Equality and Diversity Report 2022

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 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, our introduction of a new reporting system for harassment and our embedded Equality Impact Assessment procedure. We have supported and adopted several key national projects and toolkits, such as the Equally Safe toolkit to address Gender Based Violence (GBV), the FE/HE Anti-Racism Campaign toolkit, the guidance provided through the Trans-Edu Community of Practice and the national Scottish Government led action plans to reduce Disability and Race Employment Gaps.

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 use 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. We will establish an Allyship Month as part of our annual awareness schedule, and provide staff and student with the tools they need to foster an inclusive College culture.

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.

Our College Profile

AGE

80% of our students are under 30, while 95% of our staff are over 30.
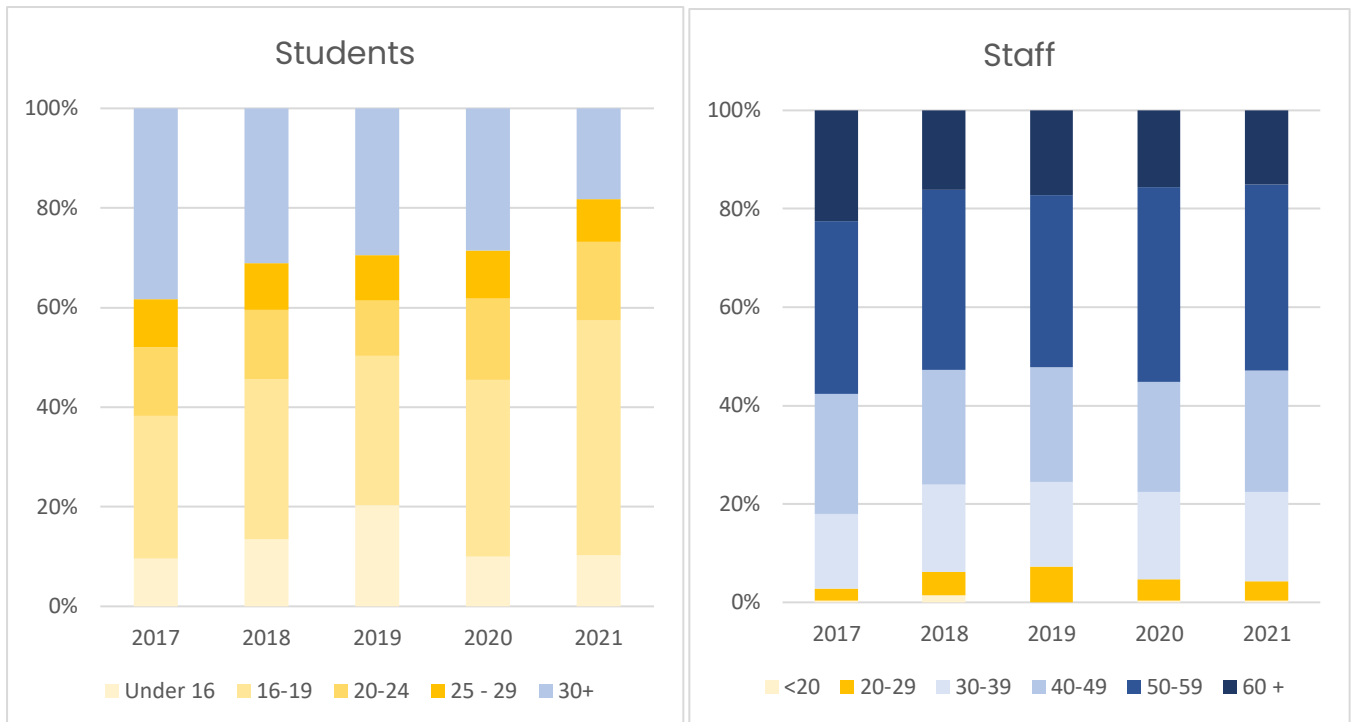
To ensure this disparity does not impact on our overall College culture, the current project to identify our Values will involve Student Representatives and Student Association Officers as we define the behaviours should arise from our Values.

There is no evidence to suggest less favourable outcomes for students in relation to their age. Our workforce monitoring suggest that our staff are developed and promoted fairly in relation to their age. Voluntary severance, as we might expect, attracts staff close to retirement age which helps to change our overall demographic.

This year we have seen encouraging signs that younger applicants are reaching the appointment stage of the recruitment process. However, given that lecturing posts in particular tend to attract people who have already had a career in an industry, and given the relative stability of our workforce, it may take time for there to be a noticeable change in our age profile.
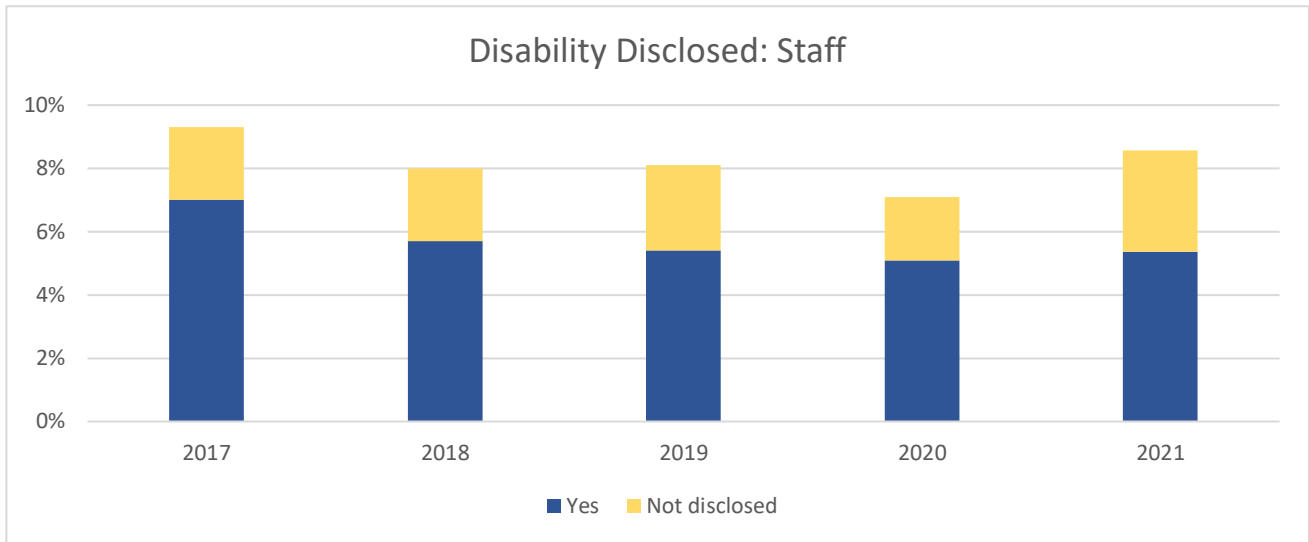
DISABILITY

Just under 20% 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.
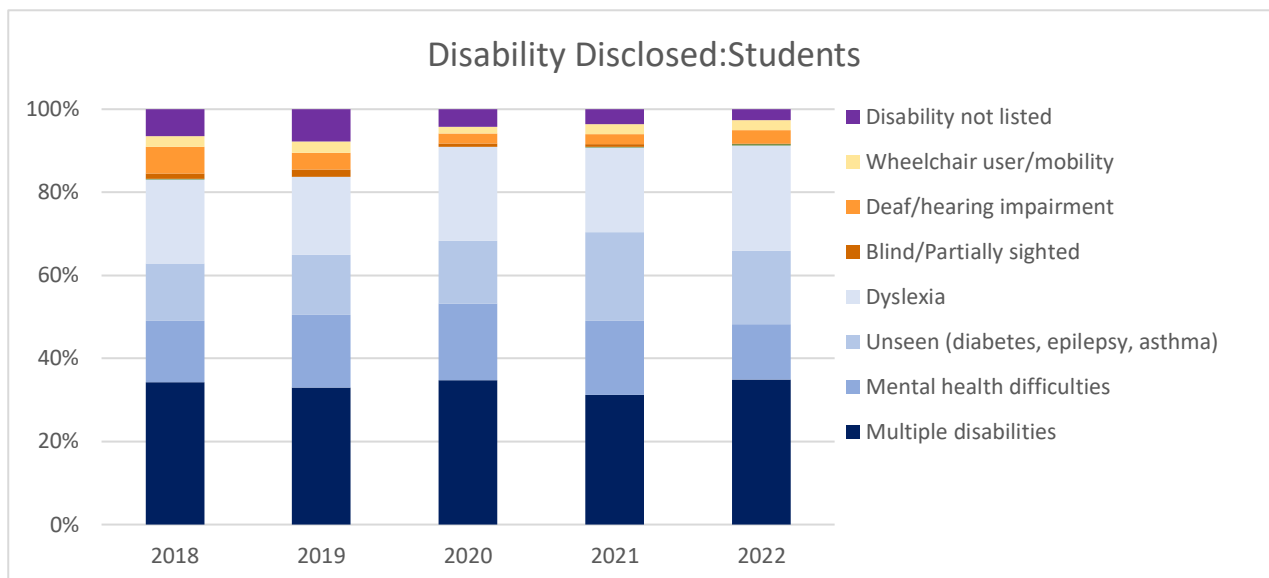
Students declaring a disability are assessed by our Student Support Team to ensure they have everything in place to succeed in their studies. There is consistent positive student feedback on the support received from the College. We are vigilant for measures which wil ensure dignity of students with disabilities. For example, to protect the dignity of staff and students with medical exemptions to COVID measures, such as wearing masks, we operate the 'I will CARE' green lanyard campaign. This ensures that those unable to comply are not continually challenged.

However, there is one disclosure group which does tend to experience less favourable outcomes. This is students who disclose a disability related to mental health. This trend pre-dates the COVID crisis. Mental health is a key priority for our College for all students, particularly in light of the disruption caused by COVID , so a range of initiatives are in place to actively address this trend. This includes appointment of a Health and Wellbeing Manager, a student counselling service, offers of funding for student projects which promote good mental health and wellbeing. Our Mental Health Student Agreement with the Student Association is in place.

We have continued our subscription to the online Togetherall support website, which features self-help courses, journaling and goal setting features, a community peer support facility and a live chat option 24/7 with a 'Wall Guide' when students or staff are struggling. Our Student Association built on their work in successfully designing an online Wellbeing Advent Calendar (a project commended by the NUS) by publishing an online Wellbeing Pod. This was produced by students for students and features links to a wide range of information, local support groups and services.

Disability Disclosed: Staff

5.4% of staff choose to disclose a disability, while 3.2% actively decline to make a disclosure. There are recent signs of improvement in the last year in outcomes for staff who do disclose a disability. 12.5% of promotions, 10% of applicants for posts and 11.8% of candidates appointed this year disclosed a disability. By contrast, average rates over the last five years were 2.9% for application and less than 1% for appointments. Staff who disclose a disability now have a slightly higher continuous professional development rate than those who do not.

There are some key projects which have advanced employee wellbeing this year, which should impact positively on colleagues who disclose a disability. The iMatter forum is a staff wellbeing group whose aim is to deliver a range of programmes and activities through the year that support the health and wellbeing of the staff. As a group they have broadened the conversation about mental health across the college, increased connections, tackled issues such as stress, isolation and provided physical and mental wellbeing activities to support the people of the College through a tough couple of years.

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

To meet the aims within our statutory BSL Action Plan, we trained 32 staff online, produced an in house 'Sign Of the Times' Course accessed by our own front line staff and those of public sector partner agencies, and procured online InterpreterNow virtual BSL Interpreter services for staff who have BSL as their first language.

GENDER

Our Board of Management is 53% female (or 44% female if executive members are excluded). It should be noted that there are several pending vacancies on the Board of Management, so this gender balance will change in late spring of 2022.

54.4% of our students are female, a figure which is fairly stable year on year. Differences between outcomes for male and female students are minimal. Occupational segregation by subject remains the key challenge both locally and nationally, with the overall average level of students who go against the 'gendered ' expectations of their course sitting at just over 6%. Despite a range of initiatives in recent years, this figure stubbornly persists. Continuous effort is required, which this year included hosting Instagram masterclass discussions for Hair and Beauty students. These featured local and international male role models from the industry. We regularly work with local schools to address gender stereotyping through such projects as DYW's 'Big Bang D&G' events and participation in the Young Enterprise Scheme's 'Female Boss' initiative,.

68.9% of our workforce are women. 64.3% of our highest paid quartile are women. Our Gender Pay Gap* is currently 12.6%, directly attributable to the number of female staff in Support roles, as shown below.
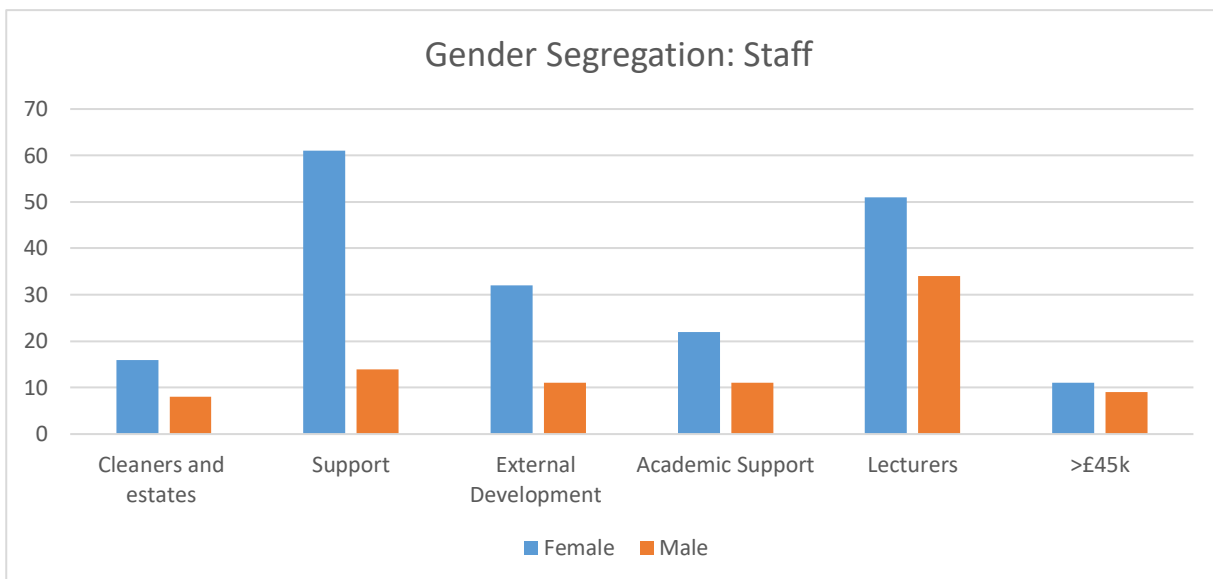
	Female	Main roles within the quartile
Quartile 1	78.6%	Cleaning, estates and entry level administrative staff
Quartile 2	75.7%	Administrative and academic support staff
Quartile 3	57.1%	Lecturing Staff
Quartile 4	64.3%	Managers and Senior Lecturing staff

*Definition:

*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.

We are proud to be a Living Wage employer. Phase 2 of our transformation programme, once completed, and the results of the national Job Evaluation project are likely to impact positively on our gender pay gap. We will be reviewing our recruitment and retention offering, including providing guidance to help avoid unconscious bias, as part of the Values project this year.

Monitoring suggests that men and women are being fairly treated in the processes of recruitment, development, promotion, discipline, grievance, furlough, and voluntary severance. All employees who took maternity leave this year returned to the workforce, with two requests for flexible working on return submitted, both of which were approved.

Addressing gender based violence is a priority for our College. From providing guidance and a list of local support groups helplines for staff as we entered the COVID crisis, where lockdown posed a particular threat to people who were living in coercive relationships, through to hosting the 'Violence Unseen' exhibit immediately before lockdown, we ensure that our calendar includes awareness raising every year. We plan to hold an 'Emily's Test' event on International Women's Day (8 March 2022), featuring campaigner Fiona Drouet, to launch our 'Allyship Month' for this year.

The Equally Safe national report for FE/HE organisations, in tandem with the findings of the #everyone's invited challenge, suggest that sexual harassment may have been normalised across our society, so we have adopted the recommendations of the national FE/HE Equally Safe toolkit, taken note of the Emily's Test project guidance and embedded activity to address gender based violence into our calendar.. Each year, we support '16 Days of Activism Against Gender Based Violence' with events or social media campaigns. This year saw the launch of our Bystander Training for staff and student groups so that everyone recognises what isn't acceptable and feels empowered to report or challenge it. Reports of harassment are rare in our College, but we raise awareness of how to submit a report and we act quickly – often within the same day – when an incident occurs.

Sexual Orientation and Gender Identity

Around 6% of our students identify as LGB+, a gradual increase that has stabilised over the last four years and which is close to national estimates of population profile rates. 17.8% of students did not answer this survey question, a considerable improvement on the 77.6% who did not answer when it was first introduced a decade ago. Students who identify as LGB+ usually achieve similar retention and success results to those of the majority student body.
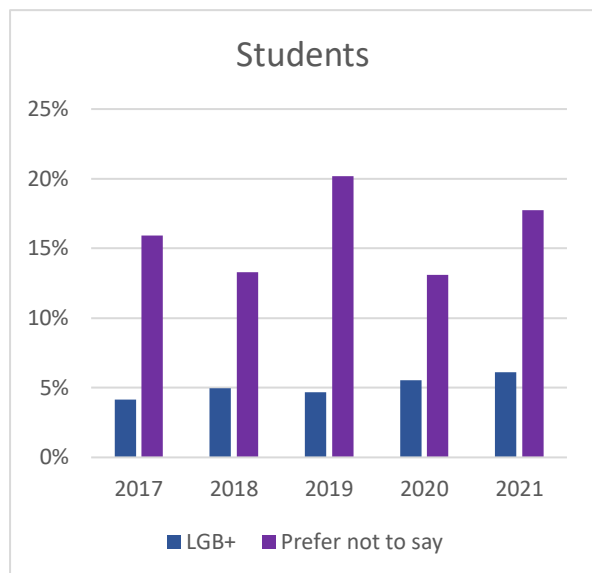
1.4% of students identified as gender diverse this year, slightly higher than the last estimated national profile estimate of around 1% of the population. Another 1.3% of students stated that they preferred not to disclose their answer, while 78.7% stated that they identified as the gender they were assigned at birth, and 18.6% of students chose not to provide a response. Students who identify as gender diverse, and those who do not wish to disclose, tend to achieve better retention and success rates than the overall student average.

Despite an improved disclosure rate over the past five years, the number of staff who identify as LGB+ 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, the last event being an online invitation to members of the local community, staff and students to nominate their 'Unsung People' - those ordinary people in their lives who have made a difference. Members of our College Community and support workers from our partner agencies were nominated at the event. This was noted as an example of good practice by the regional Diversity Working Group.

RACE
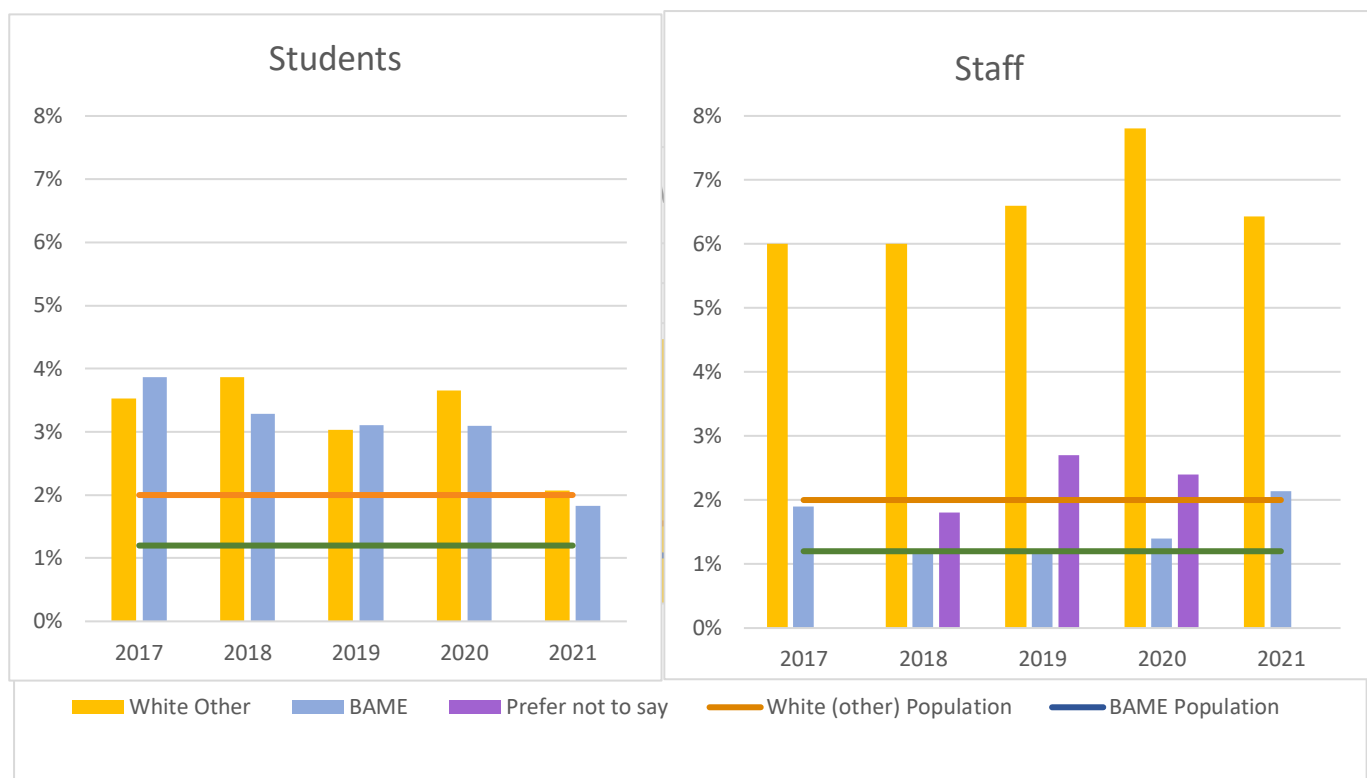
The ethnicity profile for our region is not diverse (1.2% of population) . In line with this profile, numbers of students and staff from diverse ethnicities are low, so our definitions have been aggregated into three categories – White (UK), White (Other) and BAME (Black, Asian and Minority Ethnic, BAME). Appropriate grouping terms such as 'BAME' are currently under national scrutiny due to the wide range of ethnicities and experiences they contain. However, an umbrella term is currently the only coherent way to report on numbers without identifying individuals through disaggregation. Our nomenclature will be changed when an agreed national term is identified.

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 Pay Gap for BAME employees is 6.7%, and for White (Other) is -4.2% (the negative indicates these employees earn more than the workforce average). A full breakdown by job role might identify individuals. This gap is due to the difference between support and lecturer pay rates.

After several years with a stubborn lack of change, this year produced encouraging recruitment results. There were more BAME applicants and appointments than in previous years. Results from workforce monitoring suggest that White (Other) and BAME colleagues are being developed at the same rate as White (UK) colleagues.

The College supports the national FE/HE Anti-Racism Campaign, 'Call It Racism'. Our Equality and Diversity Forum adapted this project's aims, and incorporated work we are already doing to recognise and address harassment, into a proposed 'Allyship Month' for March 2022.

Religion or belief
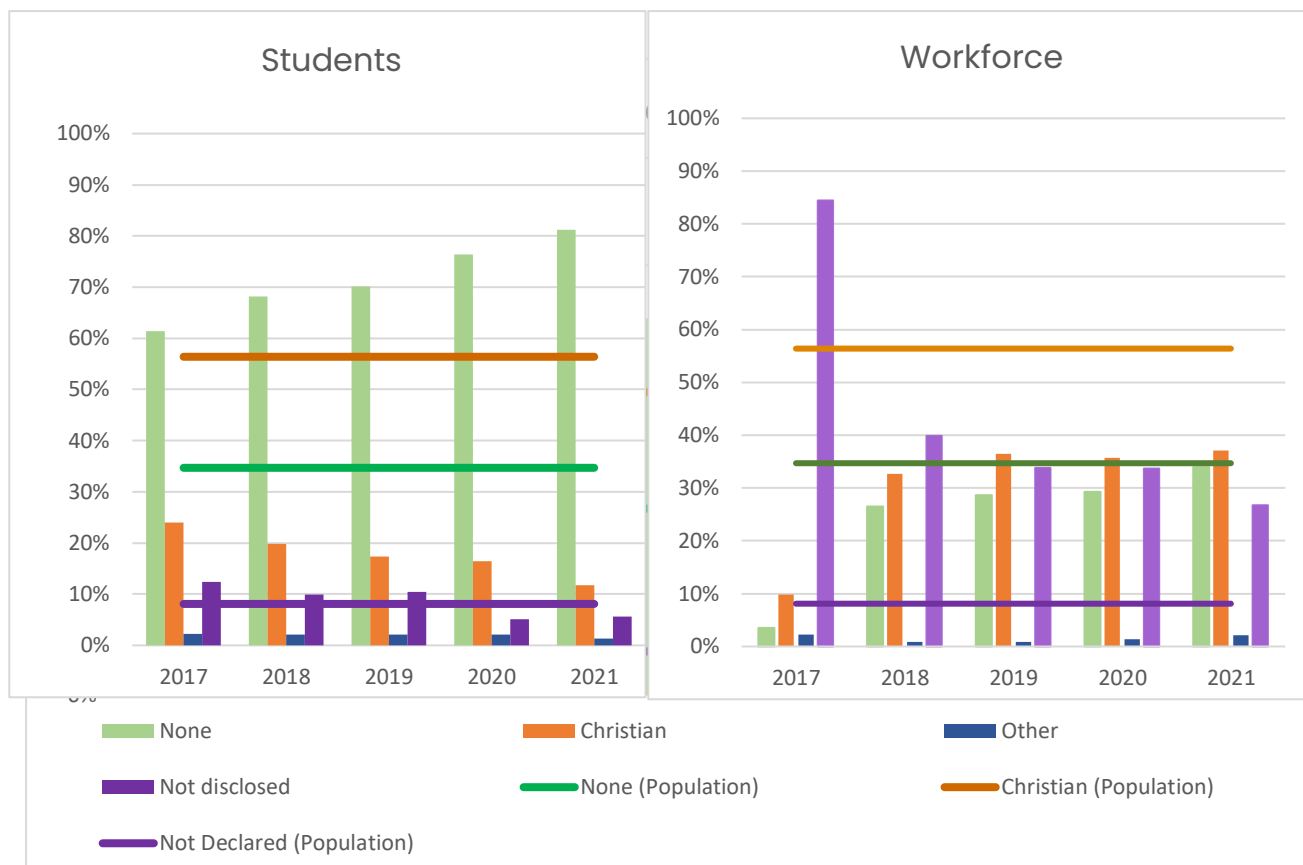
Profiles for our students and workforce differ for religion or belief, as shown above. Figures have been combined here into None, Christian, Other and Not Disclosed to protect individual identities. Internally, we disaggregate this data to ensure that sectarianism, or indirect discrimination related to religious practice, could be addressed if they were discovered.

Student profiles suggest a reduction year on year in those who adhere to a formal religion. In recent years, a survey carrid out as a student project found that this is not necessarily because students do not have spiritual beliefs, but they do not wish to affiliate with established faith groups. 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.

While our workforce non-disclosure rate is decreasing (89% in 2017 to 27% today) there is still a reluctance about disclosing this information. Our profile percentages for 'None' and 'Christian' fall below regional averages, but this is influenced by the high non-disclosure rate. There is no evidence within disaggregated figures that sectarianism or religious bias is a factor within our recruitment or retention processes. People who disclose other religions are better represented on our workforce than regionally, but numbers remain too low to glean reliable trends and information from these statistics.

To ensure that students and staff of faith feel comfortable here, we work closely with Interfaith Scotland's Dumfries branch to share events and information. This year, we held online events for both staff and students looking at how to address online sectarianism, particularly in relation to football, in partnership with national anti- bullying charity Nil By Mouth. The Nil By Mouth charity will return to close our Allyship Month in March 2022.

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 2021/22**
Monitoring of equalities profile of workforce and student body to flag up changes which might indicate barriers arising from COVID	Monitoring reveals that retention and success rates for students across the protected characteristics remain stable despite the impact of COVID. The exception to this is students who disclose disabilities related to mental health. There is currently no evidence that staff across the protected characteristics are being further disadvantaged by the impact of COVID, but we remain vigilant.
EqIA of all decisions and documents arising from changes to procedure resulting from the COVID crisis	The Risk Assessment for activity on campus has a live EqIA which is updated whenever our safety measures are updated to meet legislative needs.

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 2021/22**
Investigate reasons for withdrawals or limited success	Retention and success rates for students across the majority of protected characteristics closely resemble the average rates for the student body as a whole. Those who disclosed that they were gender diverse had better outcomes than the overall student body. 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.
Ensure support is provided for students who are from high risk groups	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.
Ensure staff have confidence in addressing diversity issues	A range of optional online CPD short courses on a variety of equality subjects is now available to all staff, with an additional selection for managers, covering issues relating to harassment, race, gender identity, sexual orientation, age and cultural inclusion. Face to face training is available to staff and student groups on request.

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 2021/22**
Complete Harassment and Hate Crime Reporting procedure	Procedure completed and in operation. The reporting form on LearnNet was flagged up to new students as part of the Welcome Days at the start of term.
Allyship Month	Hold a month of events and initiatives to promote Allyship and affirm our inclusive College culture. This will include events, promotion of new training materials, visibility of the Bystander training, and clear communication of our Values as both staff and students return to campus.
Values Project	Involve staff and students in establishing and promoting the behaviours which support our College Values and allow us to promote an inclusive culture.
Design and deliver training to staff and students on what this is and how it works	Harassment training on the Allport Scale of Prejudice has been rolled out as part of the Equality and Diversity Toolkit package for staff. A Bystander Training package to encourage the reporting of harassment and to build student confidence in challenging inappropriate language and behaviour was rolled out to relevant staff at the staff conference and is provided for classes on request, with over 300 students in receipt of the course so far this academic year
Monitor results and report these within the annual Equality and Diversity Report	There have been four reports of harassment this year so far: one formal and three informal. Each incident was proactively pursued and resolved as far as possible within a week of the report being made. These arose from inappropriate language in relation to gender, with one case also involving disablist language.

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 2021/22**
Annually monitor the staff and student equalities profile and ensure progress can be evidenced against trend data covering the last five years.	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. The age profile differs due to the age range for our core school transition group, and the profile for religion or belief strongly favours no religious affiliation in contrast with a majority Christian profile for the region as a whole. This may be age related. Our staff profile resembles the local profile for age, gender and sex and religion or belief, has a higher level of BAME and White (Other) people than the surrounding region, but a lower representation than we might expect for disability, sexual orientation and gender reassignment.
Each Curriculum Area will ensure marketing, role models and outreach are in place to address gender based occupational segregation	Advertisements for courses are vetted to ensure that they do not support stereotypes across the protected characteristics, while remaining realistically representative of the current student profile. Combined results for courses which are traditionally strongly gender stereotypical have become slightly more diverse int eh past year, with a slowly improving trend over the last five years despite an initial reversion during the first COVID year
Refresh workforce profile data to address low declaration rates through careful design and communication with staff.	Staff were invited to refresh their equalities data on the iTrent HR system in October 2021. This did not result in a significantly higher disclosure rate for disability, sexual orientation or gender identity. However, all staff on iTrent have now disclosed their ethnicity and there was a 9% point increase in staff who disclosed a religion or belief. The ethnicity profile for applicants, appointments and workforce are more diverse this year, and there is evidence of greater representation of people with disabilities across application, appointment and staff development results.
A recruitment review will be used to introduce equality impact assessment and audit checks into the recruitment process for staff, so that reasons for lack of progression through the process are identified and addressed	Guidance is in draft to ensure recruiting managers are aware of the unconscious bias pitfalls in the design and advertisement of posts. Work to ensure that our recruitment and retention processes fully embed good practice will form part of the Values project in the coming year.

Pay Gaps	
We will reduce our Gender, Race and Disability Pay Gaps	
Relates to: Gender & Sex, Disability	
Actions	**Progress in 2021/22**
Enact phase 2 of Workforce 2025 Enact results of national Job Evaluation project	Our Gender Pay Gap currently stands at 12.6%, attributable to occupational segregation. 78.6% of staff in our lowest paid quartile (cleaning and entry level administration) are women. Women outnumber men in all quartiles, including the tier which is the most highly paid. The effects of the phase 2 of Workforce 2025 had not taken full effect by the snapshot data collection date so this may have a positive effect on our gender pay gap. In addition, we are in the final stages of the national project to evaluate all support roles, which may have a positive effect on the pay gap for the sector and which targets the lower paid quartile of staff.
Pursue higher disclosure rates for disability	Our disability pay gap stands at 19.6%. The disclosure rate of 5.6% for staff increased slightly this year, though we had hoped for higher disclosure rates when we asked staff to refresh their profile data on iTrent. This rate is, however, higher than the sector average . There is more to do to increase confidence that this disclosure will not negatively impact our people, which will help shape the work that comes out of our Values project. Positive results for applications, appointments and staff development for people with disabilities this year may help encourage more disclosures as people note that their disability is no barrier to success.
Review recruitment processes to ensure these are free of unconscious bias	Our Race Pay Gap figure (6.1%) is volatile due to the low number of staff involved, so a reliable trend to inform actions is difficult to isolate . Our recruitment figures for diversity of ethnicity improved over the last year, and our Values project affords us the chance to review our recruitment, induction and retention processes to make sure we practice and project best practice for people who are considering the College as their future employer.

Equality and Diversity Action Plan 2022/23

Outcome	Deadline	Action	Status	Progress Report
COVID	30/08/2022	Examine student profile evidence from 2021/22 to identify any emerging and disproportionate disadvantage related to the protected characteristics		
	01/04/2023	Equality Impact Assess all changes to policies, plans, procedures and ways of working as we emerge from the COVID crisis		
Retention and Success	30/06/2022	Evaluate impact of initiatives to improve mental health for students during 2021/22		
	30/09/2022	Plan and implement annual series of awareness raising Equality and Diversity events in collaboration with the Student Association, i-Matter Forum and regional Conversations to Change group		
	31/10/2022	Investigate detail of retention and success results for the identified outcome groups and analyse to establish common threads that may have contributed to differences in outcomes		
	30/09/2022	Design action plan to address common threads based on evidence collection		
	01/04/2023	Equality Impact Assess of all changes to policies, plans, procedures and ways of working		

Outcome	Deadline	Action	Status	Progress Report
Harassment and Hate Crime	30/04/2022	Involve students and staff in designing the behaviours which will underpin our College Values		
	30/06/2022	Review use and effectiveness of Harassment and Hate Crime Reporting system		
	01/09/2022	Provide an annual staff update session within the College Staff Conference to ensure all staff are aware of their rights, responsibilities and national best practice successes.		
	31/01/2023	Gather results for annual equality and diversity report and inclusion in continuous improvement cycle.		
	331/03/23	Hold second 'Allyship Month' series of events		
Equalities Profile	30/04/2022	Establish the behaviours which will underpin our College Values		
	31/05/2022	Embed values in our recruitment, induction and retention processes.		
	30/06/2022	Review recruitment monitoring results and current staff profile to gauge progress		
	30/09/2022	Evidence collection exercise at end of academic year 2021/22 to see if student profile differed significantly from that of preceding years.		
	01/04/2023	Produce annual profile report for workforce and student body, incorporating Equality Outcomes review as required by the Equality Act (Specific Duties) (Scotland) 2012		
Pay gaps	30/12/2022	Act on Job Evaluation recommendations on completion of the national project		
	31/03/2023	Report on impact of Transformation Project Part 2 on pay gaps across the protected characteristics		

Equality and Diversity Progress Report 2021/22

Complete	✔	Progressing to plan	➡	Slippage	🔺	Deleted	✗

Outcome	Deadline	Action	Status	Progress report
COVID	30/08/2021	Evidence collection exercise at end of academic year 2020/21 to see if student profile differed significantly from that of preceding years.	✔	Data collected and analysed.
	01/09/2021	Mainstream the Equality Impact Assessment process through published guidance and training of those managers and staff who are producing policies or procedures	🔺	Guidance in draft but under review until SFC guidance is released on their expectations of EqIAs, which are now a focus within Regional Outcome Agreements.
	01/04/2022	Equality Impact Assessment of all changes to policies, plans, procedures and ways of working arising from the COVID crisis	✔	Equality Impact Assessment informs the decisions made by the Health and Safety Committee, which approves risk assessments and wider H&S policy
Retention and Success	31/07/2021	Investigate detail of retention and success results for the identified groups arising from 2017-21, and establish any common threads that may have contributed to differences in outcomes	✔	Data collected and analysed.
	30/08/2021	Plan and implement annual series of awareness raising Equality and Diversity events in collaboration with the Student Association and i-Matter Forum	✔	Online events to look at sectarianism in collaboration with Nil By Mouth Social Media campaigns in support of LGBT History Month, 16 Days of Activism Against Gender Based Violence, International Men's Day and international Women's Day

Outcome	Deadline	Action	Status	Progress report
	30/08/2021	Identify set of core online short courses to recommend to staff for Equality and Diversity CPD	✔	Sets of short online Skillsboosters courses now available to staff on LearnNet, one set for all staff, the other for managers.
	30/09/2021	Design action plans to address common threads based on evidence collection	✔	Key profiles of concern identified and actions embedded across appropriate operational plans. Strategy map attached for reference.
	01/04/2022	Equality Impact Assessment of all strategies, policies, plans and procedures to ensure optimal outcomes across all protected characteristics.	✔	EqIA embedded as part of the authorisation and publication process for all key documents. Summary of results to date will now be published on the College website each April.
Harassment and Hate Crime	01/06/2021	Publish Harassment and Hate Crime Procedure	✔	Approved and in place . To hold 'Allyship Month' in March 2022 to embed positive and inclusive approach.
	01/07/2021	Establish annual staff update sessions as part of the College calendar to ensure all staff are aware of their rights, responsibilities and national best practice successes.	✔	Session presented at annual Staff Conference with a key focus on Being an Active Bystander
	31/10/2021	Training package available on demand and awareness raising in place about procedure amongst staff and students	✔	Training package launched and in place. Presented to over 400 students so far this year.
	31/01/2022	Gather results for annual equality and diversity report and inclusion in continuous improvement cycle.	✔	There have been four reports this year so far. Three were addressed within the same day, the other within a week of reporting. All four incidents related to misogynistic language, with one incident featuring disablist language.

Outcome	Deadline	Action	Status	Progress report
Equalities Profile	30/06/2021	Redesign staff disclosure question on disability, reissue request for personal information across all protected characteristics to update records. Analyse the results.	✔ (green)	Increased disclosure rates for religion or belief and race, minimal increase for disability, sexual orientation and gender identity.
	30/06/2021	As part of the HR Recruitment process review, identify key points within the recruitment process at which unconscious bias can occur. Recruitment process flow chart with key points at which audit intervention from EDO must be sought.	⚠ (amber triangle)	Guidance in draft. This will be embedded as part of the Values review of recruitment and retention policies and procedures.
	30/08/2021	Evidence collection exercise at end of academic year 2020/21 to see if student body and outcomes profile differed significantly from that of preceding years.	✔ (green)	There has not been a significant change in profile across any of the protected characteristics.
	31/01/2022	Training session on demand for recruiting managers to raise awareness of equality impact assessment of advert, JD, person spec and of legal implications	⚠ (amber triangle)	This will be embedded into the Values review for recruitment and retention policies and procedures.
	01/04/2022	Produce annual profile report for workforce and student body.	✔ (green)	This is available as Section 2 of this Equality and Diversity Report 2021/22
Pay gaps	30/06/2021	Enact Transformation Project Part 2 to ensure the right posts are in place for sustainable business continuity	✔ (green)	Phase 2 complete.
	31/12/2021	Monitor profile of staff affected by Phase 2 to ensure avoidance of unconscious bias or indirect discrimination.	→ (blue arrow)	Analysis of profile of staff taking VS or affected by Phase 2 to ensure no unconscious bias in the decisions or process.