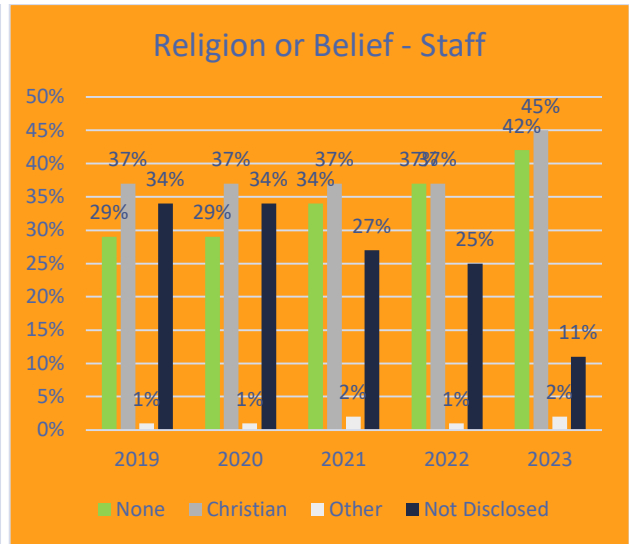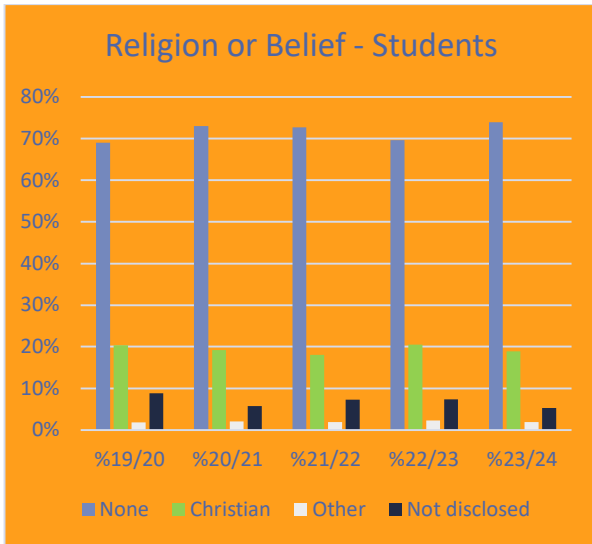
Our staff disclosure rates are encouragingly high. Our staff profile is slightly higher than the local population profile for BAME employees, and substantially higher for employees who are White (Other). The median Pay Gap for BAME employees is 12.51%, and for White (Other) is -14.30% (the negative indicates these employees earn more than the workforce average). A full breakdown by job role might identify individuals, as in percentage terms we have a low number of staff who identify as BAME or White (Other). This gap is due to the difference between support and lecturer pay rates.

Religion or belief

Profiles for our students and workforce differ for religion or belief, as shown below. 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.

Student profiles remain comparable in those who adhere to a formal religion. Students anectodely tend to have strong beliefs in sustainability, fairness, vegetarianism and veganism are covered by the legislation but are not measured. 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 are not a factor.

Our workforce non-disclosure rate is decreasing (40% in 2018 to 11% today) there is still a reluctance about disclosing this information.

Religion or Belief - Students

Legend: None, Christian, Other, Not disclosed

	%19/20	%20/21	%21/22	%22/23	%23/24
None	69%	73%	72%	70%	74%
Christian	20%	19%	18%	20%	19%
Other	2%	2%	2%	2%	1%
Not disclosed	9%	6%	7%	8%	5%

Religion or Belief - Staff

Legend: None, Christian, Other, Not Disclosed

	2019	2020	2021	2022	2023
None	29%	29%	34%	37%	42%
Christian	37%	37%	37%	37%	45%
Other	1%	1%	2%	1%	2%
Not Disclosed	34%	34%	27%	25%	11%

Equality Outcomes 2021-25

COVID	
Inequalities arising from the COVID crisis will be managed so that retention and success rates for our staff and students are maintained	
Relates to: Age, Disability, Gender & Sex, Gender Reassignment, Pregnancy/Maternity, Race, Religion or Belief, Sexual Orientation	
Actions	**Progress in 2023/24**
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	Monitoring reveals that retention and success rates for students across the protected characteristics remain stable. There is currently no evidence that students or staff across the protected characteristics are being further disadvantaged by Covid, but we remain vigilant.
Mainstream the Equality Impact Assessment process through supported completion for policies or procedures and publish the end of year results	Work continues to develop the EIA process to ensure it is being adopted in new and revised policies/procedures.
Equality Impact Assessment of all changes to policies, plans, procedures, and ways of working arising from the COVID crisis	Work continues to develop the EIA process to ensure it is being adopted in new and revised policies/procedures.

Retention and Success	
Student retention and success rates for each protected characteristic group closely resemble those of the majority average	
Relates to: Disability (Mental Health), Race (one profile), Religion/Belief (one profile)	
Actions	**Progress in 2023/24**
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	Retention and success rates for students across the majority of protected characteristics closely resemble the average rates for the student body as a whole. Low sample numbers for the 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.

Plan and implement academic year schedule of awareness raising Equality and Diversity events through collaboration between the Student Association and i-Matter Forum	We subscribe to the wellbeing platform Spectrum.Life. This offers our students access to mental health support, healthy lifestyle resources such as fitness videos and healthy eating recipes, and an online community for support and engagement. Our Student Association have successfully designed an online Wellbeing Pod which is an interactive section on our Student Portal (a project commended by the NUS). This was produced by students for students and features links to a wide range of information, local support groups and services.
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	Suicide Awareness Week and Suicide Intervention Workshops were held. Both face to face workshop and online delivery was made available to staff. A range of optional online CPD short courses on a variety of equality subjects is now available to all staff. A key focus of our staff development, both academic and support has been linked to 'Trauma Awareness' and recognising the impact that can have on students and staff. We continue to provide staff and student with the tools they need to foster an inclusive College culture.

Harassment and Hate Crime	
Incidents of harassment and hate crime will be reported and addressed, with accurate levels initially established and reduction over time	
Relates to: Gender & Sex, Gender Reassignment, Disability, Race, Religion or Belief, Sexual Orientation	
Actions	**Progress in 2023/24**
Review impacts and effectiveness of Harassment and Hate Crime Reporting Procedure	The College is no longer deemed a Hate Crime Reporting centre, although staff still have the ability to report incidents of hate crime via Adminet, which would be investigated. No reports have been made internally during this period.
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.	One 'Have your say complaint' was received relating to a complaint about equality and diversity. The complaint was investigated within 20 days. The outcome was not upheld, and no evidence was available to support the complaint.

Equalities Profile	
The staff and student profile for each faculty and function of the College will closely resemble the local population profile	
Relates to: Disability, Gender & Sex, Gender Reassignment, Religion or Belief, Sexual Orientation	
Actions	**Progress in 2023/24**
Reissue request for personal information across all protected characteristics to update records in advance of annual analysis of staff diversity profile.	The diversity profile for the region closely resembles the student profile for the College in relation to disability, gender & sex, gender reassignment. race and sexual orientation. Our staff profile has been updated following a request for staff to update sensitive information to ensure details are reflected in this annual report.
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.	The recruitment procedure has been reviewed and updated accordingly and now incorporates reference to College values as part of the recruitment process. The updated procedure included (like all new or refreshed policies/procedures) and equality impact assessment. Training of line mangers in regard to unconscious bias is in the planning stage. This year in recruitment terms 7.2% of applicants for posts declared a disability and 8.3% of candidates appointed had disclosed a disability.
Analyse student profile and gender segregation profile to inform actions for 2024/25	Disability related to mental health continues to result in less favourable outcomes for students, but there are a range of College wide initiatives in place to address this and to improve the mental health of students and staff as a whole. We have digitised the 'Needs Assessment'; and our students are now getting this earlier in their learning journey meaning their support is in place for them starting their course.
Ensure Values are embedded in all relevant policies and procedures relating to staff and students	Work continues to develop the EIA process to ensure it is being adopted in new and revised policies/procedures.

Pay Gaps	
We will reduce our Gender, Race and Disability Pay Gaps	
Relates to: Gender & Sex, Disability	
Actions	**Progress in 2023/24**
EIA all processes related to staffing structure as they occur to ensure fair outcomes for staff across the protected characteristics.	Our Gender Pay Gap has reduced from 7.3% and currently stands at 6.25%, attributable to occupational segregation. 73% of staff in our lowest paid quartile (cleaning and entry level administration) are women. We continue to promote equal opportunities for staff. Our workforce monitoring suggests that our staff are developed and promoted fairly across the range of protected characteristics.
Act on national Job Evaluation recommendations on completion of the centralised project.	The National Job Evaluation project remains ongoing across the Scottish college sector. There is still a significant amount of ongoing dialogue between College Employers Scotland and the Strategic HR Network and the Trade Union about the direction of travel for implementation. As such, it has not been possible to make any progress on this action.

Equality and Diversity Progress Report 2023/24

Complete	✔	Progressing to plan	➡	Slippage	⚠	Deleted	✗

Outcome	Deadline	Action	Status	Progress report
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	✔	Data collected and analysed.
	31/12/2023	Mainstream the Equality Impact Assessment process through supported completion for policies or procedures and publish the end of year results	➡	Work continues to develop the EIA process to ensure it is being adopted in new and revised policies/procedures.
	01/02/2024	Equality Impact Assessment of all changes to policies, plans, procedures and ways of working arising from the COVID crisis	➡	Work continues to develop the EIA process to ensure it is being adopted in new and revised policies/procedures.
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	✔	Data collected and analysed.
	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	✔	We subscribe to the wellbeing platform Spectrum.Life. This offers our students access to mental health support, healthy lifestyle resources such as fitness videos and healthy eating recipes, and an online community for support and engagement. Our Student Association have successfully designed an online Wellbeing Pod which is an interactive

Outcome	Deadline	Action	Status	Progress report
				section on our Student Portal (a project commended by the NUS). This was produced by students for students and features links to a wide range of information, local support groups and services.
	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	✔	Suicide Awareness Week and Suicide Intervention Workshops were held. Both face to face workshop and online delivery was made available to staff. A range of optional online CPD short courses on a variety of equality subjects is now available to all staff. A key focus of our staff development, both academic and support has been linked to 'Trauma Awareness' and recognising the impact that can have on students and staff. We continue to provide staff and student with the tools they need to foster an inclusive College culture.
Harassment and Hate Crime	31/12/2023	Review impacts and effectiveness of Harassment and Hate Crime Reporting Procedure	✔	No reports have been made internally during this period.
	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.	✔	One 'Have your say' complaint received and investigated accordingly
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.	✔	Our staff profile has been updated following a request for staff to update sensitive information to ensure details are reflected in this annual report.

Outcome	Deadline	Action	Status	Progress report
	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.	→	The recruitment procedure has been reviewed and updated accordingly and now incorporates reference to College values as part of the recruitment process. The updated procedure included (like all new or refreshed policies/procedures) and equality impact assessment. Training of line mangers in regard to unconscious bias is in the planning stage
	31/12/2023	Analyse student profile and gender segregation profile to inform actions for 2024/25	✔	There has not been a significant change in profile across any of the protected characteristics. Some additional steps taken to assess student needs earlier in their learner journey.
	01/04/2024	Ensure Values are embedded in all relevant policies and procedures relating to staff and students	→	Work continues to develop the EIA process to ensure it is being adopted in new and revised policies/procedures.
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.	✔	Our workforce monitoring suggests that our staff are developed and promoted fairly across the range of protected characteristics.
	31/03/2024	Act on national Job Evaluation recommendations on completion of the centralised project.	⚠	Movement on this action has been delayed due to ongoing dialogue at a national level across the sector. Agreement has not yet been reached.