HR Sub-Committee Meeting
MINUTE OF MEETING HELD ON 06 March 2025 AT 15:00 hrs VIA TEAMS

Present:		
Claire McLean (CM) (Chair)	George Clark (GC)	Susan McLelland (SM)
Ann Hill (AH)	Sue Irving (SI)	
In attendance:		
Joe McGraw (JM)	Lorraine Grierson (LG)	Mary Cheetham (minute taker)
Apologies:		
Kate Glendye (KG)		

1. <u>Welcome and Apologies for Absence | Verbal | C. McLean</u>

1.1.1. The Chair welcomed everyone to the meeting. The meeting was recorded as quorate.

1.1.2. Apologies were noted as above.

1.2. <u>Declaration of Interests/Connections | Verbal | C. McLean</u>

1.2.1. The Chair reminded Members to indicate any declaration of interest or connections as appropriate throughout the course of the meeting.

FOR APPROVAL

2. <u>Minutes of Previous Meeting & Matters Arising 12 November 2024 | C. McLean</u>

2.1.1. The minutes from the meeting held on 12 November were approved.

2.2. <u>Action Log | Paper 2.2 | L. Grierson</u>

2.2.1. No actions were outstanding.

2.2.2. **The Committee noted the Action Log.**

FOR DISCUSSION

3. <u>People and Transformation</u>

3.1. <u>People Update (progress towards KPIs) | Paper 3.1 | J. McGraw</u>

3.1.1 <u>Workforce 2025</u>

3.1.2.   The paper was assumed as read. The VP People and Transformation noted that a separate paper on Workforce 2025 was presented to the Board of Management on 27 January 2025, and an updated version is scheduled for the next meeting. It was noted that limited changes have been made.. A final call for applications is planned before the scheme closes.

3.1.3   The Committee agreed that a final call for applications was the right approach and queried the remaining savings gap..

3.2.   <u>National pay negotiations</u>

3.2.1   Details of the Support Staff pay award claim for 2025/26 are still pending at the national level, with discussions set to begin soon.

3.3   <u>Sickness Absence</u>

3.3.1   Data relating to sickness absence was shared with the data showing a slight reduction compared to the previous AY, with a shift from long-term to short-term absences. Managing absences remains a priority. The Committee also discussed bereavement leave, noting its short-term nature and confirming an entitlement of up to five days.

3.3.2   The Committee noted an upward trend since November which raises the need for preventative measures.

3.4   <u>Culture and Behaviours Development</u>

3.4.1   The staff engagement survey, originally planned for March 2025, has been delayed due to other priorities, particularly with the implementation of the new HR and payroll systems. Social initiatives from the last survey, such as bingo events and coffee chat sessions, have seen strong participation. Immersive leadership with ELT is progressing well, and the dedication of the L&D team was recognised. The Committee commended these efforts. A discussion on Mission 2030 took place, with a request to quantify discussion pod attendees.

3.4.2   ACTION: JM to provide an update at the next meeting on pod attendees.

3.5   <u>Learning and Development Update</u>

3.5.1   Key areas of training included:

> ➢ Mandatory Safeguarding and PREVENT Training for all staff.

> ➢ 'Aware & Empowered Educational Programme'— raising awareness of gender-based violence, developed in partnership with City of Glasgow.

> ➢ SmartLog new H&S System helps to track and monitor training.

3.5.2   Mandatory training through SmartLog was discussed with the Chair requesting a review of mandatory training completion rates before the deadline for compliance purposes. It was confirmed that staff have a 30-day window to complete mandatory training before management intervention, which the Committee found robust.

3.5.3   The Chair also requested sight of forecasted scheduled mandatory training and completion rates from Performance team data.

3.5.4   ACTION: JM to provide information on scheduled mandatory training and completion rates from performance team data.

3.6   Equality and Diversity

3.6.1   The EDI committee met on two occasions this academic year; updated details of activities was provided.

3.6.2   JM informed the Committee that the focus is on selecting relevant national objectives that benefit the college and D&G Equality Group and ensuring alignment with workforce diversity, fair work principles, and stakeholder partnerships.

3.6.3   The Committee discussed neurodiversity, seeking clarification on how students with ADHD or other needs are identified. It was confirmed that identification occurs at registration, with early intervention mechanisms in place to support students who have not self-identified.

3.7   EDI Mainstream Report

3.7.1   JM provided a summary of the report noting that 64% of staff and 51.8% of students are female, with women making up 38% of the highest-paid quartile. Disability support was also discussed, with 14% of students disclosing a disability and their retention and success rates remaining strong.

3.7.2   The gender pay gap was examined, with findings linking it to a snapshot taken during pregnancy and maternity leave, with no further concerns raised. The Committee also discussed sector terminology in the survey, "everyone treated equally" rather than equitably, and JM agreed to feedback and review potential updates for clarity.

3.7.3   Looking ahead, the institution plans to strengthen its leadership in disability support as part of its 2025-29 strategy. The proposed objectives were reviewed and agreed to be fair, balanced, and well-structured.

3.7.4   The Committee noted the Mainstream Equality, Diversity and Inclusion report 2025.

FOR INFORMATION ONLY

4   **AOCB | Verbal | C. McLean**

4.1   No other business was discussed.

5   **Date of the Next Meeting | Verbal | C. McLean**

5.1   The date of the next meeting is scheduled for 15 May 2025

Key

🟧	Ongoing
🟩	Closed
🟥	Overdue

HR SUB-COMMITTEE ACTION LOG 06.03.25

No	Meeting Date	Action	Lead	Deadline	Status	Commentary
1		No actions to record from 12/11/24				

HR Sub-Committee

Agenda Item	3
Paper Number	HR0325-5.1

Date of Meeting	06 March 2025
Location	MS Teams
Title of Paper	People and EDI update
Presented by	Joe McGraw
Recommendation	**Approval**
Freedom of Information Disclosure Assessment	
FOI flag:	☒ Disclosable ☐ Non-disclosable
Reason/s for choice:	
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)	
Further comments/updates after initial submission	

Date added	Added by (name and role)	Comment/detail

Read Time: 5 minutes

1.   Recommendation

1.1   The Committee is invited to note the paper and discuss any of the items presented.

2.   Executive Summary

2.1   To provide the HR Sub Committee with an update on the people (staff related issues) at the College. The details contained within this report will be used as the basis for the Finance and General purposes Committee meeting. The paper covers: -

- ➢ Workforce 2025
- ➢ National pay negotiations
- ➢ Sickness Absence
- ➢ Culture and Behaviours development
- ➢ Learning and Development update
- ➢ Equality and Diversity update

3.   Context

3.1   Workforce 2025

3.1.1   The committee will be aware that a separate paper on Workforce 2025 was presented to the Board of Management on 27 January 2025.

3.1.2   Discussions are ongoing with local TU representatives, and we have informed them that we have re-opened the window for VSS applications. The committee is aware that we have approval in place from SFC to undertake VSS up until July 2025.

3.1.3   Significant progress has been made, although applications for VSS have reduced. We plan to make a further call for applications, potentially around May 2025 as a final call for applications prior to the scheme closing.

3.1.4   An updated paper is currently being worked on and will be shared with the Board of Management at the scheduled meeting on 24 March 2025.

3.2   National Pay Negotiations

3.2.1   Details of the Support Staff pay award claim for 2025/26 are still awaited at a national level.

3.2.2   The National Job Evaluation project remains ongoing across the Scottish college sector. Progress on development of this project nationally remains slow but constructive dialogue remains ongoing at a national level.

3.3   Sickness Absence

3.3.1   A review of the types of sickness absence for the 2024/25 academic year (to date) has been conducted. The top 5 reasons for absence are:

- ➢ Virus/Cold/Flu
- ➢ Other
- ➢ Digestive
- ➢ Muscular/Skeletal
- ➢ Anxiety/Stress and Depression jointly with post-operation.

3.3.2   The graph below indicates the number of incidents, but it should be noted that some of these incidents are cumulative within the figures and therefore may relate to the same individual(s).

Sickness Absence Reason (August 2024 - January 2025
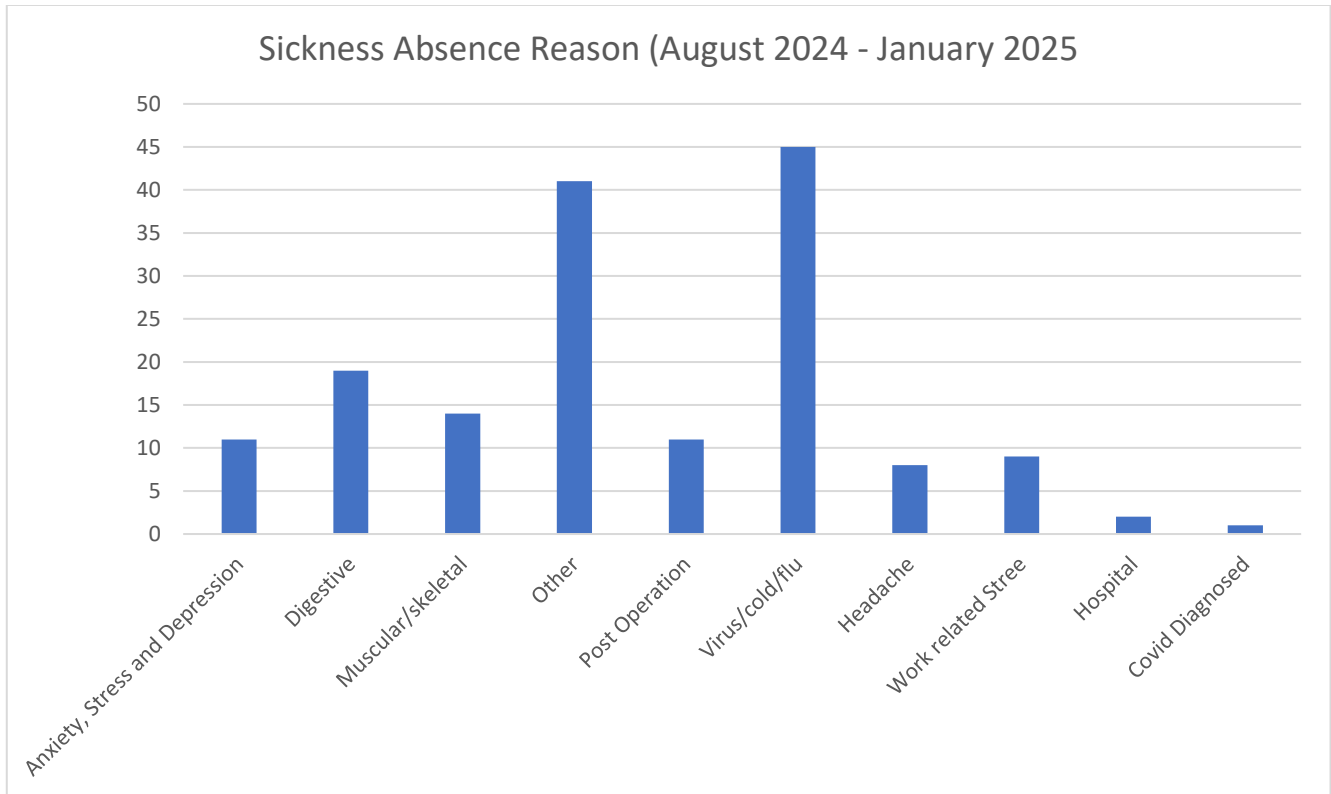
3.3.3   Comparative sickness absence data is shown below. The information for the period August to January shows an average of 4.80% absence for 2023/24 compared to 4.13% for the same period in 2024/25. There is a significant shift between long-term sickness compared to short-term sickness.

AY 23/24	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Average % across period
LTS as % of absence rate	58.53%	79.97%	65.22%	61.81%	60.99%	58.17%	61.05%	47.86%	59.02%	35.48%	44.27%	67.17%	58.3%
STS as % of absence rate	41.47%	20.03%	34.78%	38.19%	39.01%	41.83%	38.95%	52.14%	40.98%	64.52%	55.73%	32.83%	41.71%
Overall % absence rate	4.70%	3.50%	3.80%	3.40%	3.60%	4.80%	5.50%	6.00%	3.5%	3.6%	4.9%	2.80%	4.18%

AY 24/25	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Average % across period
LTS as % of absence rate	3.84%	3.20%	3.47%	21.94%	23.74%	21.21%							12.90%
STS as % of absence rate	96.11%	96.80%	96.53%	78.06%	76.26%	78.76%							87.09%
Overall % absence rate	4.60%	5.30%	4.70%	3.50%	3.20%	3.50%							4.13%

3.4 Culture and Behaviours

3.4.1 Our next staff engagement survey is scheduled to be launched during March 2025. As part of our feedback to staff on progress, we have reminded staff of some of the developments that have taken place since the previous survey on the identified areas to develop.

> # The college is good at celebrating its success

3.4.2 Good news stories are shared via Adminet and on our social sites. Here are some recent examples

- ➤ DGC celebrates success of electrical apprentices
- ➤ DGC student wins apprentice plumber of the year prize
- ➤ College lecturer inspires Primary pupils with electric vehicle demonstration
- ➤ DGC won the Digital Learning Award and been Highly Commended in the Sustainability Action category at the CDN Awards in November 2024

> # 'I trust our senior leaders to do what is right for the College'

3.4.3 Members of ELT commenced 'Immersive Leadership' sessions; whereby individual members of ELT spent some time in different areas of the College. This first stage saw visits to Digital services, Curriculum and Estates. Further sessions are planned in Block 2 and 3 and will include Stranraer. What we hope to gain:

- ➤ Improved communication
- ➤ Breaking down of barriers
- ➤ Collaborative working
- ➤ Identify areas for improvement or to develop
- ➤ Help with challenges (where possible) to make things easier
- ➤ We also want to get a real sense of how we see our values in operation.

3.4.4 Improved communication via the recent launch of the 'Directors cut', which provides valuable insights and updates on College activity and developments.

> # 'I am confident the College is heading in the right direction'

3.4.5   The launch of Mission 2030 continues and included staff having the opportunity to have their say as part of the 'discussion pod sessions', There was fantastic attendance and valuable contributions from everyone involved. Their input has been instrumental in shaping our shared vision and ensuring it reflects the priorities of our college community. Further launch events with shareholders are scheduled.

3.4.6   All staff briefing held on 11 November 2024 setting out the priorities for 2024/25, challenges and opportunities

3.4.7   A positive outcome was received from the annual Education Scotland visit to the College in May 2024, identifying the following key strengths:

> ➤   Learner progress and outcomes

> ➤   Approaches to assuring and enhancing the quality of learning and teaching including professional updating

> ➤   Learner engagement

3.5   Learning and Development Update

3.5.1   Work has concluded on the transfer of organisational development under one area of the College. This has now transferred to the Performance Team, who will take the lead across all areas of people development and augment the current work undertaken for academic staff.

3.5.2   As part of our ongoing commitment to ensuring a safe and supportive environment for all, mandatory training has been rolled out for all staff and we are rolling out Safeguarding and PREVENT Training.

3.5.3   The Performance Team will be launching a training session on an 'Aware & Empowered Educational Programme'— a powerful and thought-provoking session designed to raise awareness of gender-based violence (GBV) and empower individuals to play a role in preventing it.

3.5.4   This programme, developed in partnership with City of Glasgow College and EmilyTest, combines testimonial storytelling, educational insights, and group discussions to create an engaging and meaningful experience.

3.6   Equality & Diversity

3.6.1   The EDI committee has now met on two occasions this academic year; updated details of activities that have taken place include:

> ➤   'Following attendance at roundtable events with the Scottish Government and EHRC and partnership meetings with the College Development Network (CDN) and Dumfries and Galloway Equality and Diversity Group, we have developed a new set of Equality Outcomes for 2025-2029. These have been developed to incorporate links to the National Equality Objectives as identified in the document 'Tackling persistent inequalities together' https://www.sfc.ac.uk/wp-content/uploads/uploadedFiles/Tackling_persistent_inequalities_together.pdf

➢ They also incorporate links to local partners within the region, of which Dumfries and Galloway College is one of the regions anchor institutions. There is also transparent detail about our longer-term challenges, particularly in relation to our chosen Equality Outcomes 2025-29. These include links to the Scottish Governments Principles of Fair Work.

➢ A draft Mainstreaming report has been approved by EDI committee. A separate paper has been produced for the HR-Sub Committee meeting and will be presented to the Board for full sign off.

➢ As part of our commitment to Equality, Diversity, and Inclusion we are supporting Sleeping Giants in a project they are running regarding neurodivergent people. The research is being conducted by Sleeping Giants with support from South of Scotland Enterprise and a Reference Group of local employers and neurodivergent people.

➢ Our Student Association held an event linked to one of our College values of 'here for you', which was supported by local organisations such as Stagecoach, Citizens Advice', Youth Work and LGBT+ groups and also included advice and support on cost-of living, home security and safety and mental health.

4.   Strategic Implications

4.1   This links into Strategic Priority 2 – People and Culture.

5.   Risk

Risk	Mitigations
Risk 7. Failure to achieve effective Industrial Relations (FGP)	➢ Constructive formal and informal communication channels ➢ LJNC (Local Joint Negotiation Committee) ➢ Representation at Employers Association ➢ Attendance at Strategic HR Network

6.   Implications

Financial	Yes	
Legal	Yes	
Learning and Teaching	Yes	

| **Equalities** | Yes | A full Equality and Diversity item is available under a separate agenda item for the Committee.

The College Equality and Diversity webpage can be accessed here. |

Joe McGraw

VP People & Transformation
24 February 2025

HR Sub-Committee

Agenda Item	3
Paper Number	HR0325-5.2

Date of Meeting	06 March 2025
Location	MS Teams
Title of Paper	EDI Statutory Report
Presented by	Joe McGraw
Recommendation	**Approval**
Freedom of Information Disclosure Assessment	
FOI flag:	☒ Disclosable ☐ Non-disclosable
Reason/s for choice:	
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)	
Further comments/updates after initial submission	

Date added	Added by (name and role)	Comment/detail

Read Time: 30 minutes

1.   Recommendation

1.1   The Committee is invited to note the paper and approve the content of the Mainstream Equality, Diversity and Inclusion report 2025.

2.   Executive Summary

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

2.2   The College is due to publish its Mainstreaming Equality Report in April 2025, reporting on progress against equality objectives set for 2021-2025,

2.3   The summary section of the annual report outlines our successes. These include our invaluable partnership connections with public, private and third sector bodies, providing positive supportive opportunities for those within our community.

2.4   For ease of reference, some of the key elements of the annual report are highlighted below:

> The majority of our people – 64% of our staff and 51.8% of our students are female. 38% of our highest paid quartile are women.

> Our data indicates that 14% of our students disclose a disability. These students, in most cases, have similar average retention and success rates to those of the majority student body.

> We have digitised the 'Needs Assessment' and our students are now getting this earlier in their learning journey meaning their support is in place for them starting their course.

> Students in most cases, irrespective of protected characteristics, have similar average retention and success rates to those of the majority of the student body.

> We renewed our membership of the DWP Disability Confident Scheme in September 2024 (valid until September 2027).

> Our student satisfaction rates are good and above sector comparison when considering that students feel that everyone is treated equally and that they feel part of the College community.

> Our mean Gender Pay Gap increased from 6.25% to 9.32% over the course of this year, partly attributable to legislative exclusions from reporting requirements. Details of our BAME gender pay gap are included under the section on 'Race', however it should be noted that due to the regional ethnic make-up of the local area, the number of staff identifying as BAME is low and therefore any breakdown by job role could identify employees.

> In terms of progress against our action plan for 2021-2025, we have achieved our objectives. The only area of that didn't occur is linked to the job evaluation process that is affected by national discussions within the sector.

2.5   The College is required to develop a new set of equality objectives for 2025-2029 which should include links to the National Equality Objectives as identified in the document 'Tackling persistent inequalities together' https://www.sfc.ac.uk/wp-content/uploads/uploadedFiles/Tackling_persistent_inequalities_together.pdf

2.6   Attendance at roundtable events with the Scottish Government and EHRC, CDN Network and Dumfries and Galloway Equality and Diversity Group have been undertaken.

2.7   This mainstreaming report fulfils our statutory obligations for publishing activity linked to equality and diversity. It also sets our updates on progress against equality objectives set for the previous four-year period of 2021 – 2025 and seeks approval of a revised set of equality objectives for the next four-year period 2025 – 2029. The proposed new objectives have been approved via SLT, and the EDI committee and approval is now sought from the HR-Sub Group Committee linked to F&GP committee and ultimately Board approval, ready for publication on the College website by 1 April 2025.

3.   Content

3.1   Our commitment

3.1.1   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.

3.1.2   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.

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

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

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

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

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

3.1.4   The infographic below sets out what we hope to achieve in terms of Equality, Diversity, and Inclusion.

3.2   <u>Proposed equality objectives 2025-2029</u>

3.2.1 The National Equality Outcomes (NEO), which are still valid for the sector are set out in the 'Tackling persistent inequalities together' document.

3.2.2 In sector specific meetings, discussion was held in ensuring Colleges and Universities identify equality objectives linked to NEOs. There are 17 NEO's but it is not expected that all of them are included in College plans, but at least some should be incorporated.

3.2.3 Meetings have also been held with local partners as we have re-engaged with Dumfries & Galloway Equality and Diversity working group

3.2.4 Our equality objectives for 2021-2025 included 14 objectives, three of which were related to Covid. The proposal outlined in this paper is for 13 objectives, five of which have direct links to NEOs and two linked to local partnership.

3.2.5 Objectives are proposed around the following themes:

  ➢ Diverse and Inclusive

  ➢ Retention & Success

  ➢ Harassment & Hate Crime

  ➢ Equalities Profile

3.2.6 Appendix 3 of the annual report provides details regarding the proposed objectives and links to NEOs and local partnerships. There are also links to the principles of Fair Work.

4.   Strategic Implications

4.1   This links into Strategic Priority 2 – People and Culture.

5.   Risk

Risk	Mitigations
Risk 1. Failure of College strategy to meet the needs of Dumfries and Galloway Region and/or national priorities (BoM)	➢ EDI committee ➢ Regular reporting of EDI activity to HR Sub Committee/F&GP ➢ Member of Dumfries and Galloway Equality Working Group ➢ Representation at Employers Association (CDN)

6.   Implications

Financial	Yes	
Legal	Yes	

Learning and Teaching	Yes	
Equalities	Yes	The College Equality and Diversity webpage can be accessed here.

Joe McGraw

VP People & Transformation
24 February 2025

EQUALITY AND DIVERSITY MAINSTREAMING UPDATE REPORT 2025 DUMFRIES AND GALLOWAY

Contents

Executive Summary

This report shows the progress Dumfries and Galloway College has made in meeting the General Duty and Specific Duties of the Public Sector Equality Duty (PSED). Specifically, it reflects the progress made since publishing our last mainstreaming equality update in April 2023 and builds on progress from our annual reports.

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

The Board of Management at Dumfries and Galloway College play an active role in issues of equality and diversity, with regular reports made to the Finance and General Purposes Committee on EDI updates and our EDI committee includes a member of the College Board of Management.

The Board of Management at Dumfries and Galloway College (DGC) have undertaken a training session in March 2024, incorporating EDI in practice at DGC.

The College is engaged as a member of the College Development Network (CDN) EDI Network Group and is a member of the Dumfries and Galloway Equality Working Group.

Dumfries and Galloway College has continued to work towards the achievement of its mainstream Equality Outcomes for 2021-2025 as can be seen in the update provided within this report.

As part of our specific reporting duties, the college is required to report on the gender pay gap. This term refers to the difference in pay between male and female staff members.

Within this report, we also make reference to the gender balance of males and females of both our student and staff populations, along with other key equality data, showing comparisons with previous years.

Following attendance at roundtable events with the Scottish Government and EHRC and partnership meetings with CDN and Dumfries and Galloway Equality and Diversity Group we have developed a new set of Equality Outcomes for 2025-2029, which are contained within this report. These have been developed to incorporate links to the National Equality Objectives as identified in the document 'Tackling persistent inequalities together' https://www.sfc.ac.uk/wp-content/uploads/uploadedFiles/Tackling_persistent_inequalities_together.pdf

They also incorporate links to local partners within the region, of which Dumfries and Galloway College is one of the regions anchor institutions. There is also transparent detail about our longer-term challenges, particularly in relation to our chosen Equality Outcomes 2025-29. These include links to the Scottish Governments Principles of Fair Work.

Our Commitment

Dumfries and Galloway College is committed to equality of opportunity, celebrating, and valuing diversity, eliminating unlawful discrimination, harassment, and victimisation, and promoting good relations for all our staff, students, visitors, and partners.

We aim to achieve equality for all by addressing discrimination in education and employment on the grounds of age, disability, gender, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. By fostering a culture of dignity

and respect, we will ensure that every student and member of our staff achieves their full potential.

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

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

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

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

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

Celebration and Awareness

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

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

Our Educational Support Team – a cross-college support group for Peer, Academic and Language Support for students who have resettled in the region or who have refugee status. The ambition of the group is to create a College Community where students with similar needs and backgrounds can meet and access targeted information and support. We work closely with partners such as Lifelong Learning, Massive Outpouring of Love and the D&G Multicultural

Association and we also promote opportunities to engage with ESOL courses, study skills workshops and provide training on digital translation tools.

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

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

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

During the 2024/25 academic year we have forged closer links with our student association who are now active members of our Equality, Diversity and Inclusion Committee and Values Ambassadors. The Student Association hosted a values event linked to the college value of 'Here for you' which included advice and support on cost-of living, home security and safety and mental health. A key focus of our staff development, both academic and support, has been linked to 'Trauma Awareness' and recognising the impact that can have on students and staff. We continue to provide staff and students with the tools they need to foster an inclusive College culture.

In line with our equality outcomes for 2021-25, we have successfully embedded the use of equality impact assessments for any new or revised policies and procedures, and these now form an integral part of our processes moving forward.

The results of our latest student satisfaction and engagement survey for 2023/24 for Dumfries and Galloway College/Sector Comparison (published December 2024) outlined a very positive outcome with 97.1% of students indicating that overall, they were satisfied with their college experience.

Note: DGC achieved a response rate of 66.8% in comparison to Scotland's Colleges 57.1% with regards to FE full-time response rate.

DGC achieved 83.5% in comparison to Scotland's Colleges 52.3% with regards to HE full-time response rate.

A positive outcome was noted in the response to the following 2 related questions:

> I believe all students at the College are treated equally and fairly
> I feel that I am part of the College community

Details of the response rates and comparison are shown in the tables below.

Student Satisfaction and Engagement Survey 2023/24 – DGC/Sector Comparison

'I BELIEVE ALL STUDENTS AT THE COLLEGE ARE TREATED EQUALLY AND FAIRLY BY STAFF'

FE — FURTHER EDUCATION STUDENTS IN COLLEGE

		DUMFRIES AND GALLOWAY COLLEGE			SECTOR	
	Response breakdown	23/24 Overall	22/23 Overall		23/24 Overall	22/23 Overall
FULL-TIME	Strongly Agree 68.1%, Agree 26.1%, Disagree 4.2%, Strongly Disagree 1.5%	94.2% *(+5.4%)	Strongly Agree 65.9%, Agree 26.8%, Disagree 5.1%, Strongly Disagree 2.1%	92.7%	88.8%	85.7%
PART-TIME	Strongly Agree 80.8%, Agree 15.0%, Disagree 2.8%, Strongly Disagree 1.4%	95.8% *(+2.0%)	Strongly Agree 82.4%, Agree 16.7%, Disagree 0.9%, Strongly Disagree 0.0%	99.1%	93.8%	94.5%
DISTANCE/FLEXIBLE	Strongly Agree 69.7%, Agree 26.3%, Disagree 3.9%, Strongly Disagree 0.0%	96.1% *(+1.7%)	Strongly Agree 84.9%, Agree 15.1%, Disagree 0.0%, Strongly Disagree 0.0%	100%	94.4%	96.3%

HE — HIGHER EDUCATION STUDENTS IN COLLEGE

		DUMFRIES AND GALLOWAY COLLEGE			SECTOR	
FULL-TIME	Strongly Agree 69.3%, Agree 25.4%, Disagree 4.4%, Strongly Disagree 0.9%	94.7% *(+7.8%)	Strongly Agree 61.3%, Agree 26.1%, Disagree 9.2%, Strongly Disagree 3.3%	87.4%	86.9%	86.2%
PART-TIME	Strongly Agree 93.3%, Agree 6.7%, Disagree 0.0%, Strongly Disagree 0.0%	100% *(+7.3%)	Strongly Agree 48.0%, Agree 52.0%, Disagree 0.0%, Strongly Disagree 0.0%	100%	92.7%	94.2%
DISTANCE/FLEXIBLE	Strongly Agree 77.9%, Agree 21.1%, Disagree 1.1%, Strongly Disagree 0.0%	98.9% *(+5.1%)	Strongly Agree 80.0%, Agree 14.0%, Disagree 6.0%, Strongly Disagree 0.0%	94.0%	93.8%	96.5%

*difference between DGC & Sector 23/24 overall satisfaction rates

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Student Satisfaction and Engagement Survey 2023/24 – DGC/Sector Comparison

'I FEEL THAT I AM PART OF THE COLLEGE COMMUNITY'

FE — FURTHER EDUCATION STUDENTS IN COLLEGE

		DUMFRIES AND GALLOWAY COLLEGE			SECTOR	
	Response breakdown	23/24 Overall	22/23 Overall		23/24 Overall	22/23 Overall
FULL-TIME	Strongly Agree 63.9%, Agree 29.6%, Disagree 5.5%, Strongly Disagree 0.9%	93.5% *(+5.3%)	Strongly Agree 59.2%, Agree 31.2%, Disagree 8.6%, Strongly Disagree 0.9%	90.4%	88.2%	88.3%
PART-TIME	Strongly Agree 71.8%, Agree 18.8%, Disagree 6.6%, Strongly Disagree 2.8%	90.6% *(+2.3%)	Strongly Agree 69.4%, Agree 26.8%, Disagree 3.7%, Strongly Disagree 0.0%	96.2%	88.3%	87.5%
DISTANCE/FLEXIBLE	Strongly Agree 57.9%, Agree 15.8%, Disagree 21.1%, Strongly Disagree 5.3%	73.7% *(+0.4%)	Strongly Agree 69.8%, Agree 22.6%, Disagree 7.6%, Strongly Disagree 0.0%	92.4%	73.3%	79.2%

HE — HIGHER EDUCATION STUDENTS IN COLLEGE

		DUMFRIES AND GALLOWAY COLLEGE			SECTOR	
FULL-TIME	Strongly Agree 54.8%, Agree 37.3%, Disagree 6.1%, Strongly Disagree 1.8%	92.1% *(+12.7%)	Strongly Agree 48.7%, Agree 36.1%, Disagree 13.4%, Strongly Disagree 1.6%	84.8%	79.4%	79.5%
PART-TIME	Strongly Agree 46.7%, Agree 33.3%, Disagree 13.3%, Strongly Disagree 6.7%	80.0% *(+3.1%)	Strongly Agree 44.0%, Agree 52.0%, Disagree 4.0%, Strongly Disagree 0.0%	96.0%	76.9%	77.2%
DISTANCE/FLEXIBLE	Strongly Agree 60.0%, Agree 21.1%, Disagree 16.8%, Strongly Disagree 2.1%	81.1% *(+6.7%)	Strongly Agree 60.0%, Agree 26.0%, Disagree 10.0%, Strongly Disagree 4.0%	86.0%	74.4%	79.6%

*difference between DGC & Sector 23/24 overall satisfaction rates

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The introduction of our staff engagement survey in 2024, will now allow us to actively monitor staff satisfaction in regard to the College fostering an inclusive environment and whether all employees feel respected and valued, irrespective of culture and background. These benchmarks will form part of our new equality outcomes for 2025-2029.

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 College Profile

AGE

89.5% of our students enrolled on full-time courses are under 30, although this figure changes dramatically if we include all enrolments e.g. part-time and distance learning courses whereby 34.0% of students are over 30. Our staffing establishment indicates that 96.4% of our staff are over 30.
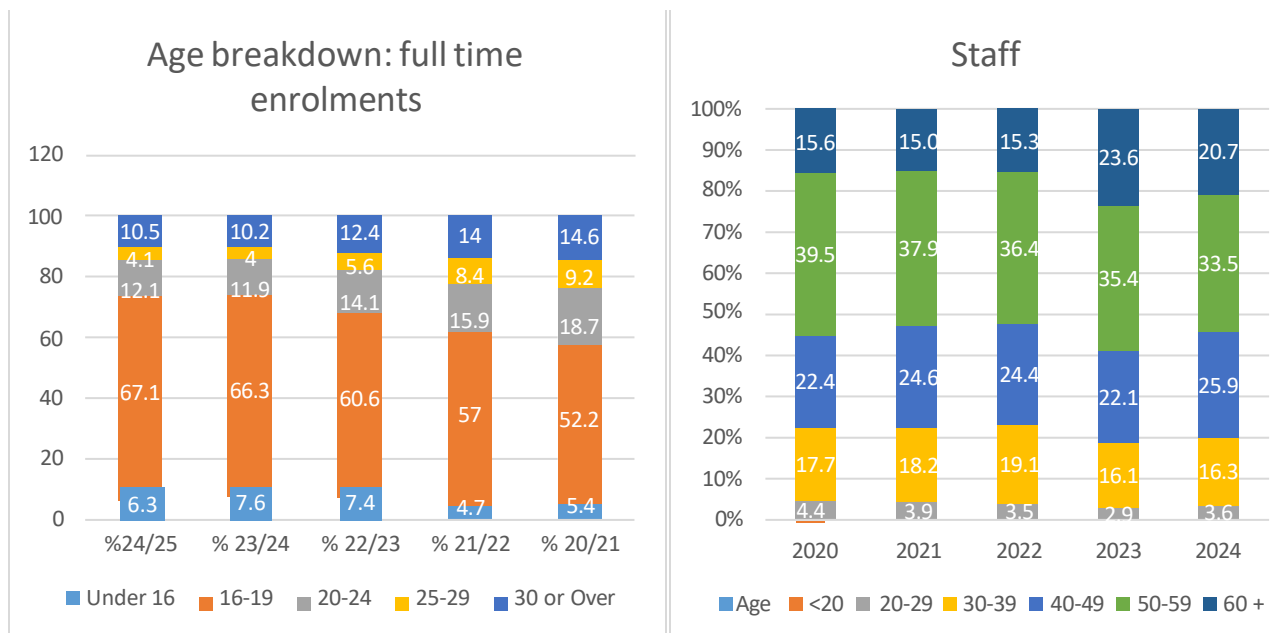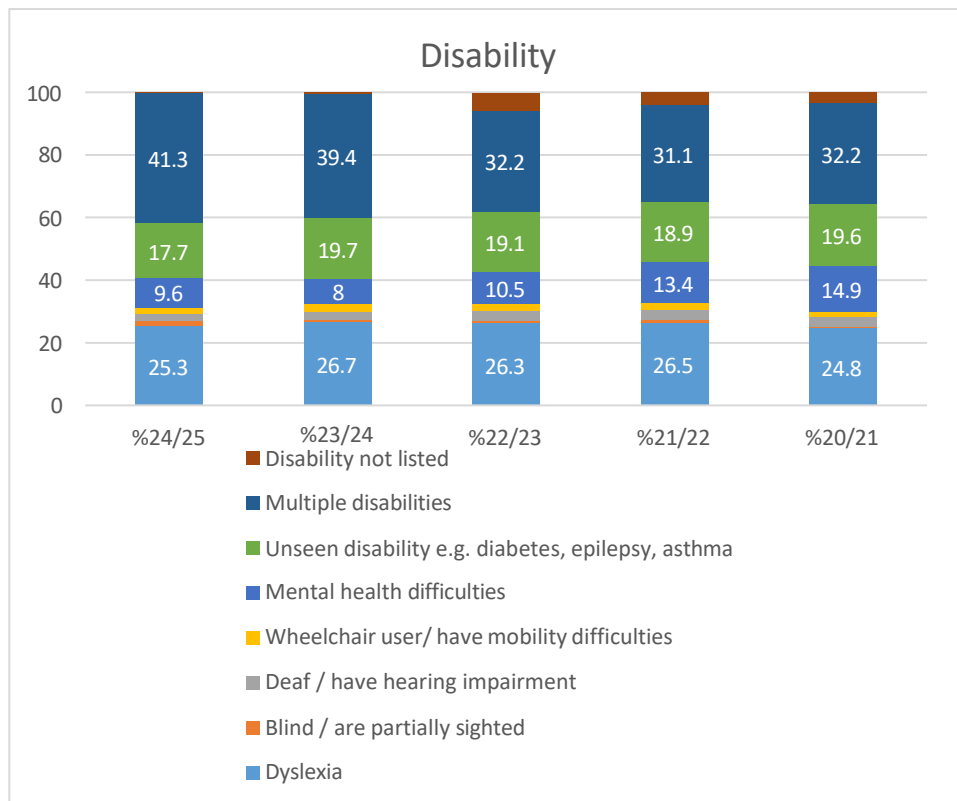

Our Student Association hosted an event linked to the College value of 'Here for you'. This was to help students learn about how they can use and what they can do in regard to 'Cost of Living', Home safety, and Student Funding'. Our Student Association President is now a representative of our 'Values Ambassadors' and provides a direct link to our students.

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

DISABILITY

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

Disability

(Stacked bar chart showing disability categories by year)

Category	%24/25	%23/24	%22/23	%21/22	%20/21
Multiple disabilities	41.3	39.4	32.2	31.1	32.2
Unseen disability e.g. diabetes, epilepsy, asthma	17.7	19.7	19.1	18.9	19.6
Mental health difficulties	9.6	8	10.5	13.4	14.9
Dyslexia	25.3	26.7	26.3	26.5	24.8

Legend:
- Disability not listed
- Multiple disabilities
- Unseen disability e.g. diabetes, epilepsy, asthma
- Mental health difficulties
- Wheelchair user/ have mobility difficulties
- Deaf / have hearing impairment
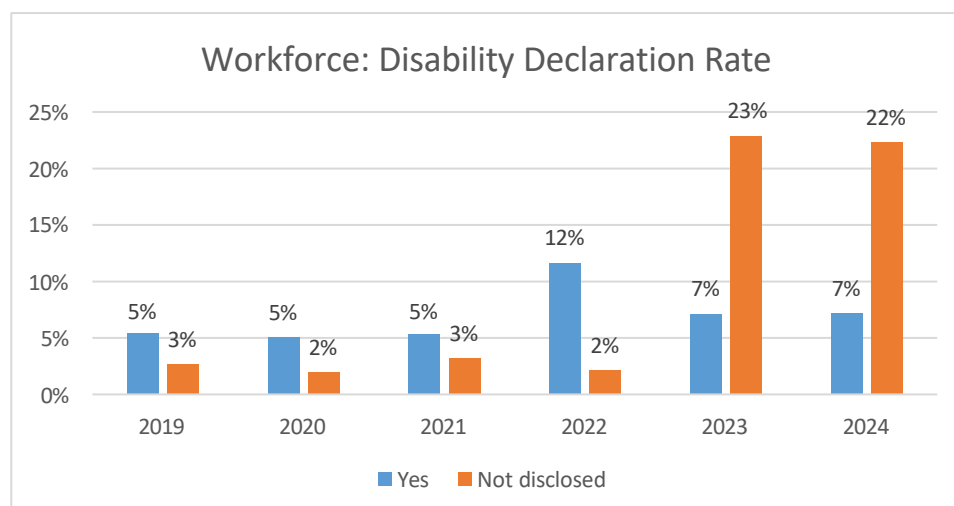- Blind / are partially sighted
- Dyslexia

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.

Our students receive a 'Needs assessment' prior to commencing their learner journey, meaning their support is in place for them starting their course. All students who disclose an additional support need on their application are contacted by our student adviser team now.

We renewed our membership of the DWP Disability Confident Scheme in September 2024 (valid until September 2027) to ensure equality of opportunity in recruitment and retention of staff and contributed to the national Disability Employment Gap reduction project.

Our data indicates that 7% of staff choose to disclose a disability, while 22% actively decline to make a disclosure. This year in recruitment terms 5.4% of applicants for posts declared a disability and 0% of candidates appointed had disclosed a disability. We plan to re-issue a request for personal information across all protected characteristics to update our records.

Workforce: Disability Declaration Rate

Year	Yes	Not disclosed
2019	5%	3%
2020	5%	2%
2021	5%	3%
2022	12%	2%
2023	7%	23%
2024	7%	22%

GENDER

The majority of our people – 64% of our staff and 51.0% of our students are female. 38% of our highest paid quartile are women.

Our statistics suggest that women and men are treated fairly through their employment or learning journey with the College.

Occupational segregation arising from societal assumptions about appropriate work for men and women stubbornly perseveres for some subjects. Despite sustained effort from our curriculum teams to change perceptions and move towards more diverse staff and student profiles, cultural ideas about career choices persist. There are signs of slow but sustained improvement in the number of women studying traditionally male subjects, but figures for men studying traditionally female subjects remain low. The Curriculum areas affected actively try to change perceptions and ensure there are no barriers to student success based on their gender.

Our mean Gender Pay Gap increased from 6.25% to 9.32% over the course of this year, partly attributable to legislative exclusions from reporting requirements e.g. staff on maternity and/or female staff who took VS, the median Gender Pay Gap remained static at 28.28% to 28.80%. As we do not give bonuses to staff, there is no 'Bonus' Pay Gap to report for our College.

The tables and graph below illustrate that the gap is attributable to the percentage of entry level administrative roles that are occupied by women, caused by occupational segregation assumptions that still persist within our national culture. Our College assesses recruitment material to try to address this and will be reviewing recruitment procedures further in the coming year.

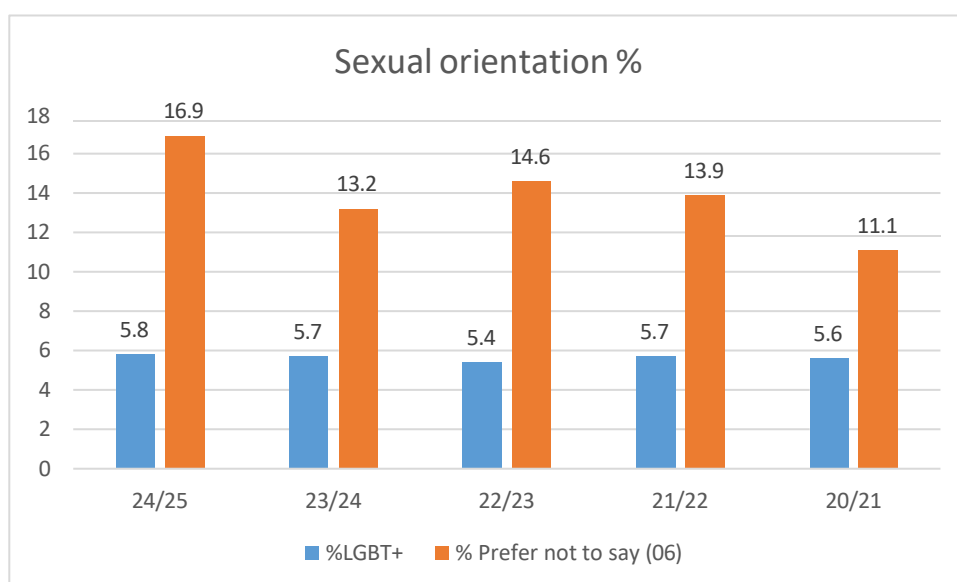|	Female	Main roles within the quartile
Quartile 1	73%	Cleaning, estates, and entry level administrative staff
Quartile 2	67%	Administrative, academic support and external development staff
Quartile 3	75%	Lecturing Staff and Managers
Quartile 4	38%	Senior Managers and Lecturing Staff

Workforce by Gender Quartile 2024
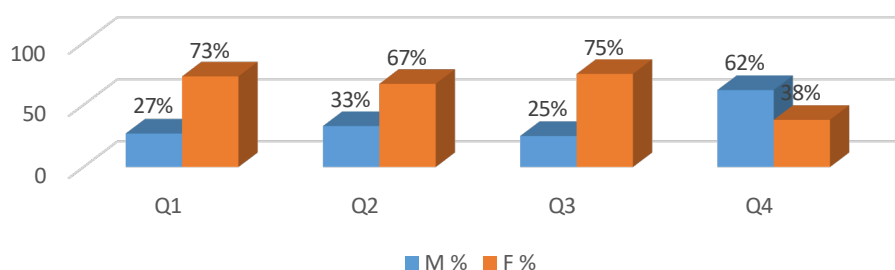
Notes

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

2. Please note: Quartiles are difficult to determine for our organisation as the lecturer pay grade applies to 33% of our staff, and this pay grade straddles the 3rd and 4th quartiles. Care has been taken to evenly divide statistics by gender to reflect the quartiles as accurately as possible.

Sexual Orientation and Gender Identity

Around 6% of our students identify as LGB+. 16.9% of students did not answer this survey question, by replying they would prefer not to say, while 77.3% stated that they identified as the gender they were assigned at birth.

Students who identify as LGBT+ usually achieve similar retention and success results to those of the majority student body.

Sexual orientation %

Year	%LGBT+	% Prefer not to say (06)
24/25	5.8	16.9
23/24	5.7	13.2
22/23	5.4	14.6
21/22	5.7	13.9
20/21	5.6	11.1

The number of staff who identify as LGBT+ remains too low to report without potentially identifying individuals. Statistics are collated across recruitment, development, promotions, and leavers to ensure that no unconscious bias is in play.

We currently have no staff who openly identify as transgender or non-binary. However, training and guidance are in place should a member of staff decide to transition or should a trans or non-binary colleague join us through the recruitment process. To ensure that wider peer support is available for LGBT+ staff across our workforce, we have an arrangement that our staff can access D&G Council/NHS D&G's LGBT+ Staff Network.

There are checklists in place which can be used to help staff or students who wish to undergo gender reassignment to ensure they understand their rights and the support that is in place for them. We signpost staff and students to the locally produced 'D&G Guide for parents and carers

of trans young people' and to the recently published Scottish Government Guidance for Supporting Trans Young people in Schools.

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

The College works closely with local partner agencies LGBT Youth Dumfries (for specialist support and advice) and D&G LGBT+ (for befriending) to ensure lived experience support for students who identify as gender diverse. We celebrate LGBT+ history with these two local partner agencies. Our Student Association hold "Here for You" events linking in with local partners and support agencies that may benefit our students, particularly during the cost-of-living crisis.

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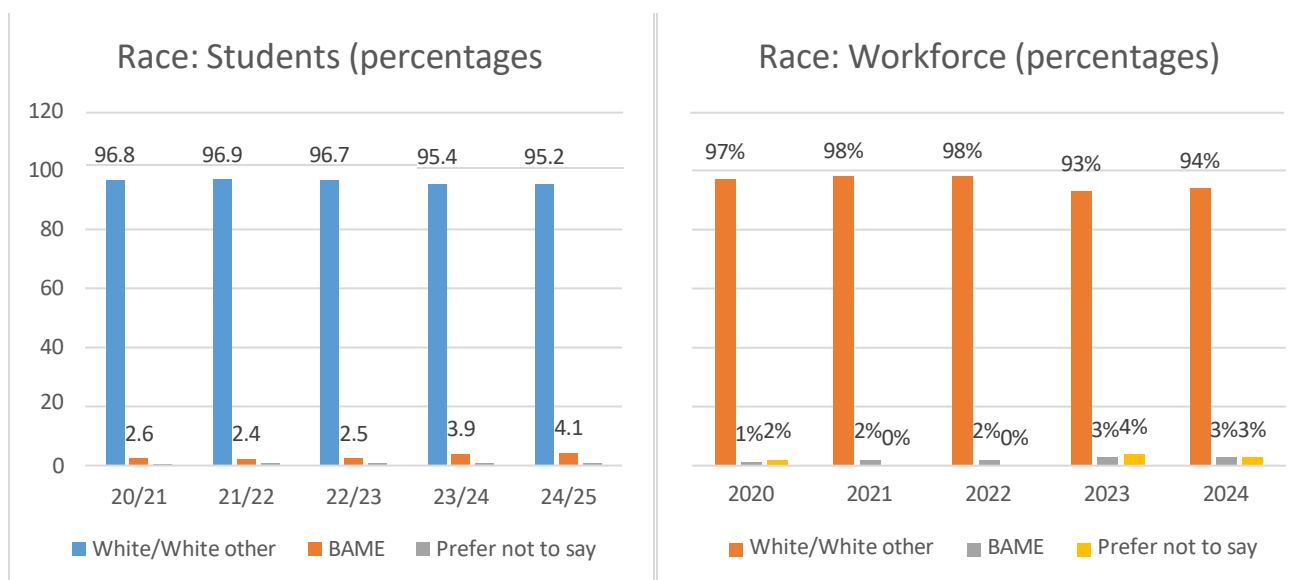
The ethnicity profile for our region is not diverse (1.2% of population).

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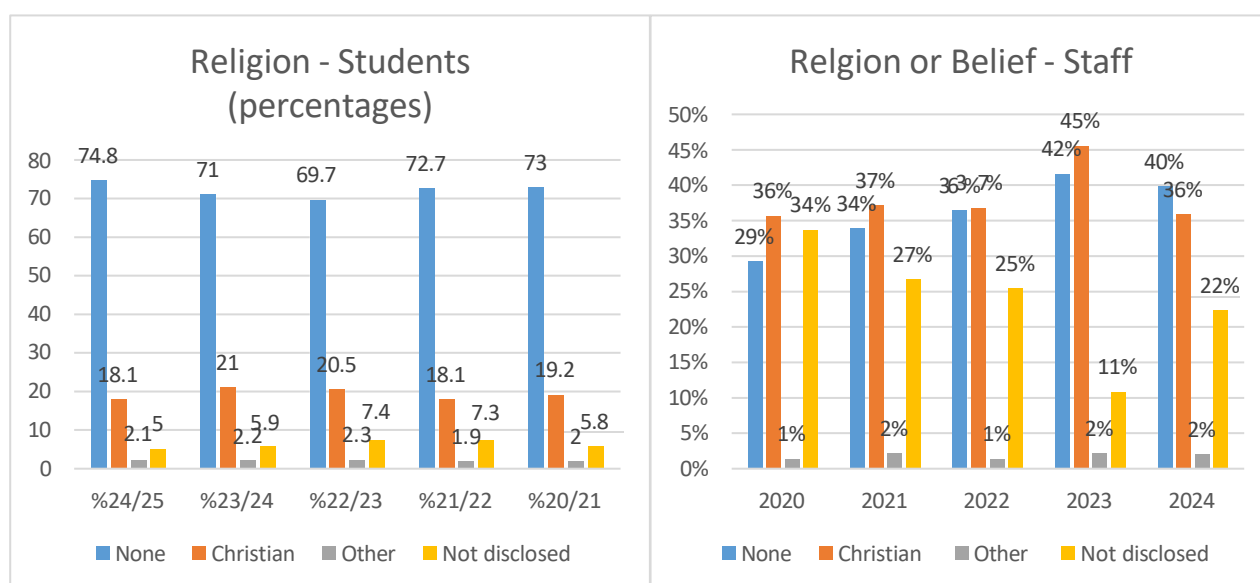
Retention and success rates for White (Other) and BAME students are similar to those achieved by students who are White (UK).

Our staff disclosure rates are encouragingly high. Our staff profile is slightly higher than the local population profile for BAME employees. The median Pay Gap for BAME employees is 12.73% A full breakdown by job role might identify individuals, as in percentage terms we have a low number of staff who identify as BAME. This gap is due to the difference between support and lecturer pay rates.

Religion or Belief

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

Student profiles for those who record their faith as 'none' remain consistently high, while those who do disclose a faith remain comparable to previous years. 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.

Appendix 1 - 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 2024/25**
Evidence collection exercise at end of academic year 2022/23 to see if staff and student profile or progression differed significantly from that of preceding years	Monitoring reveals that retention and success rates for students across the protected characteristics remain stable. There is currently no evidence that students or staff across the protected characteristics are being further disadvantaged. Equality outcomes related to Covid will not be carried over into our new set of equality objectives for 2025-2029.
Mainstream the Equality Impact Assessment process through supported completion for policies or procedures and publish the end of year results	We continue to embed the EIA process to ensure it is being adopted in new and revised policies/procedures. Equality outcomes related to Covid will not be carried over into our new set of equality objectives for 2025-2029.
Equality Impact Assessment of all changes to policies, plans, procedures, and ways of working arising from the COVID crisis	We continue to embed the EIA process to ensure it is being adopted in new and revised policies/procedures. Equality outcomes related to Covid will not be carried over into our new set of equality objectives for 2025-2029.

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 2024/25**
Investigate detail of retention and success results for all protected characteristic groups, and establish any common threads that may have contributed to differences in outcomes	Retention and success rates for students across the majority of protected characteristics closely resemble the average rates for the student body as a whole. Work has been undertaken to support all students to ensure we retain students in education.
Plan and implement academic year schedule of awareness raising Equality and Diversity events through collaboration between the Student Association and i-Matter Forum	We subscribe to the wellbeing platform Spectrum.Life. This offers our students access to mental health support, healthy lifestyle resources such as fitness videos and healthy eating recipes, and an online community for support and engagement. Our Student Association President and Vice President have joined the College EDI committee and Values Ambassadors Team to forge closer links. The Student Association hosted a values event linked to the college value of 'Here for you' which included advice and support on Cost-of living, Home security and safety and mental health.
Refresh core online short courses to recommend to staff for Equality and Diversity CPD and ensure one compulsory course is included in the annual staff compliance training schedule	*CPD sessions for staff included gender-based violence, sexual violence, domestic abuse, suicide* L.I.S.T.E.N. is an evidence-based risk assessment tool for gender-based violence (GBV) in colleges and universities developed by the charity 'EmilyTest'. Staff have also received mandatory training following the introduction of the statutory duty to prevent Sexual Harassment in the workplace. A key focus of our staff development, both academic and support has been linked to 'Trauma Awareness' and recognising the impact that can have on students and staff. We continue to provide staff and student with the tools they need to foster an inclusive College culture.

Harassment and Hate Crime	
Incidents of harassment and hate crime will be reported and addressed, with accurate levels initially established and reduction over time	
Relates to: Gender & Sex, Gender Reassignment, Disability, Race, Religion or Belief, Sexual Orientation	
Actions	**Progress in 2024/25**
Review impacts and effectiveness of Harassment and Hate Crime Reporting Procedure	The College is no longer deemed a Hate Crime Reporting centre, although staff still have the ability to report incidents of hate crime via AdminNet, which would be investigated. No reports have been made internally during this period.
Gather results of Harassment and Hate crime Reporting and Have Your Say complaints which have an equalities connection to identify lessons learned for continuous improvement cycle.	During the reporting period, there has been no reports received through the 'Have your say complaint' process.

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 2024/25
Reissue request for personal information across all protected characteristics to update records in advance of annual analysis of staff diversity profile.	The diversity profile for the region closely resembles the student profile for the College in relation to disability, gender & sex, gender reassignment. race and sexual orientation. Our staff profile has been updated following a request for staff to update sensitive information to ensure details are reflected in this annual report.
As part of the HR Recruitment process review, identify key points within the recruitment process at which unconscious bias can occur and refresh to minimise barriers for people across the protected characteristics.	The recruitment procedure has been reviewed and updated accordingly and now incorporates reference to College values as part of the recruitment process. The updated procedure included (like all new or refreshed policies/procedures) and equality impact assessment. Training of line mangers in regard to unconscious bias is in the planning stage. This year in recruitment terms 7.2% of applicants for posts declared a disability and 8.3% of candidates appointed had disclosed a disability.
Analyse student profile and gender segregation profile to inform actions for 2024/25	Disability related to mental health continues to result in less favourable outcomes for students, but there are a range of College wide initiatives in place to address this and to improve the mental health of students and staff as a whole. We have digitised the 'Needs Assessment'; and our students are now getting this earlier in their learning journey meaning their support is in place for them starting their course.
Ensure Values are embedded in all relevant policies and procedures relating to staff and students	We continue to embed the EIA process to ensure it is being adopted in new and revised policies/procedures.

Pay Gaps	
We will reduce our Gender, Race and Disability Pay Gaps	
Relates to: Gender & Sex, Disability	
Actions	Progress in 2024/25
EIA all processes related to staffing structure as they occur to ensure fair outcomes for staff across the protected characteristics.	Our mean Gender Pay Gap increased from 6.25% to 9.32% over the course of this year, partly attributable to legislative exclusions from reporting requirements e.g. staff on maternity and/or female staff who took VS, the median Gender Pay Gap remained static at 28.28% to 28.80%. As we do not give bonuses to staff, there is no 'Bonus' Pay Gap to report for our College.
Act on national Job Evaluation recommendations on completion of the centralised project.	The National Job Evaluation project remains ongoing across the Scottish college sector. There is still a significant amount of ongoing dialogue between College Employers Scotland and the Strategic HR Network and the Trade Union about the direction of travel for implementation. As such, it has not been possible to make any progress on this action.

Appendix 2 - Equality and Diversity Progress Report 2024/25

Complete	✓	Progressing to plan	➡	Slippage	▲	Deleted	**X**

Outcome	Deadline	Action	Status	Progress report
COVID	31/08/2023	Evidence collection exercise at end of academic year 2023/24 to see if staff and student profile or progression differed significantly from that of preceding years	✓	Data collected and analysed.
	31/12/2024	Mainstream the Equality Impact Assessment process through supported completion for policies or procedures and publish the end of year results	✓	We continue to embed the EIA process to ensure it is being adopted in new and revised policies/procedures.
	01/02/2024	Equality Impact Assessment of all changes to policies, plans, procedures and ways of working arising from the COVID crisis	✓	We continue to embed the EIA process to ensure it is being adopted in new and revised policies/procedures.
Retention and Success	31/10/2024	Investigate detail of retention and success results for all protected characteristic groups, and establish any common threads that may have contributed to differences in outcomes	✓	Data collected and analysed.
	30/09/2024	Plan and implement academic year schedule of awareness raising Equality and Diversity events through collaboration between the Student Association and i-Matter Forum	✓	We subscribe to the wellbeing platform Spectrum. Life. This offers our students access to mental health support, healthy lifestyle resources such as fitness videos and healthy eating recipes, and an online community for support and engagement. Our Student Association President and Vice President have joined the College EDI committee and Values Ambassadors Team to forge closer links. The Student Association hosted a values event linked to the college value if 'Here for you' which included

Outcome	Deadline	Action	Status	Progress report
				advice and support on Cost-of living, Home security and safety and mental health
	30/09/2024	Refresh core online short courses to recommend to staff for Equality and Diversity CPD and ensure one compulsory course is included in the annual staff compliance training schedule	✓	*CPD sessions for staff included gender-based violence, sexual violence, domestic abuse, suicide* L.I.S.T.E.N. is an evidence-based risk assessment tool for gender-based violence (GBV) in colleges and universities developed by the charity 'EmilyTest'. Staff have also received mandatory training following the introduction of the statutory duty to prevent Sexual Harassment in the workplace. A key focus of our staff development, both academic and support has been linked to 'Trauma Awareness' and recognising the impact that can have on students and staff. We continue to provide staff and student with the tools they need to foster an inclusive College culture.
Harassment and Hate Crime	31/12/2024	Review impacts and effectiveness of Harassment and Hate Crime Reporting Procedure	✓	No reports have been made internally during this period.
	31/01/2025	Gather results of Harassment and Hate crime Reporting and Have Your Say complaints which have an equalities connection to identify lessons learned for continuous improvement cycle.	✓	No reports have been made internally during this period.
Equalities Profile	31/1/2025	Reissue request for personal information across all protected characteristics to update records in advance of annual analysis of staff diversity profile.	✓	Our staff profile has been updated following a request for staff to update sensitive information to ensure details are reflected in this annual report.
	30/11/2023	As part of the HR Recruitment process review, identify key points within the recruitment process at which unconscious	✓	The recruitment procedure has been reviewed and updated accordingly and now incorporates reference to College values as part of the recruitment process. The

Outcome	Deadline	Action	Status	Progress report
		bias can occur and refresh to minimise barriers for people across the protected characteristics.		updated procedure included (like all new or refreshed policies/procedures) and equality impact assessment.
	31/12/2024	Analyse student profile and gender segregation profile to inform actions for 2025/26	✓	There has not been a significant change in profile across any of the protected characteristics. Some additional steps taken to assess student needs earlier in their learner journey. New equality objectives for 20205-2029
	01/04/2024	Ensure Values are embedded in all relevant policies and procedures relating to staff and students	✓	We continue to embed the EIA process to ensure it is being adopted in new and revised policies/procedures, where appropriate.
Pay gaps	31/03/2024	EIA all processes related to staffing structure as they occur to ensure fair outcomes for staff across the protected characteristics.	✓	Our workforce monitoring suggests that our staff are developed and promoted fairly across the range of protected characteristics.
	31/03/2024	Act on national Job Evaluation recommendations on completion of the centralised project.	⚠	Movement on this action has been delayed due to ongoing dialogue at a national level across the sector. Agreement has not yet been reached.

Appendix 3 – Equality Outcome objectives 2025-29

Equality Outcome objectives 2025-29		
Diverse and inclusive	**Link to National Equality Outcomes**	**Link to local partnership working/Principles of Fair Work**
Promote and celebrate inclusivity via College Website and Social Media channels through a range activities such as 'role models – see me, be me' etc		Link to opportunity (Fair Work)
Develop plans to move towards Disability Leader status (currently accredited as Disability Confident to 2027)		Link to opportunity (Fair Work)
To work in partnership and external collaboration through Dumfries and Galloway Equality and Diversity Group and the College Development Network (CDN) on promotion of EDI activity		Direct link to D&G Council and NHS who have equality outcomes linked to diverse workforce
Retention & Success	**Link to National Equality Outcomes**	**Link to local partnership working**
Success rates for under 19's will be monitored on an annual basis and DGC aim to be at or above sector norms for progress indications against national performance	The success rates for college students aged under 19 will improve.	
Success and retention rates for students who declare a disability, including a mental health condition will be monitored on an annual basis and DGC aim to be at or above sector norms for progress indications against national performance	The success and retention rates of college and university students who declare a mental health condition will improve.	
Retention rates across all core learner activity will be monitored on an annual basis and DGC aim to be at or above sector norms for		

progress indications against national performance		
Harassment and Hate Crime	Link to National Equality Outcomes	Link to local partnership working
Staff and students know how to access support about violence, harassment and abuse, report their experience and feel properly supported in doing so because our processes are fit for purpose	Staff and students know how to access support about violence, harassment and abuse, report their experience and feel properly supported in doing so because the services are fit for purpose.	Direct link to D&G Council who have an equality outcome linked to hate crime. Link to effective voice (Fair Work)
Gather results of staff engagement survey on an annual basis to monitor: 1 does the College foster an inclusive environment (Baseline for 2024 was 6.2) 2 where all employees feel respected and valued, irrespective of culture and background (Baseline for 2024 was 8.1) Identify appropriate action plans accordingly	Disabled staff and students report feeling safe in the tertiary system	Link to opportunity, respect and fulfilment (Fair Work)
Equalities Profile	Link to National Equality Outcomes	Link to local partnership working
Reissue request for personal information across all protected characteristics on an annual basis to update records in advance of annual analysis of staff diversity profile.		
Analyse student profile and gender segregation profile to inform actions on an annual basis.		
*Where representation is not proportionate to the relevant population, identify what steps will be taken to increase the racial diversity of teaching and non-teaching staff to align with student representation	Where representation is not proportionate to the relevant population, increase the racial diversity of teaching and non-teaching staff to align with student representation in the sector.	