Dumfries & Galloway College

Board of Management
Human Resources Committee

Date: 12 February 2019   **Time: 11:30 am**   **Room: 2009**

A G E N D A   **Presented by**

1	Welcome and Apologies for Absence		JB
2	Declaration of Interest		JB
3	Minute of Meeting of 13 March 2018	(attached)	JB
4	Matters Arising not on the Agenda		
	4.1 Board Members' Access to "SaveNet"	(verbal)	MY
	4.2 Equality & Diversity Interactive Workshop	(verbal)	JB
5	Equality and Diversity Report	(attached)	SL
6	National Bargaining/Union Engagement/Job Evaluation	(verbal)	MY
7	New Principal Recruitment - Update	(attached)	BJ
8	Management Structure Update	(attached)	CT
9	HR Strategy, Workforce Plan and Workforce for the future	(attached)	MY
10	Digital Skills Staff Development Plan	(attached)	MY
11	Strategic Risk Register	(attached)	CT
12	Staff Survey September 2018	(attached)	MY
13	Any Other Business		JB
14	Date and Time of Next Meeting – (TBC) Sep/Oct 2019		

Board of Management – Human Resources

Minute of Meeting of the Human Resources Committee of the Board of Management of Dumfries and Galloway College held on Tuesday 12 February 2019, 11:30 am in Room 2009

Present:	Janet Brennan (Interim Chair)	Ros Francis
	Carol Turnbull	Rob Orr

In attendance: Brian Johnstone, Chair of Board of Management
Michael Youd, Head of Human Resources
Sue Livermore, Equality and Diversity Officer (Agenda item 5)
Ann Walsh, Secretary to the Board

Minute Taker: Heather Tinning, Executive Team Assistant

1   Apologies for Absence

Apologies for absence were intimated on behalf of Ian White and Stuart Martin. Janet Brennan has taken on the position of Interim Chair in Stuart Martin's absence.

The Secretary to the Board confirmed the meeting was quorate.

2   Declaration of Interest

Members agreed to indicate declarations of interest as appropriate throughout the meeting.

3   Minute of Previous Meeting of 13 March 2018

The Minute of meeting from 13 March 2018 was approved.

4   Matters Arising (not on the Agenda)

4.1 Board Members' Access to "SaveNet"

The Head of Human Resources confirmed that members should all have access to the college discount website SaveNet. He advised that Human Resources are looking at a replacement from the current provider, which all Board members will also be given access to.

4.2 Equality and Diversity Interactive Workshop

The (Interim) Chair reported that she had attended the Equality and Diversity Interactive Workshop and that she found it to be a very useful and positive event. Members also discussed an Equality and Diversity Workshop facilitated by the Equality and Diversity Officer in the college, attended by both Board Members and staff, who had appreciated the work done in this area by the College. The HR Committee members welcomed future sessions jointly with staff.

5   Equality and Diversity Update

The Equality and Diversity Officer spoke to the report which had been issued, and accompanying Appendices, including:

- Appendix 1 – Summary of progress against last year's action plan
- Appendix 2 – Proposal of Action Plan for the coming year
- Appendix 3 – Meeting the colleges' national statutory reporting requirements

The E&D Officer spoke of the key points including:
- The Information meets the required guidance and includes the college key strategic core themes
- Curriculum Managers are undertaking individual Gender Plans to try and address the Gender Gaps
- The college has better staff declaration rates, including ie religion, sexuality

Members welcomed the paper and commented that the information was very clear. The E&D Officer reported that the SFC are looking next to engage with men in terms of particular roles that are more female orientated. Following a query on addressing the gender pay balance, the Head of HR advised that the new job evaluation may help towards this issue.

Following a discussion on the Veterans, the Principal confirmed that the Vice Principal Learning & Skills and Head of Planning & Quality had recently attended a Veterans event. The VP L&S had also met with Councillor Archie Dryburgh, in terms of actively working with and supporting Veterans at college.

Members noted the content of the Equality and Diversity Report and the three Appendices.

6   National Bargaining/Union Engagement/Job Evaluation
The Head of HR provided an update, including:

Support Staff Job Evaluation
In terms of the Support Staff Job Evaluation, the Implementation date was September 2018. The Project Launch date was anticipated to be around February 2019, but will not commence until confirmation of funding is received from the Scottish Funding Council (SFC). The college will receive an allocation from a £10m bid for re-grading and an allocation from the £2m bid for the process. There is a commitment that all costs will be met by the SFC but the allocation is not yet known. The Head of HR advised that staff members in the college have been seconded to undertake preparatory work for grading.

Terms and Conditions – Support Staff/Pay Deal
In terms of Terms and Conditions, there is a National Working Group looking at Terms and Conditions for Support Staff. In terms of the Support Staff pay, a national deal has been agreed up to 2020.

GTCS – General Teaching Council for Scotland
The Head of HR advised that Professional Standards move to GTCS in April 2019. GTCS have a working group at present comprised of Colleges Scotland, EIS, GTCS and Scottish Government.

The Head of HR reported that representatives from GTCS were in college yesterday presenting the college with a certificate for achieving accreditation for college procedures in September 2018.

Lecturing Staff
The Head of HR reported that no agreement had been reached at the last NJNC. There is no additional funding and therefore any increases being requested would need to be sought from own college efficiencies. Also that the working group looking at terms and conditions has now disbanded.

There are still two dates scheduled for strike action, with no further dates arranged at this stage. In terms of the college activity during the recent strike dates, the Dumfries campus remained open with approximately 20% of classes running, with approximately 2/3 of staff out on strike on both dates, slightly below the national average. With regard to Stranraer, the campus ran almost as normal.

The Principal reported that the Deputy First Minister had written to the Unions to advise that their claim was not affordable.

Members thanked the Head of HR for the update.

7   New Principal Recruitment - Update

The Chair of the Board spoke to the report which had been issued, providing members with the recruitment timetable and interview dates. A sub group has been established comprising of Board Chair, (Brian Johnstone), Vice Chair, (Delia Holland), Head of HR, (Michael Youd) and Board Secretary (Ann Walsh). ASPEN People have been engaged by the college to assist with the recruitment process.

Members noted the process.

8   Management Structure Update

The Principal spoke to the report which had been issued, providing the committee with a copy of the final College Management Structure approved by the Board of Management in June 2018. The Principal advised that all positions were now filled. In terms of the post Head of Development (Crichton Campus) the college is hosting this position, with additional funding allocated for some admin support. The Principal advised that the role is not part of the College Management Team, however has been included in the chart in terms of reporting. Members asked that the structure be updated to make this relationship clear.

The Principal advised that early indications show that the new structure is working well. The Executive Leadership Team meetings were widened to include monthly College Leadership Team meetings which allow for a wider contribution in terms of influencing strategy, development and operations of college. The Curriculum Managers have now been in post for 18-months, and a review will be undertaken in June 2019. Development is ongoing for the Curriculum Managers at this stage.

Actions:
- The Head of HR to update the Management Structure accordingly to show that the Head of Development is not part of the College Management Team, although included in the chart in terms of reporting
- A report to be presented to the HR Committee in October on the review of the Curriculum Manager Posts

9   HR Strategy, Workforce Plan and Workforce for the future

The Head of HR presented a report on the HR Strategy and Workforce Plan on direction of travel at the last HR Committee meeting. He spoke to the report presented to the committee today, as an update of the work being undertaken with regards to Workforce Planning, Staff Development and Workforce for the Future.

The Head of HR confirmed that a report will be presented at the next HR Committee meeting in October, which states the clear direction for the College Workforce Plan and HR Strategy.

Members endorsed the holding position and await the output of the national work being undertaken.

10   Digital Skills Staff Development Plan
The Head of HR spoke to the report which had been issued, providing an update on the work undertaken in terms of staff development, in particular Digital Skills. A JISC delivery tool has been rolled out to staff, which allows staff to reflect on their own digital capabilities. This has been piloted across curriculum and support staff, with an initial analysis done on a particular co-hort. When a collective outcome from the delivery tool is known, the college may look at wider training sessions if required.

The All Staff Session arranged for 22 February, includes a presentation on Core Skills for e-learning from Dr Stephen Littler.

Members noted the work undertaken to this point and endorsed the direction set out in the report.

11   Strategic Risk Register
The Principal spoke to the report which had been issued, directing members to the main risk 3.5, to which the committee has oversight for.

Members discussed and agreed that the risk factor remains at red

12 Staff Survey 2018
The Head of HR spoke to the report which had been issued following an online Staff Survey completed September 2018. The Head of HR reported that the results were positive in all areas. In terms of the weakest area this was identified for questions relating to the Senior Management Team. The Head of HR asked members to note that the survey was completed about the time that there was a change in the structure. Members discussed their concern over the low response rate of just over 1/3 of the workforce, and ways forward to increase the return and asked for a more detailed analysis of the data to be provided. The survey is undertaken every 2 years.

Next steps include 'You Said We Did Approach', sharing results with the staff.

Actions:
• The Head of HR to circulate more detailed analysis of the results to the HR Committee
• Interim Chair Janet Brennan to share information from the last survey with the Head of HR

13 Any other business
None

14 Date and time of Next Meeting October 2019 (date to be confirmed).

Board of Management

Minute of Meeting of the Human Resources Committee of the Board of Management of Dumfries and Galloway College held on Tuesday 13 March 2018 at 11:30 am in Room 2009

Present:	Stuart Martin (Chair)	Janet Brennan
	Carol Turnbull	Ian White
	Rob Orr	Ros Francis

In attendance:	Brian Johnstone, Chair of Board of Management
	Michael Youd, Human Resources Manager
	Heather Tinning, Executive Team Assistant
	Sue Livermore, Equality & Diversity Officer (Agenda item 5)
	Ann Walsh, Secretary to the Board

1   Apologies for Absence

There were no apologies received. The Chair welcomed Michael Youd, Human Resources (HR) Manager to his first Human Resources Committee meeting and also Sue Livermore, Equality & Diversity Officer, attending to provide an update on Equality and Diversity.

The Secretary to the Board confirmed the meeting was quorate.

2   Declaration of Interest

Members agreed to indicate declarations of interest as appropriate throughout the meeting.

3   Minute of Previous Meeting

The Minute of meeting from 10 October 2017 was approved.

3.1 Staff Development 2016-17

The HR Manager gave an update regarding staff development. He advised that work is ongoing with Dundee University in terms of the Teaching Qualification in Further Education (TQFE) training. He reported that 92% of Staff had completed the PREVENT training, advising that Dumfries and Galloway College is the highest performing college across Scotland, in terms of the PREVENT training.

4   Matters Arising

4.1 Board Members' Access to "SaveNet"

The Principal reported that the college pay a licence for the college discount website, allowing all employees access to the website, and advised that she will pursue whether this can be extended to include Board Members.

Action: The Principal to report back on Board Members' Access to SaveNet

4.2 Invitation to Equality and Diversity Committee Meeting

HR Committee Members are invited to attend an Interactive Workshop to be arranged for the end of November 2018. The Board Secretary confirmed that the e-learning Equality Training package had been completed by all Board Members.

Action: The Board Secretary to confirm date of the Equality and Diversity Interactive Workshop with HR Committee Members

5   Equality and Diversity Update

The Equality and Diversity Officer spoke to the report, which included a summary of progress achieved in 2017 and activities planned for 2018.

Progress achieved in 2017 includes:
- Equality and Diversity Framework now in place
- Equality and Diversity Committee established
- Equality & Diversity Policy has been reviewed
- Impact Assessment has been reviewed
- Created a range of development and training packages, some bespoke for specific groups:
  - Uptake to date: 250 students and 130 staff

Plans for 2018 include:
- Data capture and embedding of monitoring procedures that will result in annual production of core key performance indicators
- Effectively raise awareness of the new Equality and Diversity Policy Statement and Policy across the College, including production of a user friendly leaflet making both staff, visitor and student rights and responsibilities clear.
- Introduce an Equality Impact Assessment training package and guidance for managers across all functions

During discussion and on hearing of some of the training being provided, Committee Members suggested that some of this more specific training would be very helpful for Committee and Board Members. The Principal requested that Members direct any interest and questions through the HR Manager.

Board Member Janet Brennan volunteered for the role of Equality and Diversity Champion.

The Principal advised that she had asked the HR Manager to look at an appropriate Award Submission to recognise the work and also the pro-active work from the Equality and Diversity Committee.

Decision: The Committee endorsed Janet Brennan's offer to carry out the role of Equality and Diversity Champion

Action: Board Members to direct any questions relating to Equality and Diversity through the HR Manager in the first instance

The Chair thanked the Equality and Diversity Officer for the report.

6   National Bargaining Update

The HR Manager spoke to the report, which had been issued highlighting key points, including:
- There is currently work under way at a national level to progress the policy areas detailed in the National Recognition Procedure Agreement (NRPA). Discussions are ongoing between both groups of Trade Unions and Employers Association to find agreement regarding these terms and conditions.

- A job evaluation scheme has been selected for support staff. This is the Further Education Role Analysis (FEDRA) scheme. Work is underway to agree the approach to this between the Employers' Association and the Trade Unions.
- At the end of 2017, a tribunal decision against Glasgow City College regarding the status of a £100 payment made to staff as part of an unconsolidated pay award was made. There is a potential impact on Dumfries and Galloway College of this, and a guidance note will be issued with regards to how to settle this matter for affected staff.

The Principal provided an update on delivery of payment, advising that harmonisation costs for 2018/19 are included in an Indicative Letter of Funding received from the Scottish Funding Council (SFC). The Principal advised that it is unclear going forward that the ongoing costs will be met for the Sector. There has been no indication for additional support, in terms of the Cost of Living Pay Awards. Public sector pay policy is currently:
- 3% for those under £36,000
- 2% for those over £36,000

The Principal and her Team are meeting on a regular basis to discuss the Draft Budget for 2018-19.

Members noted the report.

7   Management Structure Update

The Principal spoke to the report, which had been issued. The purpose of the report was to inform members of a proposed organisational restructure. Due to the sensitive nature of this proposal which will impact on current staff it was requested that the paper be kept confidential to allow proper consultation with staff and their union representatives.

The Principal reported that following various discussions, including finding some progression opportunities for support staff, it had been decided not to appoint another Vice Principal, and highlighted proposed changes, including:

- Re-focus of the Vice Principal Performance and Planning's current role, to include Business Development and External Commercial Income
- Appoint new positions, including:
  - Head of Corporate Services
  - Administration Manager
  - Director of Planning and Quality
  - ICT Technician

Following the resignation of the ICT Manager, a new position has been considered to undertake some of the current duties. There is a Senior Network Administrator presently within the ICT team. The new proposal for an ICT Technician would allow for the skill set in the team to be maintained.

The Principal reported on an approximate increase on the salary costs for the proposed structure of £46,000 per annum. The Principal advised that some initial discussions had taken place with relevant staff and will continue with other staff members. A meeting will also be arranged with the Unions prior to issue of the Proposed Structure to staff for consultation.

The Principal advised of a target date for implementation as the end of May 2018. Positions would be advertised internally initially.

The Principal also reported on the requirement to have a Data Protection Officer. The post at Dumfries and Galloway College will be shared with 2 other establishments and will be based here for one day a week. The cost to the College is estimated to be approximately £11k.

Decision: The HR Committee recommend the proposals to the Board of Management

8   Workforce Planning

The HR Manager spoke to the report which had been issued, as an update to the paper issued at the last HR Committee meeting, advising that the college is currently working on data gathering and establishing the future need. The HR Manager and Vice Principal Learning and Skills have been discussing the current workforce in terms of the Lecturing Side and the best model for delivery in terms of Learning and Teaching across the college. This involves reviewing the number of Academic weeks and the impact on support staff on term time contracts, and impact on student support funding.

The HR Manager reported on current work being undertaken, including:
- In terms of HR data, update staff qualifications, experience and skills
- Developing a Staff Engagement Survey
- To review and launch a new Staff Development Policy
- To incorporate Workforce Planning within the HR Strategy

The HR Manager advised that as part of the new General Data Protection Regulations (GDPR) the college require to have an Information Asset Register, and confirmed that the current iTrent system holds a range of personal staff details, including contact information and qualification details. Work will be undertaken to ensure GDPR compliance.

Decision: The HR Committee endorsed the aims of the Workforce Plan within a wider refresh of the HR Strategy and the approach being utilised

Brian Johnstone left the meeting

9   Internal Audit Report – Sickness Absence

The Principal spoke to the Internal Audit Report, advising that the Report had been presented by the Internal Auditor at the last Audit Committee meeting of 21st February 2018. Members noted the conclusion of Reasonable Assurance. Following discussion on the average working days lost owing to sickness absence, the HR Manager advised that following each Academic Year the information in relation to the average working days lost could be included in the Annual Report.

Members noted the report.

10   Strategic Risk Register

The Principal spoke to the report which had been issued, advising that the Strategic Risk Register is now presented at every Board Committee meeting to allow the opportunity for members to look at any relevant risks specific to their Committee.

Members noted the content of the Strategic Risk Register and that no amendments were required.

11   Any other business
None.

12 Date and Time of Next Meeting
The date and time of the next HR Committee meeting has been provisionally arranged for Tuesday 9th October, 2018 at 11:30 am.
Action: The Board Secretary to clarify the date and time of the next meeting, following confirmation of the Board and Committee Schedule for 2018-19

Human Resources Committee

Equality and Diversity Reports 2019

Introduction

This report summarises our progress against last year's action plan (Appendix 1), proposes our action plan for the coming year (Appendix 2) and meets our national statutory reporting requirements (Appendix 3).

Purpose of Report

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

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010

- advance equality of opportunity between people of different groups

- foster good relations between people from different groups.

In addition to the general duty, the College has specific duties under the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 (amended in both 2015 and 2016) to:

- report progress on mainstreaming the public sector equality duty

- publish equality outcomes and report progress

- assess and review policies and practices (impact assessment)

- gather and use employee information

- publish the number of men and women board members

- publish gender pay gap information

- publish statements on equal pay and occupational segregation for gender, race and disability

- consider award criteria and conditions in relation to public procurement

- publish in a manner which is accessible.

The above reports must be noted at managerial and Board level, then published on the College's public facing website by 1 April 2019. This report has been noted by the Equality and Diversity Committee (29th January 2019) and the College Leadership Team (23rd January 2019). Following submission to the Human Resources Committee (12 February 2019), it will be submitted for note by the Board of Management (19 March 2019).

Recommendation

The Human Resources Committee is asked to note the content of the three attached reports.

Michael Youd
Head of HR
29 January 2019

EQUALITY AND DIVERSITY: Annual Report 2018

Not started	■	Complete	✔	Progressing to plan	➡	Some slippage but will complete by deadline	▲	Will not complete by deadline	✘

Project	Deadline	Action	Status	Progress report
Equality and Diversity Framework	31/10/2018	Review Equality and Diversity Framework as first annual cycle nears completion.	✔	The framework was informally reviewed. Since its inception, there have been no issues arising which would require a redesign of the structure.
	01/03/2019	Review progress towards Equality Outcomes within the framework in line with statutory requirements	✔	The statutory reports have been combined to produce a holistic view of progress. These have been scrutinised and approved by the Board, the College Leadership Team and the Equality and Diversity Committee prior to publication on 1 April 2019.
	01/03/2019	Produce pay gap reports to cover all protected characteristics in line with statutory requirements	✔	
	01/03/2019	Produce mainstreaming report in line with statutory requirements	✔	
Equality and Diversity Committee	01/12/2018	Consider, develop and approve the Equality and Diversity Annual Report 2018 for consideration at CLT level and provision for note at Board level.	✔	Complete.
	01/03/2019	Consider, develop and approve the Equality and Diversity Annual Plan 2019 prior to consideration at CLT level and provision for note at Board level.	✔	Complete. This year's plan includes sections on our Gender Action Plan and British Sign Language Action Plan.
	01/03/2019	Review outcomes and mainstreaming duties and analyse pay gap information in advance of formal statutory reporting	✔	Complete. Outcomes will be fully reviewed and replaced for April 2021.

Project	Deadline	Action	Status	Progress report
Equality and Diversity Policy	01/10/2018	Effectively raise awareness of the new Equality and Diversity Policy Statement and Policy across the College, including production of a user friendly leaflet making both staff, visitor and student rights and responsibilities clear.	✔	The new policy was published both internally and externally. The face to face training session available to both students and staff includes the principles of equality and diversity legislation which are covered by the policy.
	01/04/2018	Produce and embed Transgender policy, guidance and procedure	■	Both UK and Scottish Governments are currently reviewing the law in relation to gender identity following extensive consultation. Currently only the rights of people who choose to undergo transition are protected, but consideration is being given to self-identification and the treatment of gender fluid and intersex people. There are procedures and checklists in place to ensure that our staff and students are supported, but publication of a definitive policy can only take place once the legislative framework is made clear by both governments.
Impact Assessment	30/06/2018	Introduce an Equality Impact Assessment training package and guidance for managers across all functions	✔	A half-day face to face training package was presented to managers from across the College in February 2018.
	01/04/2019	Prioritise and schedule a review of all existing College policies and procedures through the new EIA system	✔	The SoSEP Project, Regional Outcome Agreement and all strategies and policies which have been reviewed in the last year have been Equality Impact Assessed

Project	Deadline	Action	Status	Progress report
	01/04/2019	Contribute to the Advance HE/Scottish Funding Council project to produce guidance on producing Equality Impact Assessments for Outcome Agreements for the FE and HE sectors in Scotland.	✔	Draft guidance is in the final stages of production. The group will meet to finalise details in May 2019. Guidance will be issued to enable Universities and Colleges to submit compulsory Equality Impact assessments on their Outcome Agreements as part of the next funding round.
Training	01/04/2018	Introduce and embed a matrix of Equality and Diversity training packages to meet College needs for the year including induction, impact assessment, managing people, curriculum content and specific packages to address emerging issues	✔	Training on Equality and Diversity Legislation, Gender Identity and Bullying and Harassment are now available for use at the request of team managers or lecturers. These are tailored to meet the needs of curriculum areas in collaboration with lecturing staff. In 2017/18, 8 Board members, 117 staff and 241 students received this training. For 2018/19 so far, 6 Board members, 25 staff and 247 students have been trained. In addition, an Equality and Diversity exercise was used as the icebreaker at our All Staff Day in June 2018.
Reporting and Monitoring	01/06/2018	Undertake data gathering project to produce up to date comparative results for equalities characteristics for staff and students, and pay gap monitoring for staff	✔	Complete. Results are included in the Equality and Diversity statutory reports.
	01/04/2018	Produce standard monitoring report template for annual and half yearly reporting.	✔	Complete.

Project	Deadline	Action	Status	Progress report
Advance equality of opportunity across the protected characteristics	01/09/2018	Enact and report half yearly on Gender Action Plan progress	✔	The Gender Action Plan was reported on and reviewed in June 2018. This review resulted in the inclusion of additional activities to support equality on the grounds of gender identity and to make the link between gender work and wider equalities work clearer.
	31/10/2018	Prepare and publish BSL Action Plan in partnership with Dumfries and Galloway Council, PoliceScotland Division V and NHS Dumfries and Galloway to effectively consult with the local D(d)deaf and Deafblind community and produce a plan to meet the statutory requirements of the BSL (Scotland) Act.	✔	An initial consultation was held in Dumfries in May 2018, with follow up consultation events in Stranraer and Dumfries in October 2018 to approve the draft plan. Nearly 30 people attended overall. The plan was published on 24th October 2018 in both English and BSL as required by the Act.

EQUALITY AND DIVERSITY: Annual Plan 2019

Not started	■	Complete	✔	Progressing to plan	➡	Some slippage but will complete by deadline	▲	Will not complete by deadline	✘

Project	Deadline	Action	Status	Progress report
Equality and Diversity Committee	01/12/2019	Consider, develop and approve the Equality and Diversity Annual Report 2019/20 for consideration at CLT level and provision for note at Board level.		
	01/03/2020	Consider, develop and approve the Equality and Diversity Annual Plan 2020/21 prior to consideration at CLT level and provision for note at Board level.		
Equality and Diversity Policy	Date dependent legislation	Following pending legislative decisions by both the UK and Scottish Governments, produce formal Gender Identity Support Guidance for staff and students.		
	01/08/2019	Conduct a review of all HR policies to ensure compliance with legislation and incorporation of best practice.		
Impact Assessment	01/06/2019	Update the Equality Impact Assessment template to include consideration of care experienced people, socio-economic status and veterans.		
	01/05/2019	Provide and deliver a half day training event for managers on how to Equality Impact Assess their plans, projects, activities, curriculum content and materials.		
	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		

Project	Deadline	Action	Status	Progress report
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.		
	01/05/2019	Provide and deliver a half day training event for managers on how to Equality Impact Assess their plans, projects, activities, curriculum content and materials (see impact assessment section).		
	01/09/2019	Produce new training session options on Hate Crime, Equally Safe (Gender Based Violence), Business Law (Direct and Indirect Discrimination) and other subjects as required.		
	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.		
Reporting and Monitoring	01/08/2019	Undertake trend data gathering for protected characteristics for staff and students over a five year period.		
Advance equality of opportunity across the protected characteristics	31/03/2020	Enact and report half yearly on Gender Action Plan progress, including publication of individual Curriculum Area plans to address student gender occupational segregation.		
	31/03/2020	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.		
	31/03/2019	Apply for appropriate level of Disability Confident recognition as previous licence comes to an end.		
	31/12/2019	Participate in the national Job Evaluation project to ensure fair and equitable pay levels in relation to work of equal value.		

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.
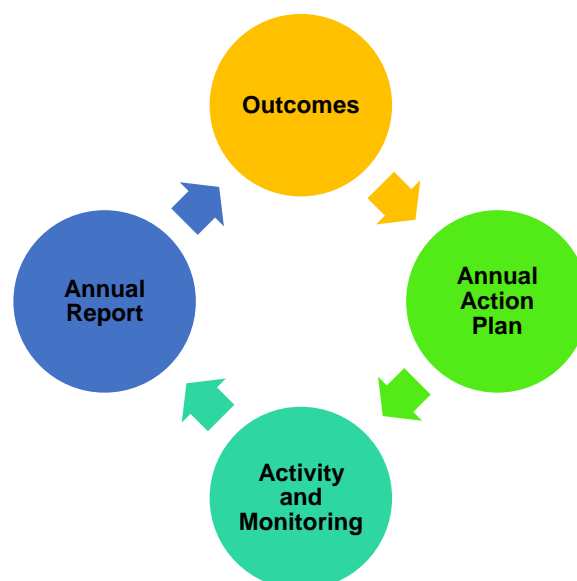
3.1   Outcomes

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 equalities profile. 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.
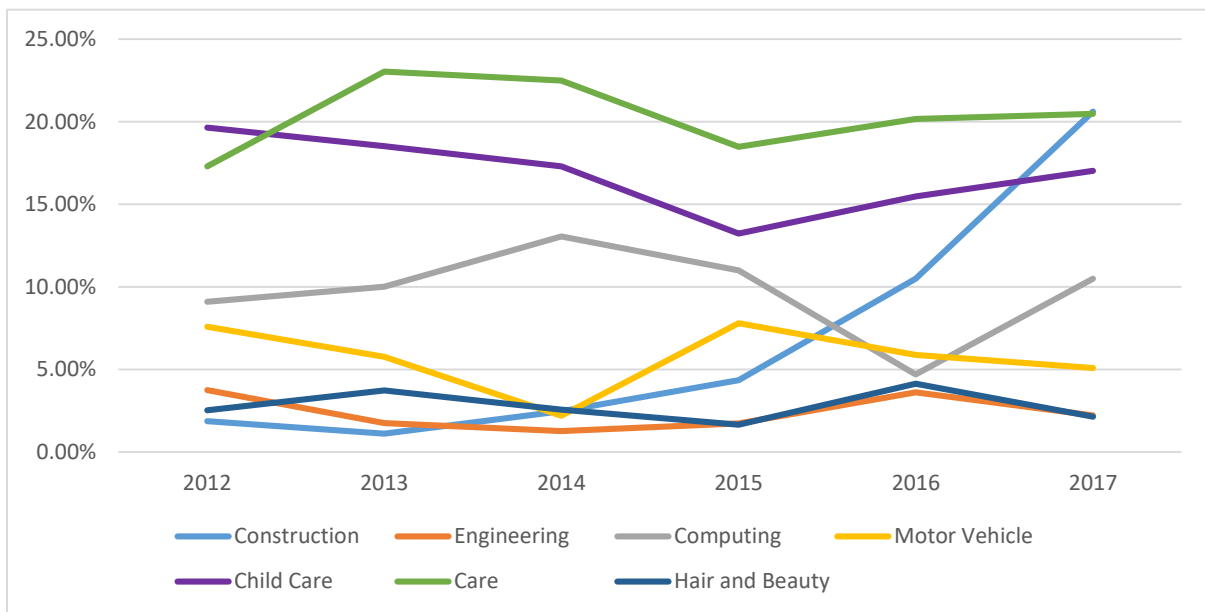
Figure A: Rate of under-represented gender enrolment for subjects with a >25:75 gender split
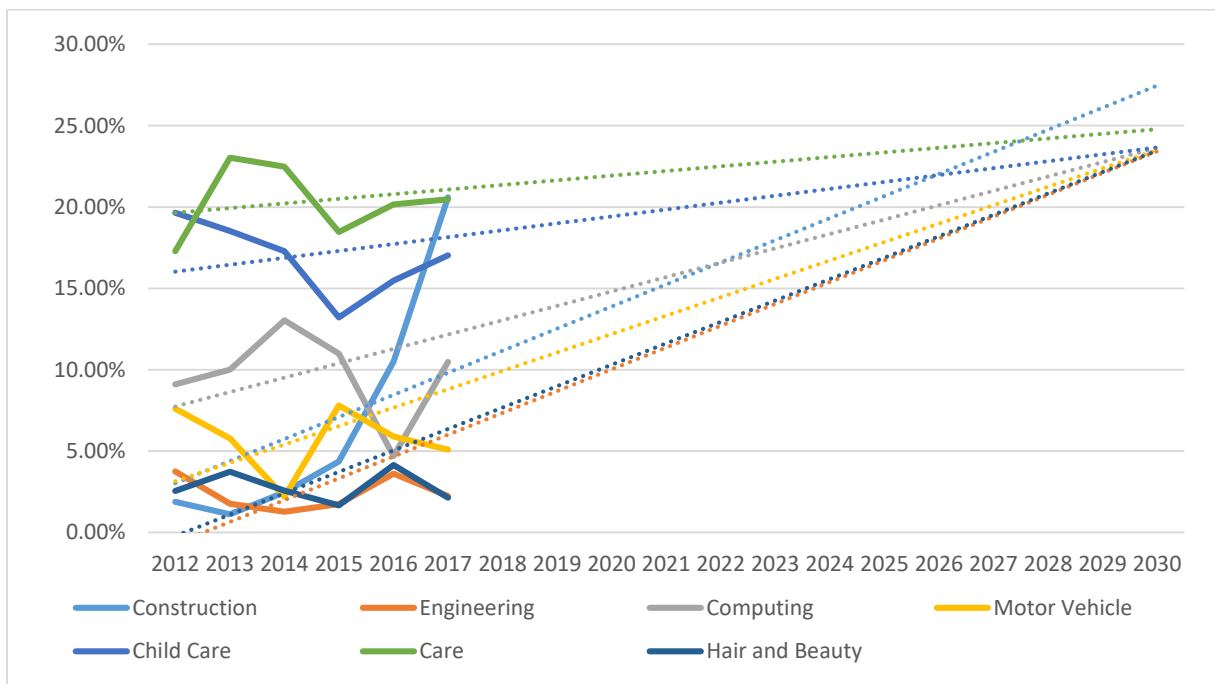
Figure B: Trend line illustration versus actual results for each subject if a 25:75 split rate is to be met by the 2030 target

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 below reflects the volume and proportion of credits achieved for students in relation to their disability, gender and ethnicity. Results are above target for both disability and ethnicity profiles.

	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%	000
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

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.

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 the 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 in 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 PoliceScotland 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(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)	1st Quartile (female)	2nd Quartile (female)	3rd Quartile (female)	4th Quartile (female)	Gender Pay Gap Managers (> £40k)	Gender pay Gap minus Cleaners /Administrative	UK Gender 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 our discrimination, it should 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

Human Resources Committee

Principal and Chief Executive Recruitment – Update

1.   Introduction

The recruitment process commenced in December 2018 as approved by the Board of Management on 11 December 2018 and ASPEN People were recruited to be our partners to assist in this process.

Board Members and Staff have been kept up to date with progress and this report summarises where we are to date.

2.   Progress
2.1   Recruitment Timetable

- Post Advertised - Friday 18 January 2019
- Closing Date - Monday 11 February 2019
- Longlist Interviews - Wednesday 27 February 2019
- Short-list Interviews - Thursday 7 March 2019

The recruitment process is on track and the sub-group overseeing the process are in regular contact with ASPEN People and are also receiving weekly updates from them.

2.2   Long-List Interviews – 27 February 2019:

These will take place at the ASPEN People offices in Glasgow.

2.3   Short-List Interviews – 7 March 2019:

These will take place at the Dumfries Campus of the college and will take part in two sections ie:
1) 'Room A'
- Final details to be further developed and confirmed, but will include a short presentation followed by time for questions and answers.
- The 'audience' in this room will consist of Board Members, Student representation, Staff representation and representatives from our Key Stakeholders. I have been in touch direct with a number of Stakeholders.

2) 'Room B'
- Formal interviews will take place in this room
- The panel will also receive the short presentation
- The panel will receive feedback from 'Room A'

3.   Recommendations

Members are asked to note progress

Brian Johnstone
Regional Chair
5 February 2019

Human Resources Committee

College Management Structure

1   Introduction

1.1   The purpose of this paper is to provide the Committee with a copy of the final College Management Structure as approved by the Board of Management.

2   The Report

Subsequent to the HR Committee and Board meetings on 13 March 2018, and following a staff consultation period, a final structure diagram and details of vacancies were issued for internal applications. June Holland, Head of Curriculum, informed the college of her intention to retire at the end of June 2018 and this (replacement) post was also advertised internally, alongside the other posts. Multiple applications were received for all posts followed by a shortlisting and interview process. All vacancies have now been filled.

The final structure diagram is attached for the Committee's information

There has been one amendment since the structure was approved by the Board of Management. The post of Head of Development (Crichton Campus) has been added to the structure, reporting into the Principal. This is an SFC funded post that the College is 'hosting' on behalf of the funding council and the Crichton Campus Leadership Group.

3   Recommendation

3.1   The final College Management Structure is attached for information.

Carol Turnbull
Principal
February 2019

College Management Team

Dumfries & Galloway College

Principal and CEO

- **Head of Finance**
- **Head of Human Resources**
- **Head of Development (Crichton Campus)**
- Executive Assistants

Vice Principal — Learning & Skills

- **Head of Curriculum — Professional Services**
  - **Curriculum Manager** — Hair & Beauty
  - **Curriculum Manager** — Health, Social Services and Prince's Trust
  - **Curriculum Manager** — Early Years Education and Supported Programmes
  - **Curriculum Manager** — Hospitality, Sport and Fitness
- **Head of Student Suppport & Guidance**
- **Head of Curriculum — STEM**
  - **Curriculum Manager** — Engineering & Automotive
  - **Curriculum Manager** — Creative Industries
  - **Curriculum Manager** — Built Environment
  - **Curriculum Manager** — Business, Accounting and Computing
  - **Stranraer Campus** Manager
- Professional Development Manager

Vice Principal — Business Development & Corporate Services

- **Head of Business & Community Development**
- **Head of Planning & Quality**
  - **Quality and Student Records Manager**
  - **Central Admin Support** Manager
  - **Marketing & Admissions** Manager
- **Head of Corporate Services**
  - **Facilities Supervisor**
  - **ICT Manager**
  - **Business Systems Manager**

WORKFORCE PLANNING, STAFF DEVELOPMENT AND 'WORKFORCE FOR THE FUTURE' – UPDATE

1 Purpose of the Report

The purpose of the report is to provide an update to members of the work being undertaken with regards to Workforce Planning, Staff Development and 'Workforce for the Future'. A paper has previously been presented to the committee to outline key areas of workforce planning and a progress update as at March 2018.

2 Background

The national position around staffing has moved on since the previous update on workforce planning. The topic of 'workforce for the future' was raised at the Employers Association residential in September 2018 through a number of discussions. It is now clear that a national approach and direction is being considered which will have an impact on the direction taken by Dumfries and Galloway College.

The HR and OD Strategy group intends to revisit the work previously undertaken for the sector and update it in line with the current climate. The initial work was completed on 6th February 2019 where the key HR and OD priorities for the sector are, with a view to presenting the outputs at the next available Employers Association Executive meeting. A copy of this report will be provided to committee members when it is completed and has been presented to the Employers Association.

As previously reported to this committee, the curriculum planning process includes a review of the staffing and skills mix to ensure that we are best placed to meet the needs of our students. The work being undertaken as part of the South of Scotland Skill and Learning Network will also impact on this.

3. Current Position

At present the current position has not changed from the last committee meeting as a result of the above.

The Curriculum has moved to teach in 3 blocks of 12 weeks to better accommodate the changes to Lecturing terms and conditions and provide students with the best possible service through contact time and assessment and milestone planning.

4. Staff Data

As part of a number of data gathering exercises the data held for staff has been updated and revised, particularly around equality and diversity and staff qualifications.

5. HR Strategy

At the previous HR Committee, it was proposed to relaunch the HR Strategy to put more focus on the workforce planning element of the Strategy. It is recommended that this strategy is put on

hold to allow the national work to be completed. This would still place it within the timeframe for review set out in the current HR Strategy. It would also allow the New Principal time to understand the College and have an input into the Strategy.

6. Recommendation

The Staffing Committee is asked to endorse the holding position and await the output of the national work being undertaken. A further report will be presented to the Committee at the October meeting stating the clear direction for the College Workforce Plan and HR Strategy.

Michael Youd
Head of HR
February 2019

Human Resources Committee

DIGITAL SKILLS AND STAFF DEVELOPMENT

1 Purpose of the Report

The purpose of the report is to provide an update to members of the work being undertaken with regards to Staff Development and in particular Digital Skills.

2 Background

Staff Development and Digital Skills have been major areas of work for the Human Resources Team over the past 6-9 months resulting in the launch of a digital capabilities programme and achieving General Teaching Council for Scotland accreditation for our revised Staff Development policy and procedures.

3. Programme

3.1. Digital Capabilities

As a College, we need to look at not only how we improve our service through technology and importantly how we prepare our learners for employment and life in a fast moving digitally developing world.

This programme looks to measure the existing digital capabilities of staff across Dumfries & Galloway College. This process will help us to build a staff development programme ensuring that staff are digitally proficient and confident in the workplace and in their home life (digital wellbeing). To facilitate this process, the College has procured the JISC Discovery Tool which has been designed to allow staff to reflect on their digital capabilities.

TIMESCALES

Phase 1:   Complete

• College Leadership Team
• Professional Development Manager and Team
• Curriculum Managers
• ICT Team
• Human Resources

Phase 2:   Ongoing

• Curriculum Areas - Built Environment, Engineering and Automotive, Care, Business and Computing

- •   Stranraer Campus Manager and Stranraer Administration
- •   Business Development
- •   Corporate Services: Business Systems Team and Facilities and Estates Teams
  -     Central Administration Support Team

Phase 3:   **From 1st March onwards**

- •   Curriculum Areas - Hospitality and Sport, Hair and Beauty, Childcare, Creative Industries
- •   Board Members
- •   Princes Trust and Project Search
- •   Planning and Academic Quality
- •   Student Support and Guidance
- •   Finance and Student Funding

3.2. Staff Development – Professional Review and Development

The HR Team along with the Professional Development Manager have been working to create a new Staff Development and Professional Review and Development (PRD/SD) policy and procedure. Initially this review was undertaken to allow the College to comply with the General Teaching Council for Scotland standards, but should be rolled out to support staff also.

The revised procedure will be launched over the coming weeks and puts a focus on reflection against any relevant standards for the post (i.e. professional standards for lecturers, CIPD Roadmap for HR etc.) and the requirements for the post set out in the job description. This should allow a much more focussed and targeted, employee led approach to staff development.

4. Recommendation

The HR Committee is asked to note the work that has been undertaken to this point and endorse the direction set out above.

Michael Youd
Head of HR
February 2019

Human Resources Committee

Strategic Risk Register

1   Introduction

1.1   The purpose of this paper is to provide the Committee with the opportunity to review the College's Strategic Risk Register.

2   The Report

2.1   The Principal and Executive Management Team routinely review the Strategic Risk Register to reflect the risks the College is facing and the mitigation that will be applied to each risk. There are currently 22 strategic risks, 5 of which are rated 9 (Amber = Significant risk) or above.

2.2   **Committee Reporting**

The Strategic Risk Register is now presented at each Committee and members are asked to pay particular attention to risks pertaining to the work of that Committee. The end column on the Risk Register has been amended to include the name of the Committee who would have 'oversight' of that risk, so that members can focus on these in their discussions. There is still the opportunity to discuss other risks at full Board meetings.

Changes have been made to the following:

- Risk No 2.6 - 'Failure to achieve credit targets'
  The likelihood has been reduced to 1. The College is currently only 400 credits short of its overall target and is confident that these will be achieved prior to the year end. The ring fenced Early Learning and Childcare credit target has been achieved.

- Risk No 2.7 – 'Insufficient Student Support Funding to meet Demand'
  Following confirmation from SFC that the College will receive the full additional funding allocation requested the likelihood of this risk has been reduced to 1.

- Risk No 3.5 – 'Industrial Relations Problems'
  No change to risk factors but updated to highlight that EIS are currently undertaking Industrial Action.

- Risk No 3.9 – 'Failure to reach aspirational standards in learning, teaching and service delivery'
  Latest PI reports indicate that there is no significant improvement in retention rates at either HE or FE level. The likelihood of this risk has been increased to 3 and the impact increased to 4. This risk is now Amber.

3   Recommendation

3.1   It is recommended that the Committee consider and, if so minded, approve the Strategic Risk Register.

Carol Turnbull
Principal
February 2019

Post Holders	Board	Board of Management	HoC	Head of Curriculum	HoSS&G	Head of Student Support
	ELT	Executive Leadership Team	HoP&Q	Head of Planning & Quality		& Guidance
	CLT	College Leadership Team	HoF	Head of Finance		
	PRIN	Principal	HoHR	Head of Human Resources		
	VPL&S	Vice Principal Learning & Skills	HoBD	Head of Business Development		
	VPBD&CS	Vice Principal Business Development	HoCS	Head of Corporate Services		

Score	Impact	Likelihood
1	Routine	Remote
2	Minor	Unlikely
3	Significant	Possible
4	Major	Probable
5	Critical	Very likely

Risk Number	POTENTIAL CONTRIBUTING FACTORS				TREATMENT				POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring				Responsibility /Committee Oversight
1	**Strategic and Structural**												
1.1	Failure of College strategy to meet the needs of Dumfries and Galloway Region and/or national priorities (eg Employability, DYW, attainment, articulation)	4	4	16	• Robust strategic planning • Effective environmental scanning • Strong partnerships • Clear links between strategy and practice • Concerted demands for increased activity levels	4	1	4	• Robust monitoring via ROA • Clear performance metrics • Amendment of strategic direction/plans • Rolling curriculum review				Board, ELT BoM
1.2	College may be disadvantaged by changes to either UK or Scottish Government policies	4	3	12	• Effective environmental scanning • Negotiation/influence at national level	4	2	8	• Review of changes and amendment of strategic direction/plans • Financial strategy sensitivities				ELT BoM
1.3	College disadvantaged by changes arising from UK leaving European Union	3	4	12	• Negotiation/influence at national level • Review of activities/ projects • Responsiveness to new opportunities	2	2	4	• Review of changes and amendment of strategic direction/plans/ curriculum • Financial strategy not ESF dependent				ELT BoM

Key to Risk Estimation/Score based on scale of 1 – 5 for impact/likelihood: Green (1-8) = Minor Risk: Amber (9-15) = Significant Risk; Red (16-20) = Major Risk; Purple, (>21 - 25) = Fundamental Risk

Post Holders					
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Risk Number	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility/ Committee Oversight
2	**Financial**									
2.1	Change in SFC Funding Methodology and Allocation – Reduction in Funding	3	3	9	• Negotiation/influence at national level • Contingency plans for reduced funding	2	3	6	• Advance modelling of new funding methodologies and allocations • Monitoring impact of changes • Amendment of strategic or operational direction/plans • Financial strategy sensitivities	ELT F&GP
2.2	Failure to achieve institutional sustainability	5	4	20	• Protection of funding through dialogue with SFC • Robust annual budget-setting and multi-year financial strategic planning (from 2018-19) • Effective budgetary control • Where required, swift action to implement savings	4	3	12	• Regular monitoring of budgets • Regular review of financial strategy and non-core income sensitivity	CLT F&GP
2.3	Salary and conditions of service pressures outstrip ability to pay	4	4	16	• Influence within Employers Association • Management of staffing expenditures	4	3	12	• Expenditure modelling • On-going discussions with staff • Financial strategy sensitivities	ELT HoHR F&GP

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2	**Financial (cont.)**									
2.4	Financial Fraud	4	3	12	• Strong financial controls: segregation of duties and review of transactions • Review of impact of any changes in structure or duties • Whistleblowing arrangements	3	2	6	• Continuous review of financial controls • Internal Audit programme	HoF Audit
2.5	Scotland's Colleges Foundation refuses/withholds funding for key College priorities	5	3	15	• Only £25,000 of unallocated funds remain. Appropriate bid arrangements in place	3	2	6	• Monitor and advise Board of Management	HoF F&GP
2.6	Failure to achieve credit (activity) target	5	3	15	• Real time monitoring system • Identify & implement additional/alternative provision where required	4	1	4	• Continuous review of progress v targets. Current shortfall of approx. 450 credits – expected to achieve target, including ELC target	ELT HoC HoP&Q F&GP
2.7	Insufficient Student Support Funding to meet demand.	4	5	20	• Strong financial monitoring • Possible opportunity to request additional in year funding	4	2	8	• Continuous monitoring of demand v funding allocation • Ongoing dialogue with Scottish Funding Council. Confirmation received from SFC that full amount of additional funding requested would be allocated	PRIN HoF F&GP

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring			Responsibility /Committee Oversight
3	**Organisational**											
3.1	Legal actions; serious accident; incident or civil/criminal breach	4	5	20	• Adherence to legislative and good practice requirements • Positive Union relations and staff communication • Effective management development programmes	3	2	6	• Monitoring and reporting in key areas – eg H&S, equalities, employee engagement • Continuous professional development • Internal audit programme • Staff surveys			ELT BoM
3.2	Reputational Risk – Loss of reputation with key stakeholders	4	3	12	• Marketing strategy • Positive marketing approaches	4	2	8	• Stakeholder engagement • Social media monitoring arrangements			PRIN VPBD&CS HoP&Q BoM
3.3	Disasters – eg Fire, MIS Failure, Failure of Emergency Procedures	5	4	20	• Sound systems of administration • Clear fire and disaster recovery arrangements • Staff CPD	5	1	5	• Business Continuity Plan including scenario testing			VPBD&CS VPL&S HoCS BoM
3.4	Failure to meet Prevent and related obligations	5	3	15	• Prevent training • Staff awareness and contingency planning • Engagement/practice sharing with local agencies	5	1	5	• Business Continuity Plan including scenario testing • Information sharing with local agencies			VPBD&CS HoCS **BoM**

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	Risks	Impact	Likelihood	Score		**Mitigation Actions**	Impact	Likelihood	Score	**Monitoring**			Responsibility /Committee Oversight
3	**Organisational (cont.)**												
3.5	Industrial Relations Problems (including industrial action)	4	5	20		• Adherence to legislative and good practice requirements • Positive Union relations and staff communication • Effective management development programmes • Industrial action continuity planning		5	20	• Regular union/management dialogue • Regular employee engagement monitoring • Open communication with staff • EIS currently taking industrial (including strike) action.			ELT HoHR HR
3.6	Failure to achieve ambitions of ICT strategy; strategy and development is ineffective	4	4	12		• Planning, careful phasing of changes to processes and systems • Effective management of ICT arrangements	4	2	8	• Regular review/reporting on milestones, systems effectiveness etc • Regular CPD			VPBD&CS HoCS Audit
3.7	Breach of ICT/Cyber security	4	3	12		• Effective management of ICT arrangements • Active ICT/data security monitoring and cyber security policy	4	2	8	• Staff CPD on cyber security issues • Regular security monitoring/testing • Cyber resilience plan			VPBD&CS HoCS Audit

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility /Committee Oversight
3	Organisational (cont.)									
3.8	Breach of data security/data protection	5	4	20	• Effective management of ICT arrangements and GDPR compliance • Mandatory staff CPD and awareness raising on data protection (relative to role)	4	2	8	• Active data protection monitoring and auditing • Effective information and data security policies in operation • Regular data security monitoring/testing • GDPR Action Plan	VPBD&CS, HoCS Data users Audit
3.9	Failure to reach aspirational standards in learning, teaching and service delivery	4	3	12	• Clear quality arrangements and priority actions • Continuous self-evaluation and action planning • Rigorous CPD arrangements in place • Regular classroom observation and learner feedback arrangements	4	3	12	• Comprehensive monitoring of key PIs and student/staff feedback • Regular Stop and Review events • External review and validation findings • Current PI report indicates no significant improvement in retention at this moment	VPL&S, VPBD&CS HoP&Q HoC L&T
3.10	Failure to achieve/maintain compliance arrangements, eg contracts; awarding bodies; audit	4	3	12	• Robust strategic planning and monitoring • Effective environmental scanning • Strong partnerships • Clear links between strategy and practice	2	2	4	• Effective internal monitoring/review/verification arrangements • External review findings	PRIN CLT Audit

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3	**Organisational (cont.)**									
3.11	Failure to meet the deadlines in our successful bid to SoSEP regarding the provision of Hub and Spoke model for Engineering, Construction and Care	3	4	12	• Robust project planning in place and feedback via EMT to Board of Management • Clear and consistent approach to the project with Borders College • Independent scrutiny through clerk of works (for building works) • SFC involvement at all stages of the project	3	3	9	• Curriculum development planning through L&T Committee • Overall project through regular Board of Management updates • Further scrutiny through SoSEP Board	PRIN VP BD&CS VP L&S BoM
3.12	Failure to reach contractual agreement with CITB regarding delivery of Construction related Apprenticeships	4	4	16	• National issue, discussions with CITB, SQA now escalated to include SDS and Scottish Government • Request to defer new qualification until 2019/20 being considered by SQA regulatory body	4	4	16	• Principal actively involved in national discussions • Detailed scenario planning regarding costs of delivery and impact on college currently being completed • Curriculum Manager involved in national forum exploring options	PRIN VP L&S CM BoM

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