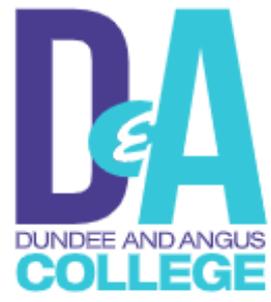




equalities

Mainstreaming Report

April 2023



Mainstreaming Equality Outcomes

April 2023

**Copies of this document can be provided in
large text or Braille formats as required
by contacting the Student Services Team
on 01382 834834.**



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1. Message from the Principal



I am pleased to share **Dundee & Angus College's Mainstreaming Equality Outcomes Progress Report 2023**, which follows on from both the report published in 2021 and previous reports mapping our progress in supporting and delivering equality for our students and staff. The purpose of this report is to update on progress made towards our strategic equality outcomes.

The last few years have certainly highlighted the inequalities that exist within our society. The pandemic and its long-term impacts, the cost-of-living crisis and ongoing conflicts have greatly affected students and staff. Research by the Scottish Government identified that before the pandemic hit, there was already an inequality crisis across many factors, including the key equality protected characteristics as well as in terms of income, wealth, living standards, labour market participation, health, education and life chances. Emerging evidence suggests that Covid-19 has exacerbated many of these pre-existing inequalities and exposed the vulnerability of some population groups to even more adverse shocks. The crisis has also drawn out more harshly the effect of deprivation as a focus for multiple inequalities and poor outcomes. Against this background, the determination to support inclusion and enhance equality within the College community is paramount.

D&A College continues to strive to be truly inclusive, with an environment and culture where equality is actively promoted, and diversity is welcomed. We are committed to equal opportunities in all aspects of College life, and in the experiences and practices of our College community. This is reflected in this report, something we hope will be an accessible and coherent reference document for our students, staff and stakeholders.

As an employer, D&A College is committed to advancing equality of opportunity, fostering good relations and eliminating unlawful discrimination. We are committed to having a work environment where all employees are treated as individuals and with dignity and respect.

As a place of learning, we're also committed to advancing equality of opportunity, fostering good relations and eliminating unlawful discrimination.

Our students can help tackle economic and social challenges in our local communities and we therefore continue to embed equality and diversity within our curriculum, raising awareness both formally and informally. This progress update is a demonstration of our commitment to a diverse, inclusive, respectful and supportive learning environment.

We are proud of the work that we do, though we always believe we can, should and must continue to ensure everyone feels respected and welcome.

We welcome any suggestions you might have on the contents of this report.

Simon Hewitt
Principal, Dundee & Angus College



2. Introduction

Dundee & Angus College (D&A) is committed to a comprehensive policy of equal opportunities for staff, students and all stakeholders and seriously undertakes the duty to adhere to all relevant legislation.

Through our Equality and Diversity Policy and related procedures, we set clear objectives and approaches to ensure we encourage and support all individuals, irrespective of protected characteristic, to develop and fulfil their individual potential. As a result, our students and staff are given equal opportunity to engage with, and benefit from, the services we offer. This maximises their contribution to College life and to the future economic success of Angus, Dundee and beyond.

We ensure all staff, students and other stakeholders are treated equally, regardless of age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation and marriage and civil partnership.

We strive to eliminate all forms of discrimination and to celebrate the diversity of our wide community.

Our Equalities Vision

To be recognised as a completely inclusive organisation, in which all people can participate fully as equal citizens.

Our Overall Equalities Aim

To actively promote equality in Dundee & Angus College, engendering an ethos and culture which acknowledges and celebrates diversity, emphasising the benefits that accrues.

Our Equalities Objectives

- Promote the College as an equal opportunity organisation
- Ensure the College meets our statutory requirements
- Implement, monitor and review the effectiveness of equality and diversity activity, recommending actions
- Ensure that robust procedures are in place for the protection of young and vulnerable students
- Identify, adopt and embed good practice across all areas of College operations

Dundee & Angus College is an equal opportunities organisation.

3. Legislative Context

The Equality Act 2010 harmonised and replaced previous public sector equalities duties in Scotland (Race Equality Duty 2002, Disability Equality Duty 2006 and the Gender Equality Duty 2007).

The Public Sector Equality Duty (April 2011) states that public authorities in Scotland must take steps to ensure they are positively contributing to a more equal society by advancing equality and making things fairer for certain groups of people. These steps, in the form of equality outcomes, must be reported to Scottish Government at least every two years.

The Act covers specific groups of people with recognised **protected characteristics**, defined within the legislation as:

- age
- disability
- gender
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sexual orientation
- marriage and civil partnership

As an employer, education provider and public service provider, Dundee & Angus College is subject to and welcomes the requirements of the Public Sector Equality Duty 2011.

We acknowledge the requirement to respond to the changes in legislation and to review our existing Equality Schemes as a result.

3.1 General and Specific Duties

The **public sector equality duty** as set out in the Act, is referred to as the “general equality duty”. It requires us to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct
- advance equality of opportunity between people from protected characteristic groups
- foster good relationships between all people, whether they share a protected characteristic or not

Advancing **equality of opportunity** involves having due regard to the need to:

- remove or minimise disadvantage suffered by people due to their protected characteristics
- take steps to meet the needs of people with these characteristics where they are different from the needs of others
- encourage people from these groups to participate in public life, or in activities where their participation is disproportionately low

The **specific duties** of the Act require us to:

- report on mainstreaming the equality duty
- publish equality outcomes and report progress

- assess and review policies and practices
- gather and use employee information
- publish gender pay gap information
- publish statements on equal pay
- consider award criteria and conditions in relation to public procurement
- publish in a manner that is accessible

We intend to continue to develop our commitment to equality through the implementation of the Equalities Mainstreaming Report, incorporating Equality Outcomes supported by key equalities related data.

We outline our commitment as an organisation to embed positive equality and diversity practice for all staff and students into our organisational practice.

4. Dundee & Angus College Equality Activities

4.1 History of Dundee College & Angus College Equality Activities

Dundee College merged with Angus College on 1 November 2013 and has worked hard over the past 10 years to create an organisation that delivers sector leading outcomes and success for learners, irrespective of background, needs or protected characteristic/s.

Over the past 10 years the College has regularly delivered the best student outcomes in Scotland, has consistently high levels of student satisfaction and shows high levels of staff engagement and happiness. All of these outcomes are driven by our commitment to equity in all its forms and by work undertaken to embed equality within our organisational and learning culture, and within our day to day activities and processes.

This is what the mainstreaming of equalities is about, and we have worked hard to seek to ensure that equality of opportunity is supported and achieved as a natural outcome to what we do. Dundee & Angus College has demonstrated through its strategies, outcomes, policies and actions that equality and diversity is mainstreamed and embedded in its work.

Out Equality Objectives include:

- Building upon our culture and practice of inclusiveness to ensure that they are enhanced and embedded
- Developing our mainstreaming report and equalities outcomes
- Embedding a single set of equality and diversity related policies and procedures
- Analysing quantitative and qualitative data for students and staff to inform equalities related policies, practices and actions
- Engaging with relevant external partners to enhance inclusiveness and improve our services
- Evaluating the impact of College activities and policies in respect of equalities mainstreaming
- Embedding equality and diversity within the curriculum and quality processes as well as in all relevant procedures, plans, strategies and practices
- Providing staff and student access to equality information, advice and support
- Building on existing activities, further developing induction and continuing development for students and staff

Dundee & Angus College's Equality Outcomes were developed in consultation with groups who represent the interests of staff and students, including those within protected characteristic groups and other important stakeholders from the College's community and partners.

The outcomes reflect the key elements of our Regional Outcome Agreement and thus ensure equality is at the heart of College strategic planning and key operational functions such as decision making, delivery of all services, planning and governance.

In addition to these formalised linkages, our outcomes will continue to form part of our overall College culture of inclusiveness.

4.2 Dundee & Angus College Equalities Actions

4.2.1 RESPECT Campaign

The RESPECT campaign has been running since 2011 to raise awareness, both internally and externally, of the College's commitment to celebrating diversity and advancing equality of opportunity for all employees and students.

Whilst Covid-19 restricted some of the usual activity under the RESPECT banner, the campaign continues to develop and includes annual equality and diversity events, award winning promotional materials, online information, resources and learning materials for both employees and students.

The evaluation of the RESPECT campaign has shown positive results indicating that awareness of equality and diversity related issues has increased, and our RESPECT campaign is embedded in College life. Education Scotland has also recognised the campaign as Sector Leading.

4.2.2 The Social Model of Disability

Dundee & Angus College, in common with other Scottish colleges, subscribes to the Social Model of Disability. The Social Model views the disadvantage and social exclusion experienced by people with disabilities as a result of attitudes and negative constraints imposed by our society. Disabled people can experience barriers through negative perceptions or through institutional and organisational practices which impede inclusion and development.

D&A College will build upon the positive developments achieved through the operation of our Equality and Diversity Policy and Procedures, and the integration of these into organisational practice.

4.2.3 LGBTQI+ Groups

The Learner Engagement, Students' Association and Student Services Teams work jointly to provide support for and maintain LGBTQI+ support and engagement groups on each College campus (as well as online). LGBTQI+ young people and adults actively use the services provided by the Student Services Teams across campuses including one-to-one support and the provision of specific health and wellbeing information.

We are previous holders of the LGBT Youth Scotland Charter mark and work in close partnership with the Terrance Higgins Trust to provide in and out of College support as needed for our LGBTQI+ students.

4.2.4 Wellbeing Group

The College's Wellbeing Group was established to consolidate activities occurring across all campuses to support staff and student positive physical and mental wellbeing, and support students with mental health needs.

Staff from Student Services, Learner Engagement, Health and Safety and the People Team, amongst others, work closely to deliver a range of support, guidance and training around wellbeing, reviewing the various services offered on campus to ensure we work together well and identify any gaps in provision. This includes examining how we provide staff with ongoing CPD to enhance and share their skills and knowledge to benefit students and other staff.

Recognising the impact of the pandemic, the College has extended its activities in respect of Mental Health & Wellbeing and works in close partnership with a number of local agencies and support groups to ensure all students can equally access support and opportunities to promote positive wellbeing, and heavily focus on inclusion of opportunity for those with protected characteristics.

4.2.5 Equality & Diversity in the Curriculum

Guidance on Equality & Diversity in Learning and Teaching (Appendix 1) is provided to all academic teams and is monitored within self-evaluation activities and by Directors of Curriculum and Attainment. This ensures that equality and diversity is actively fostered and developed within academic planning, recruitment, learning and teaching and incorporated into operational action plans. Activity will continue to be monitored and evaluated.

4.2.6 College of Sanctuary

By the end of 2023, the College is aiming to become the first College of Sanctuary in Scotland. Working with City of Sanctuary and other partners, we are currently mapping all activity across D&A and making sound improvements, to ensure our education offer is inclusive and empowering for all. This project considers the rise in the number of refugees and people seeking asylum across our Tay Cities, and shows the College's commitment to supporting this crucial work.

4.3 Partnership Working

Dundee & Angus College works with a wide range of local, regional and national organisations, including around 200 third sector organisations to ensure inclusive and relevant provision of services to staff and students. Such collaboration and partnerships include staff and students working, liaising and volunteering with organisations across all protected characteristics.

Organisations include:

<ul style="list-style-type: none">• Angus and Dundee Carers Centres• Angus and Dundee Citizens Advice Bureaus• Angus Council and Dundee City Council• Barnardos• Breathing Space• College Development Network• CraigOwl Communities• City of Sanctuary• Dance and Disability Consortium• Deaf Action• Dundee International Women's Centre• ENABLE Scotland• Gowrie Care• Guide Dogs for the Blind• Hearing Loss• Homestart	<ul style="list-style-type: none">• Lead Scotland• LGBT Youth Scotland• Memory Box Network• NHS Tayside• One World Dundee• Penumbra• Police Scotland• Pride Dundee• Royal National Institute of Blind People (RNIB)• Samaritans• Scottish Association for Mental Health (SAMH)• Scottish Autism• Social Prescribing Angus and Dundee• Tayside Deaf Hub• Terrence Higgins Trust• Transition Forum
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Staff and students actively participate in external events and learning forums, liaising with placement providers and support groups to enhance equality and diversity understanding in every aspect of learning, teaching and service provision.

In terms of gathering information to support equality and diversity issues, the College has collaborated with a significant number of organisations in the region whose service users / functions relate directly to groups with protected characteristics.

Prompted by the pandemic, we have introduced a new way of working with our community partners. To support and promote all areas of equality and diversity, the Learner Engagement team has created partnerships with numerous community partners, each of whom offer specialised workshops to enhance the learner experience. With around 50 workshops and the number growing, we are able to educate our students on social and equity issues such as: hate crime; domestic violence; sectarianism; cyber bullying & security; trauma informed practice; drugs and alcohol awareness; naloxone training; use of pronouns; sexual health awareness; safeguarding children; misinformation & societal divisions; harm reduction and gambling awareness, to name only some.

Our broad range of partnership working supports us in eliminating discrimination and promoting positive changes in services, policies and procedures on a joined-up basis within our community which will result in true parity between all staff and students.

4.4 Review of Equality and Diversity Policies and Practices

4.4.1 Equality and Diversity Group

Following the pandemic, the College has recently re-established its Equality and Diversity Group, the membership of which represents the College's academic and support operations, students and unions. This is supported by the College's senior management, chaired by a Vice Principal.

The purpose of the group is to implement, monitor, review and develop the Equality and Diversity agenda and, in doing so, its areas of focus include:

- Ensure the College delivers or exceeds its Equality Outcomes
- Ensure that the College meets its statutory equality and diversity requirements
- Personally understand and raise awareness of what equality & diversity means for D&A College
- Encourage input, consider and respond to equality and diversity feedback from Student and Staff representatives
- Develop and deliver a supportive, progressive and ambitious annual action plan
- Collaborate and take a partnership approach to achieving equality and diversity with staff, students and associated organisations/agencies
- Collect, analyse and disseminate student and staff equalities data and target delivery of resulting actions
- Support and monitor the production of equality impact assessments
- Champion, support and encourage embedding equality and diversity in learning, teaching and the delivery of services.
- Make recommendations on equality and diversity related awareness raising, learning and development.

- Monitor patterns of potentially discriminatory behaviour such as harassment and recommend actions to be taken.
- Support the development and review of equality and diversity policies and procedures.

4.4.2 Impact Assessment

Under the terms of the specific duty, the College is required to carry out equality impact assessments on all its current and planned policies, practices and procedures. Impact assessment is used to assess whether these policies and practices will have an adverse effect on College experiences for staff and students from protected characteristic groups. In undertaking impact assessments, the College evidences how it is achieving its intention to eliminate discrimination, develop inclusive services, encourage positive attitudes, and ensure the development of effective support opportunities.

All new and existing policies and procedures are subject to equalities impact assessment. For new policies, this process takes place at the developmental stage. Responsibility for the impact assessment of a specific policy, function or service rests with the Manager responsible for that service, supported by the Senior Leadership Team senior management representative responsible for that aspect of College activity. Staff are trained in the impact assessment process and where a fully detailed impact assessment is considered necessary, an appropriate range of stakeholders are involved in the process.

The following is indicative of the range of policies and practices that are subject to the equalities impact assessment process:

- Curriculum policy and new curriculum developments
- Student recruitment, selection and admissions
- Learning Experience strategy and activity, including student retention and attainment
- Recruitment, selection, retention and turnover of staff
- Staff CPD and career development and progression
- Student and staff complaint and grievance arrangements
- Student and staff disciplinary arrangements
- Student support provision including funding, learning support, personal support and guidance
- Estates management practices
- Quality assurance and enhancement procedures
- Internal project workstream remits
- Savings plans and outcomes

To ensure that equalities impact assessment activity is effectively embedded within College practice, this is incorporated within our Quality Management Review Cycle. Through this approach, all elements of College service are subject to review and impact assessment on at least a three-year rolling basis.

Equalities impact assessment activities and monitoring data to date has highlighted that no College policies have had a disproportionate negative effect on the services the College provides for current or potential users in respect of relevant protected characteristic/s.

4.4.2 Gathering, Monitoring and Using Data

The gathering and monitoring of equalities data is recognised as a critical component in understanding how the College is developing in respect of its equalities mainstreaming journey. In respect of information gathering and utilisation, the following points and responsibilities are noted:

- In addition to the provision of specialist advice and support for students, the Student Services Team monitors the value and impact of student support activity for each protected characteristic group. Specific individual support arrangements have been developed for individuals where necessary.
- The Administration Team collects data on the recruitment, retention and achievement / attainment of all students based on protected characteristic groups.
- In addition to the provision of specialist advice and support for staff, the People Team monitors the recruitment, appointment, CPD activities, promotion, leavers and pay data relative to each protected characteristic group for staff. Specific individual support arrangements or service / policy changes have been developed where necessary.
- Academic and support teams undertake a rolling annual quality evaluation of their curriculum / services, including evaluation of strengths and weaknesses in relation to the promotion and achievement of equality and diversity indicators that impact upon the mainstreaming of their particular curriculum, activities and services.
- Dundee & Angus College employs a Business Intelligence Officer who oversees live data management and supports access to data through live dashboards

As a result of this activity, the College has a large bank of qualitative and quantitative information. Along with surveys, questionnaires, interviews and focus group feedback, a mix of quantitative and qualitative data on students and staff will continue to be gathered, monitored, evaluated and reported on to assess the impact and achievement of the Equality Outcomes.

4.4.3 Reporting and Monitoring

The Equality and Diversity Group monitors the progress in achieving our Equality Outcomes (Appendix 2). Whole College analysis of equalities outcomes is reported at Executive and Board of Management level.

5. Information about Staffing

5.1 Continuing Professional Development

Our mandatory training arrangements for all staff include a range of online Equality & Diversity modules which all staff are required to undertake. This includes modules on equality and diversity responsibilities for all staff and specifically for academic staff, safeguarding training and mental health awareness training. Other equality and diversity materials are available, as well as access to a comprehensive programme of Continuing Professional Development (CPD) courses and events which contribute to advancing equality of opportunity.

Anti-bullying training has been provided for a large number of staff and learner groups. This training includes development of identifying and dealing with bullying and harassment issues related to disability, race, sexuality, religion, gender and gender reassignment.

Bystander training in partnership with Police Scotland has, and continues to be, delivered to academic and support staff. This training specifically educates our staff to recognise where and when their intervention could prevent someone from being mistreated on campus.

For the first time, 2023 will see a large group of staff training with City of Sanctuary and Refugee Education UK, to provide us with the knowledge and tools to provide a 'welcome hub' to all refugees and those seeking asylum at D&A.

Academic teams apply QELTM principles (Quality & Equality in Learning and Teaching Materials) to the development of learning and teaching materials and to inform curriculum modification and developments. There is extensive evidence of individual adjustment to teaching materials, methodologies and organisation to meet the learning needs of students as a mainstreamed aspect of learning and teaching practice.

Staff are encouraged and supported to attend regular equalities awareness training sessions, and the Teaching Qualification in Further Education contains elements on protected characteristics.

College staff attend training sessions on equalities issues such as: deaf awareness; mental health first aid; mental health awareness (including self-harm and anxiety); supporting partially sighted people; online resources for deaf students; fire safety for the deaf and hard of hearing; matching technology to needs (with a focus on Dyslexia); and pronouns training. It is recognised, however, that development and supporting professional practice in respect of all aspects of equality and diversity is ongoing and training inputs and opportunities will continue to be enhanced year on year.

5.2 Employee Data

Dundee & Angus College is a Disability Confident employer. Information, including application forms, for prospective employees are available in varying accessible formats. Prospective staff who are disabled are welcome to request adjustments or adaptations to the interview process to meet individual needs.

In addition, a range of provision for care experienced staff and students and those who are carers has been introduced under the WeCare@D&A banner. This includes work with the local carers' centres to provide information for staff, as well as highlighting flexible working and counselling / support options available.

For the purpose of monitoring the impact of policies and procedures to ensure they are free from unlawful discrimination, the College requests information regarding protected characteristics from all employees and job applicants. This information is disregarded for the purpose of recruitment and other employment decisions such as training or promotion, as per legal requirements. Information on the full range of protected characteristics has been requested and gathered since merge.

The College encourages staff to disclose information on protected characteristics at the initial application stage (on the Equal Opportunities Monitoring Form which accompanies the application form as a separate form). Staff are also encouraged to update equalities monitoring data on an ongoing basis throughout employment.

We are aware that some people feel that data on some protected characteristics (such as sexual orientation) is too personal to disclose within the workplace, or they fear that disclosure of may lead to stigmatisation or potential disadvantage. As a result, some of the analysis is limited. The College acts to regularly reassure staff that, contrary to suffering disadvantage through disclosure, the provision of information allows the College to ensure that all mechanisms are in place to facilitate inclusiveness within the working environment.

Planned improvements to our systems now allow this to happen in real time through an online self-service portal, which is backed up with further awareness raising to encourage disclosure. It is hoped that this, along with the fact that our equality duties are now higher profile and better understood, will lead to a higher return of the data across all the protected characteristics. It is important that we continue to inform and educate our employees regarding equality and diversity matters and that they understand the College's duties and aims, as well as our expectations of them in contributing to these.

5.3 Employee Equality and Diversity Monitoring

Responsibility for gathering and monitoring staff data lies with the People Team. For the purpose of advancing equality of opportunity, fostering good relations and eliminating unlawful discrimination, with respect to each of the protected characteristics the College aims to analyse:

- The distribution of employees
- Training and development courses attended
- Promotions
- Full time and part time employment status
- Salary distribution
- The return to work of women on maternity leave
- The return to work of disabled employees following absences related to their disability
- Grievances
- Disciplinary action
- Dismissals and other reasons for leaving

This data is collected and monitored through:

- monitoring of staff development / continuous professional development activity undertaken
- production of annual statistics on the recruitment and retention of staff with identified protected characteristics
- use of staff consultative arrangements to track issues or complaints raised regarding disability

The data is analysed annually and presented to the Vice Principal. Emerging trends are monitored and subsequent actions have been embedded into the operational plans of relevant academic and support teams throughout the College.

Data and analysis are presented in Section 8 of this Report.

5.4 Equal Pay

Dundee & Angus College recognises and supports the ideals and objectives of equal pay for work of equal value, as a critical element of fairness and equality within the workplace. The College works in partnership with the recognised trade unions to this end.

The College operates a gender-neutral job evaluation grading scheme for all non-teaching support and management roles across the College, and clear salary framework for all academic posts which is delivered through national arrangements. The College does not operate any discretionary payment systems or arrangements.

All pay and related decisions are overseen by the People Team.

It is the intention of Dundee & Angus College to:

- Eliminate any unfair, unjust or unlawful pay practices
- Monitor pay statistics annually
- Take appropriate remedial action if the need should arise

In addition to salary, the College provides an occupational pension scheme and a number of other benefits which are provided to employees on an equal basis.

5.5 Occupational Segregation and the Gender Pay Gap

Occupational segregation is the distribution of people based upon demographic characteristics, in this case, gender. Horizontal segregation refers to differences in the amount of men and women present across particular types of occupations.

Vertical segregation refers to differences in the amount of men and women present across the hierarchy of an occupation. Clearly, there are historical and social influences on occupational segregation with horizontal segregation being more resistant to change.

Data indicates that vertical segregation is not an issue at Dundee & Angus College while there is some evidence of horizontal segregation. The gender pay gap in academic and support management posts is negligible, as is the pay gap relating to all academic posts.

The overall percentage difference between men and women's average hourly pay (excluding overtime) as at March 2023 was 7.0%, with women being paid, on average, 7% less than men. Further analysis indicates that horizontal occupational segregation is responsible for this with women making up 86% of the workforce in cleaning and food service jobs which are paid at the lowest pay grade. If this group is removed from the data, the pay gap reduces to 4%.

Vertical segregation is not evident. The gender pay gap in academic and support management posts is negligible, as is the pay gap relating to all academic posts.

The Board of Management take their equality responsibilities very seriously both for the service that they provide and in respect of the Board itself. The Board has a 50:50 gender mix and taking diversity issues into consideration is an integral part of the recruitment process.

It should be noted that Board positions are non-remunerated (with the exception of the Chair who is a public appointee made by the Scottish Government).

The College recognises its role in, and the benefits of, reducing occupational segregation and it is the intention of the College to:

- Ensure there are no assumptions that particular roles should be carried out by a particular gender
- Promote supportive and flexible employment practices where appropriate
- Support and encourage all employees to engage in professional and personal development

“Mind the Gap” acknowledges that pay gaps of less than 5% are unlikely to be significant, though organisations should take note.

5.6 Statement on Equal Pay for Gender, Race and Disability

Dundee & Angus College takes its responsibilities under the Public Sector Equality Duty (2011) very seriously and is committed to equal pay regardless of gender, race, disability or other protected characteristic. It is in the interest of all employees and also the College itself to ensure all staff receive fair and equal pay.

The College is committed to eradicating pay bias, using fair and transparent reward systems which form part of the overall benefits of working for a diverse and equalities conscious employer.

This means that all employees, regardless of gender, disability or race should receive equal pay for the same (or largely similar) work, for work rated as equivalent and for work of equal value.

To support our equal pay ambitions Dundee & Angus College will:

- Monitor and review gender pay gaps and occupational segregation
- Monitor and review the availability and uptake of flexible working and other support arrangements
- Quickly and effectively identify then eradicate unfair, unjust or unlawful practices that impact on pay
- Take any necessary and appropriate remedial action

In meeting these objectives, the College will commit to:

- Operate pay strategies that ensures equal pay for work of equal value through clear and rigorous application of job evaluation, salary placement and progression procedures.
- Offering a series of Human Resource policies and supports that facilitate opportunities for all staff to work in the way that best suits them
- Recruit and appoint staff on individual merit, ensuring effective assessment of the abilities of prospective employees for recruitment and promotion.
- Actively promote and support CPD and career progression opportunities irrespective of protected characteristic
- Ensure all employees returning to work after periods of absence (for any reason) have the support and training they require
- Continue to build our culture which challenges biases and stereotypes
- Work in consultation with our recognised Trade Unions to support and promote equality and diversity in the workplace
- Review our continued progress at least every two years

6. Information about Students

6.1 Marketing of Courses, Admissions and Induction

The Student Services Team at Dundee & Angus College undertakes a significant range of proactive work, liaising with schools and external organisations to publicise the services which we can provide to all students taking into account protected characteristics. Disclosure and referral opportunities and encouragements are in place within our student recruitment, admissions, guidance and interview processes.

The College ensures that all courses have appropriate and non-discriminatory selection criteria in place.

The College monitors and review the effectiveness of its publicity and awareness raising strategy on a regular basis. Also, data is collected for protected characteristic groups from application to enrolment which is subject to analysis.

Prospectuses and other publicity material, including the student portal, are available in varied and accessible formats.

6.2 Student Services

Student support at Dundee & Angus College is provided through a specialist Student Services Team. The Team provides individual student-centred support, advice and guidance for students disclosing characteristics or needs which may impact on their learning needs and / or their ability to integrate into College life, including educational, social, emotional or practical issues. They also facilitate links with other external support or information services as necessary, and regularly evaluate the impact of the services they provide in respect of student outcomes and feedback.

6.3 Learning and Teaching Approaches

Learning and teaching approaches (including assessment practices) are inclusive and are developed and amended to ensure that student needs are met and a level playing field achieved. Individual learning approaches and adaptations to teaching and assessment are discussed as appropriate (e.g. in cases of certain disabilities or where a student's first language is not English) and adjustments / amendments enacted between the student, Student Services Officers and course Lecturers as required.

The College annual quality priorities promote innovation in learning, teaching, and assessment practice. This innovation includes the development of alternative delivery and assessment techniques that promote inclusiveness and meet learner needs across a significant range of variables, including the full range of protected characteristics.

6.4 Learner Engagement / Students' Association

Dundee & Angus College's learner engagement and students' association arrangements are recognised nationally for the proactive approach taken to developing learner-led initiatives and activities. Within this approach, significant efforts are made to embed inclusion of all students, with special attention paid to protected characteristic groups.

The Learner Engagement Team engages with over 200 public and third sector community organisations when planning events and activities for our students. This breadth of community

involvement ensures we can offer opportunities which are current, fully inclusive and representative of the diverse community we serve. From Respect training to sexual health, we ensure our social education portfolio scaffolds, and enriches the curriculum.

The promotion and mainstreaming of equalities are central within the work of the D&A Students' Association (DASA) and Officers and elected Campaign Officers support and promote a wide range of equalities activities and events each year. Through student representation structures, all D&A students are given opportunities to feed into College developments; and this very much includes developments around equality, diversity and inclusion in the curriculum and wider College business.

6.5 Student Data

The College's Administration Team supports the collection and management of data which is used to monitor the numbers and progress of students from each protected characteristic group. We routinely analyse admission, retention, progression, achievement / attainment, and post course success figures as well as monitoring formal complaints, student discipline issues and incidences of bullying or harassment related to these characteristics.

The College encourages students to disclose protected characteristics at the initial application stage and during their term of study. It is recognised that some students may fear that disclosure of protected characteristic may lead to stigmatisation and potential disadvantage, and significant efforts are put into seek to allay these fears and encourage disclosure.

The College seeks to reassure potential students that contrary to suffering disadvantage through disclosure, the provision of information allows the College to ensure that all mechanisms are in place to facilitate the learning experience.

Curriculum staff monitor and evaluate the effectiveness of specific learning and teaching strategies on the retention, progression and achievement / attainment of all students, and report on equality and diversity matters relating to their courses on a rolling basis throughout the year. In addition to this information, a range of surveys, student focus groups, student representative forums and Student Association activities are used extensively to gather, monitor and act upon direct feedback received from individual students and class groups.

6.6 Gender Split within Student Courses

Dundee & Angus College offers a broad-based curriculum and data analysis shows that student application, recruitment and participation within this tends to follow very "traditional" gender lines. Analysis highlights that College admissions and selection approaches are not having a negatively disproportionate effect on this recruitment, but that course applicants self-select prior to application to their chosen subject area.

Interviews with students studying within both "traditional" and "non-traditional" areas for their gender has highlighted that they were aware of the full range of College provision prior to application and applied because of a specific interest within the subject area they were studying.

Gender neutral student guidance and admissions arrangements are in place, and currently a wide range of taster sessions are provided in partnership with schools to give potential students a flavour of a range of different subject areas prior to their making course choices and applications.

Gender segregation within course areas is recognised as an issue nationally and the Scottish Funding Council Gender Action Plan outlines actions to address gender segregation and other barriers within the curriculum.

6.7 Performance Indicator Data 2021/22

For academic year 2021/22, Dundee & Angus College has collected student performance indicator data in relation to all protected characteristics apart from pregnancy / maternity and marital status. (Data and analysis can be found in Section 9 of this Report.)

It is a priority of the College to ensure all departments continue to work together to develop seamless recording and analysis of data on protected characteristics from application through to outcome.

7.0 2021 Equality Outcomes

The 2023 Equality Outcomes can be seen in Appendix 2, presented in the 2021-2025 plan.

8. Dundee & Angus College Employee Data Analysis

8. Dundee and Angus College Employee Data Analysis

The following staffing data and analysis relates to March 2023. Figures are based on a headcount of 1015 post holders. At the date of publication, current demographics are not available for the purpose of comparing local (or national) population to workforce population.

8.1 Distribution of Employees by Protected Characteristic

The tables below show the number and percentage of staff by each characteristic, with 2011 Census data for both Scotland and Dundee & Angus region where available for comparison. There is no census data for Sexual Orientation and in some cases, groups have been created to match census categories. Gender reassignment data is not captured for staff.

Staff Age Group	No. of Staff	% of Staff	Dundee and Angus*	Scotland*
16 to 29	104	10.2%	20.4%	18.5%
30 to 44	335	33.0%	18.0%	20.0%
45 to 59	437	43.1%	20.2%	21.1%
60 to 74	130	12.8%	15.9%	15.5%
75 and over	9	0.9%	8.7%	7.7%
Grand total	1015	100%		

Staff Disability	No. of Staff	% of Staff
Declined to specify	13	1.3%
Disabled	35	3.4%
Not disabled	501	49.4%
Not known	11	1.1%
(blank)	455	44.8%
Grand total	1015	100.0%

Disability (Of Known)	No. of Staff	% of Staff	Dundee and Angus	Scotland
Disabled	35	7%	20.0%	19.6%
Not disabled	501	93%	80.0%	80.4%
Grand Total	536	100%		

Staff Ethnicity	No.	%
Any other Asian background	1	0.2%
Any other background	1	0.2%
Any other ethnic group	2	0.4%
Any other Mixed background	2	0.4%
Any other White background	55	11.7%
British	389	82.6%
Caribbean	3	0.6%
Irish	11	2.3%
Pakistani	2	0.4%
White and Asian	4	0.8%
White and Black African	1	0.2%

Ethnicity (Of Known)	No. of Staff	% of Staff	Dundee and Angus*	Scotland*
White/British	457	97.0%	96.1%	16.0%
BAME	16	3.0%	3.9%	4.0%
Grand Total	536	100.0%	20.2%	21.1%

Staff Religion	No. of Staff	% of Staff
Agnostic	30	3.0%
Atheist	79	7.8%
Buddhist - Mahayana	1	0.1%
Christian - Orthodox	9	0.9%
Christian - Protestant	96	9.5%
Christian - Roman Catholic	59	5.8%
Islam - Shiite	1	0.1%
Islam - Sunni	1	0.1%
Not Specified	121	11.9%
Other	36	3.5%
(blank)	582	57.3%
Grand Total	1015	100.0%

Religion (Of Known)	No. of Staff	% of Staff	Dundee and Angus*	Scotland*
Agnostic/Atheist	109	39.5%	40.5%	36.7%
Buddhist - Mahayana	1	0.4%	NK	NK
Christian - Non RC	105	38.0%	37.3%	37.9%
Christian - Roman Catholic	59	21.4%	13%	16%
Muslim	2	0.8%	1.6%	1.4%

Staff Sex	No. of Staff	% of Staff	Dundee and Angus	Scotland
Female	664	65.4%	51.80%	51.50%
Male	351	34.6%	48.20%	48.50%
Grand total	1015	100.0%		

Staff Sexual Orientation	No. of Staff	% of Staff
Bisexual	14	1.4%
Declined to specify	34	3.3%
Gay	10	1.0%
Heterosexual	534	52.6%
Lesbian	7	0.7%
(blank)	416	41.0%
Grand total	1015	100.0%

Data shows that where Ethnicity is known, the majority of staff are White / British (97% of known); predominantly female (65.4%); aged from 30-59 (76%); and with no disclosed disability (93% of known). Significant numbers of staff have yet to disclose information on religion / belief (57%) and sexual orientation (44%), although analysis would highlight that this pattern of disclosure is not atypical for public employers.

Actions:

- Continue to address data gaps and reduce the number of unspecified / undisclosed records to aid meaningful analysis and improved support.
- Take steps to ensure that assumptions are not made about part time roles being carried out by women, or younger or older employees.

8.2 Distribution of Employees and Employment Status

There is a tendency for a number of part-time lower paid posts (specifically within cleaning and canteen/kitchen roles) to attract female applicants. Recruitment and selection to these posts is, however, undertaken on the same gender-neutral basis as other posts across the College and salary arrangements for these posts are determined through the same job evaluation arrangements as other support staff posts.

Age	No. FT	%	No. PT	%	Employee Distribution
16 to 29	20	4.8%	84	14.0%	10.2%
30 to 44	144	34.6%	191	31.9%	33.0%
45 to 59	222	53.4%	215	35.9%	43.1%
60 to 74	30	7.2%	100	16.7%	12.8%
75 and over	0	0.0%	9	1.5%	0.9%
Grand Total	416	100.0%	599	100.0%	100.0%

For employees who are full time and aged 30 to 44 and 45 to 59, the percentage of full time employees exceeds employee distribution. The opposite is true for those under 30 and over 60 where more employees are part-time.

Disability	No. FT	%	No. PT	%	Employee Distribution
Declined to specify	9	2.2%	4	0.7%	1.3%
Disabled	12	2.9%	23	3.8%	3.4%
Not disabled	246	59.1%	255	42.6%	49.4%
Not known	149	35.8%	317	52.9%	45.9%
Grand Total	416	100.0%	599	100.0%	100.0%

For Disability, while any differences between full time and part time figures and employee distribution are statistically insignificant due to low numbers and the figures are generally in line with employee distribution, there is a higher proportion of disabled staff working part time compared to those who are not disabled (or not known).

Ethnicity	No. FT	%	No. PT	%	Employee Distribution
Any other Asian background	0	0.0%	1	0.2%	0.1%
Any other background	1	0.2%	0	0.0%	0.1%
Any other ethnic group	2	0.5%	0	0.0%	0.2%
Any other Mixed background	1	0.2%	1	0.2%	0.2%
Any other White background	26	6.3%	29	4.8%	5.4%
British	216	51.9%	173	28.9%	38.3%
Caribbean	2	0.5%	1	0.2%	0.3%
Irish	6	1.4%	5	0.8%	1.1%
Not Stated	6	1.4%	5	0.8%	1.1%
Pakistani	1	0.2%	1	0.2%	0.2%
White and Asian	3	0.7%	1	0.2%	0.4%
White and Black African	0	0.0%	1	0.2%	0.1%
(blank)	152	36.5%	381	63.6%	52.5%
Grand Total	416	100.0%	599	100.0%	100.00%

For 'British' employees, the percentage of full time employees exceeds employee distribution. For other Ethnic groups, any differences between full time and part time figures and employee distribution are statistically insignificant and the figures are generally in line with employee distribution.

Dundee and Angus areas have a very limited racial mix (2011 census data highlights that only around 3.9% of Dundee and Angus residents are from BAME groups). Staffing figures (where known) reflect the general population.

Religion or Belief	No. FT	%	No. PT	%	Employee Distribution
Agnostic	15	3.6%	15	2.5%	3.0%
Atheist	46	11.1%	33	5.5%	7.8%
Buddhist - Mahayana	0	0.0%	1	0.2%	0.1%
Christian - Orthodox	8	1.9%	1	0.2%	0.9%
Christian - Protestant	54	13.0%	42	7.0%	9.5%
Christian - Roman Catholic	32	7.7%	27	4.5%	5.8%
Islam - Shiite	0	0.0%	1	0.2%	0.1%
Islam - Sunni	1	0.2%	0	0.0%	0.1%
Not Specified	66	15.9%	55	9.2%	11.9%
Other	17	4.1%	19	3.2%	3.5%
Not Known	177	42.5%	405	67.6%	57.3%
Grand Total	416	100.0%	599	100.0%	100.0%

Across Religions or Beliefs, any differences between full time and part time figures and employee distribution are statistically insignificant and the figures are generally in line with employee distribution.

For employees with Religion or Belief recorded as Not known, the percentage of part time employees exceeds employee distribution. A significant number of employees in this category are casual and temporary workers which, by their nature, are part time, which may account for the reason they have chosen not to disclose.

Sex	No. FT	%	No. PT	%	Employee Distribution
Female	223	53.6%	441	73.6%	65.4%
Male	193	46.4%	158	26.4%	34.6%
Grand Total	416	100.0%	599	100.0%	100.0%

Current staff data shows there is a prevalence of female staff undertaking part time roles. 73.6% of 599 part time staff are female. Evidence suggests that part time working suits many of the individual staff concerned. Discussion with post holders has highlighted that most part time staff have been attracted to these posts specifically because of the part time and term-time nature of many of the posts and the flexibility this allows in relation to family, childcare and other commitments.

However, it is important to consider that there will be females who undertake part time roles because of lack of full time job opportunities. It is important to be vigilant to ensure that access to opportunities is not limited by gender.

Action:

- Continue to monitor prevalence of women in part time roles to ensure that choice is the prevailing factor. It is important to be vigilant to ensure that access to opportunities is not limited by gender.

Sexual Orientation	No. FT	%	No. PT	%	Employee Distribution
Bisexual	4	1.0%	10	1.7%	1.4%
Declined to specify	16	3.8%	18	3.0%	3.3%
Gay	4	1.0%	6	1.0%	1.0%
Heterosexual	258	62.0%	276	46.1%	52.6%
Lesbian	2	0.5%	5	0.8%	0.7%
(blank)	132	31.7%	284	47.4%	41.0%
Grand Total	416	100.0%	599	100.0%	100.0%

For heterosexual employees, the percentage of full time employees exceeds employee distribution. Across remaining categories any differences between full time and part time figures and employee distribution are statistically insignificant and the figures are generally in line with employee distribution.

8.3 Distribution of Employees and CPD

CPD activity levels have the same distribution as overall staffing levels as 100% of staff have undertaken CPD in the last year.

8.4 Distribution of Employees and Promotion 2022/23

The total number of recorded promotions in the period was only 2 therefore any differences between figures for promotions and employee distribution in all categories are statistically insignificant.

8.5 Leavers 2022/23 (not including temporary employees)

Category		No. of Leavers	%	Employee Distribution
Age	16 to 29	18	17.7%	10.2%
	30 to 44	27	26.5%	33.0%
	45 to 59	33	32.3%	43.1%
	60 to 74	24	23.5%	12.8%
	75 and over	0	0.0%	0.9%
	Grand Total	102	100.0%	100.0%
Disability	Staff with disability	3	2.9%	7.0%
	No disclosed disability/Unknown	99	97.1%	93.0%
	Grand Total	102	100.0%	100.0%
Ethnicity	White/British	55	53.9%	96.6% (of known)
	Not Stated/Unknown	47	46.1%	—
	Grand Total	102	100.0%	100%
Religion / Belief	Agnostic	2	2.0%	3.0%
	Atheist	11	10.8%	7.8%
	Buddhist - Mahayana	0	0.0%	0.1%
	Christian - Orthodox	1	1.0%	0.9%
	Christian - Protestant	15	14.7%	9.5%
	Christian - Roman Catholic	7	6.9%	5.8%
	Islam - Shiite	0	0.0%	0.1%
	Islam - Sunni	0	0.0%	0.1%
	Not Specified	13	12.7%	11.9%
	Other	4	3.9%	3.5%
	Not Known	49	48.0%	57.3%
	Grand Total	102	100.0%	100.0%
	Sex	Female	64	62.8%
Male		38	37.2%	34.6%
Grand Total		102	100.0%	100.0%
Sexual Orientation	Bisexual	1	1.0%	1.4%
	Declined to specify	9	8.8%	3.3%
	Gay	1	1.0%	1.0%
	Heterosexual	45	44.1%	52.6%
	Lesbian	0	0.0%	0.7%
	Not known	46	45.1%	41.0%
Grand Total	102	100.0%	100.0%	

The percentage of leavers in age groups 16-29 (17.7%) and 60-74 (23.5%) far exceeds employee distribution in these age groups (10.2% and 12.8% respectively). This suggests the College has lost a disproportionate share of both younger and older staff. The percentage of leavers by gender is in line with employee distribution. For other categories, the data is statistically insignificant.

8.6 Salary Distribution at April 2023 by Protected Characteristics

Category		£15,001- £20,000	£20,001- £30,000	£30,001- £50,000	£50,001- £75,000	£75,001- £100,000	>£100,000	Employee Distribution
Age	16 to 29	26.4%	17.8%	3.7%	0.0%	0.0%	0.0%	10.2%
	30 to 44	20.2%	30.1%	37.5%	31.3%	0.0%	100.0%	33.0%
	45 to 59	34.9%	36.2%	46.6%	65.6%	100.0%	0.0%	43.1%
	60 to 74	17.1%	13.8%	12.0%	3.1%	0.0%	0.0%	12.8%
	75 and over	1.6%	2.2%	0.2%	0.0%	0.0%	0.0%	0.9%
	Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Disability	Declined to specify	1.6%	1.4%	1.2%	0.0%	Suppressed	Suppressed	1.3%
	Disabled	3.9%	4.0%	3.3%	0.0%	Suppressed	Suppressed	3.4%
	Not disabled	42.6%	45.3%	51.5%	71.9%	Suppressed	Suppressed	49.4%
	Not known	51.9%	49.3%	44.0%	28.1%	Suppressed	Suppressed	45.9%
	Grand Total	100.0%	100.0%	100.0%	100.0%	100%	100%	100.0%
Ethnicity	Any other Asian background	0.0%	0.0%	0.2%	0.0%	Suppressed	Suppressed	0.1%
	Any other background	0.0%	0.0%	0.2%	0.0%	Suppressed	Suppressed	0.1%
	Any other ethnic group	0.0%	0.4%	0.2%	0.0%	Suppressed	Suppressed	0.2%
	Any other Mixed background	0.0%	0.7%	0.0%	0.0%	Suppressed	Suppressed	0.2%
	Any other White background	6.2%	5.1%	5.6%	3.1%	Suppressed	Suppressed	5.4%
	British	23.3%	37.3%	40.7%	56.3%	Suppressed	Suppressed	38.3%
	Caribbean	0.0%	0.0%	0.3%	3.1%	Suppressed	Suppressed	0.3%
	Irish	0.0%	0.4%	1.6%	3.1%	Suppressed	Suppressed	1.1%
	Not Stated	0.0%	0.7%	1.6%	0.0%	Suppressed	Suppressed	1.1%
	Pakistani	0.0%	0.0%	0.3%	0.0%	Suppressed	Suppressed	0.2%
	White and Asian	0.0%	0.4%	0.3%	3.1%	Suppressed	Suppressed	0.4%
	White and Black African	0.0%	0.4%	0.0%	0.0%	Suppressed	Suppressed	0.1%
	(blank)	70.5%	54.7%	49.0%	31.3%	Suppressed	Suppressed	52.5%
	Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Category		£15,001- £20,000	£20,001- £30,000	£30,001- £50,000	£50,001- £75,000	£75,001- £100,000	>£100,000	Employee Distribution
Religion	Agnostic	0.8%	1.4%	3.7%	9.4%	Suppressed	Suppressed	3.0%
	Atheist	3.1%	7.6%	8.2%	15.6%	Suppressed	Suppressed	7.8%
	Buddhist - Mahayana	0.0%	0.0%	0.2%	0.0%	Suppressed	Suppressed	0.1%
	Christian - Orthodox	0.0%	1.1%	1.0%	0.0%	Suppressed	Suppressed	0.9%
	Christian - Protestant	7.8%	9.8%	9.6%	9.4%	Suppressed	Suppressed	9.5%
	Christian - Roman Catholic	5.4%	6.2%	5.2%	15.6%	Suppressed	Suppressed	5.8%
	Islam - Shiite	0.0%	0.0%	0.2%	0.0%	Suppressed	Suppressed	0.1%
	Islam - Sunni	0.0%	0.0%	0.2%	0.0%	Suppressed	Suppressed	0.1%
	Not Specified	10.9%	11.2%	12.4%	12.5%	Suppressed	Suppressed	11.9%
	Other	3.9%	3.6%	3.5%	3.1%	Suppressed	Suppressed	3.5%
	Not Known	68.2%	59.1%	55.8%	34.4%	Suppressed	Suppressed	57.3%
Grand Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Sex	Female	73.6%	74.6%	59.5%	62.5%	50.0%	0.0%	65.4%
	Male	26.4%	25.4%	40.5%	37.5%	50.0%	100.0%	34.6%
	Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Sexual Orientation	Bisexual	3.9%	0.7%	1.0%	0.0%	Suppressed	Suppressed	1.4%
	Declined to specify	5.4%	2.2%	3.7%	0.0%	Suppressed	Suppressed	3.3%
	Gay	0.8%	0.4%	1.2%	3.1%	Suppressed	Suppressed	1.0%
	Heterosexual	42.6%	50.0%	55.1%	68.8%	Suppressed	Suppressed	52.6%
	Lesbian	2.3%	0.0%	0.7%	0.0%	Suppressed	Suppressed	0.7%
	Not known	45.0%	46.7%	38.2%	28.1%	Suppressed	Suppressed	41.0%
Grand Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Analysis of characteristics in the categories £75,000 to £100,000 and >£100,000 has been suppressed for Data Protection reasons, due to small numbers of employees in these salary segments.

No employees are earning £15,000 or less. Employees aged up to 35 are more likely to be in the £15k to £20k and £20k to £30k segments. Employees who are aged 30 to 44 and 45 to 59 are the largest groups earning £20k to £30k and £30k - £50k.

The general trend for Male employees is that in the main, percentages tend to increase as the salary segment values rise. The general trend for Female employees is less defined, however the differences between percentages at the lower pay scales reflect the gender pay gap.

Analysis has noted that there is a tendency for a number of part time lower paid posts (specifically within cleaning and canteen / kitchen roles) to attract female applicants. Recruitment and selection to these posts is, however, undertaken on the same gender-neutral basis as other posts across the College and salary arrangements for these posts are determined through the same job evaluation arrangements as other support staff posts.

Discussion with post holders has highlighted that almost all have been attracted to these posts specifically because of the part time (and / or term-time) nature of many of these posts and the flexibility this allows in relation to family, childcare and other commitments.

Actions:

- Take steps to ensure that assumptions are not made about lower paid roles being carried out by women or younger employees.
- Promote job opportunities within areas showing gender segregation to improve the gender balance amongst employees and impact on gender pay gaps.

8.7 Absences and Protected Characteristics

8.7.1 Return to Work of Women on Maternity Leave

Number of women whose maternity leave concluded during the last year	17
Of which returned to work	17
Return rate	100%

Of the women whose maternity leave concluded during the year to 31 March 2023, 100% returned to work.

8.7.2 The Return to Work of Disabled Employees Following Absences Related to Their Disability

In the year to 31 March 2023, there were a total of 7 cases of employees absent from work due to their disability, all of whom returned to work. This is similar to the rate of absence for staff who have not declared a disability.

8.8 Grievance, Disciplinary and Protected Characteristics

8.8.1 Grievances

In the year to 31 March 2023, there was only one employment grievance related to equality and diversity issues. This is considered statistically insignificant.

8.8.2 Disciplinary Action

In the year to 31 March 2023, there were no occurrences of disciplinary action in relation to equality and diversity issues.

9. Dundee and Angus College Student Data Analysis (2022/23)

9.1 Student Population

The following data is based on information held in the College's student records database. It is based on the actual number of unique enrolled students in attendance at Dundee & Angus College in 2022/23, regardless of mode of attendance, level of study or outcome.

The tables below, for each category show the number of students and percentage of students attending in 2022/23.

The number of students on which these tables are based is 16,317.

9.1.1 Student Population by Age Group

Age Group	Students	% Students
Under 16	3,920	24.0%
16-19	4,960	30.4%
20-24	2,126	13.0%
25 & over	5,311	32.5%
Total	10,994	100%

The predominant Age Groups in attendance were the '16-19' (30.4%) and '25 & over' category (32.5%) with 63% of the population between them, however the majority of students (54%) are under 20 with a large proportion of under 16 mainly due to increased school/college activity.

9.1.2 Student Population by Gender

Gender	Students	% Students
Male	7,344	45.0%
Female	8,239	50.5%
Other/NK	734	4.5%
Total	16,317	100%

Female students continued to form a higher proportion of the student population at 50.5% with Male students at 45.0%.

9.1.3 Student Population by Disability

Disability	Students	% Students
No Known Disability or DND	13,029	79.9%
Has a Disability	3,288	20.1%
Total	16,317	100%

This table demonstrates the spread of Students in 2022/23 by Disability. 79.9% of students declared that they have 'No Known Disability' or 'Did Not Disclose' the information and the information is unknown.

Of the remaining c. 20% of students, the largest Disability category is 'Specific Learning Difficulty', with 1,193 students or 7.3%. This is compared to 2.3% of the population who disclosed a specific learning disability in the 2011 Census in Dundee City and Angus.

9.1.4 Student Population by Ethnicity

Ethnic Group	Students	% Students	2011 Census Dundee & Angus
White	14,398	88.3%	85.9%
Asian	497	3.1%	1.9%
Information Refused or Not Known	1,114	6.8%	6.3%
Black	147	0.9%	1.1%
Other	70	0.4%	N/A
Mixed	91	0.6%	0.9%
Total	16,317	100.0%	100.0%

This table shows the spread of Student population in 2022/23 by Ethnic group. The largest group is 'White' accounting for 88.3% of students.

'Non-White' groups account for 5.0% of College students compared to 3.9% of the Dundee and Angus populations according to the 2011 Census.

Information was refused or is not known for 6.8% of students.

9.1.5 Student Population by Religion

The table below shows the whole student population regardless of mode and level of study, by religion. It shows the largest selected category of religion is “None” at 56.3% of students, compared to just 40% of the Dundee and Angus population. This may be indicative of the decline in religious association among younger people. In the categories Muslim, Buddhist, Sikh, Jewish and Hindu, the percentage of students is comparable to the local population – the largest differences between local population and student population are Christian / Protestant and Roman Catholic categories.

Religion	Count	Percentage	2011 Census Dundee & Angus
01 - None	9,186	56.3%	40.4%
02 – Christian/Protestant	807	5.0%	32.1%
03 - Roman Catholic	896	5.5%	13.2%
04 - Other Christian	747	4.6%	5.1%
05 - Muslim	499	3.1%	1.6%
06 - Buddhist	45	0.3%	0.2%
07 - Sikh	10	0.1%	0.06%
08 - Jewish	6	0.04%	0.03%
09 - Hindu	28	0.2%	0.31%
10 - Another religion or body	184	1.1%	0.31%
11 - Prefer not to say	3,609	22.1%	6.6%
Information not known	300	1.8%	0
Total	16,317	100%	100%

9.1.6 Student Population by Sexual Orientation

The table below shows the whole 2020/21 student population regardless of mode and level of study, by sexual orientation, where disclosed. Note that sexual orientation data was not captured by the Scotland Census of 2011 so there is no population data available for comparison:

Sexual Orientation	Count	Percentage
1 - Heterosexual	10,617	65.1%
2 - Gay Man	155	1.0%
3 - Gay Woman/Lesbian	181	1.1%
4 - Bisexual	758	4.7%
5 - Other	279	1.7%
6 - Prefer not to say	4001	24.5%
Unknown or Not Captured	326	2.0%
Total	16,317	100.0%

9.1.7 Student Population by Gender Identity

The table below shows the student population by Gender Identity.

Gender	Students	% Students
Same as at birth	12,140	74.4%
Not same as at birth	273	1.7%
Prefer not to say/unknown	3,904	23.8%
Total	16,317	100%

There is no population data available for comparison.

9.2 Student Outcomes

Data relating to Student Outcomes is based on SFC's Sector PI information published in May 2023. For calculation of outcomes data, some course types and modes of study are excluded and some of the analysis has only been conducted on a proportion of the student population, e.g. Age and Gender, only courses lasting over 160 hours and leading to a recognised qualification are included and for Ethnic Minority and Disability Performance Indicators, only courses leading to a recognised qualification are included.

The possible outcomes are:

- **Successful Completion** - the student has completed the course and passed any final assessment
- **Completed with Partial Success** - the student has completed the course but has not passed any final assessment
- **Withdrawal** - the student has withdrawn from the course after a quarter of the course has been completed
- **Early Withdrawal** - the student has withdrawn from the course before a quarter of the course has been completed

The measure used below is the Successful Completion rate.

In each chart below where the College Total Performance Indicators are shown, it should be noted that these are for all course types, all modes of study and all durations of courses.

9.2.1 Successful Completion by Characteristic

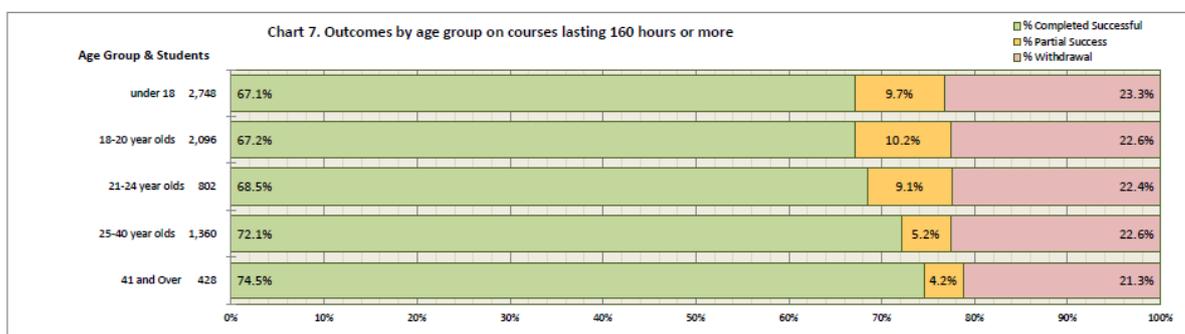
Characteristic	Dundee & Angus
All Categories, modes, levels	72.3%
FE/FT	65.2%
HE/FT	69.9%
<18	67.1%
18-20	67.2%
21-24	68.5%
25-40	72.1%
41+	74.5%
FE Fem	66.2%
FE Male	70.4%
HE Fem	71.2%
HE Male	69.7%
Ethnic Minority	70.3%
Disability	68.9%

This table represents the Successful Completion percentage for students falling into each category against the overall successful completion for the whole student population of 72.3%.

There is very little variance in results between students in Protected Characteristic groups and the remainder of the student population.

A threshold of 3% has been established, such that where the Positive Outcome % varies from the College total by more than 3%, further analysis will be conducted in order to attempt to identify the cause(s).

9.2.2 Performance Indicators by Age Group



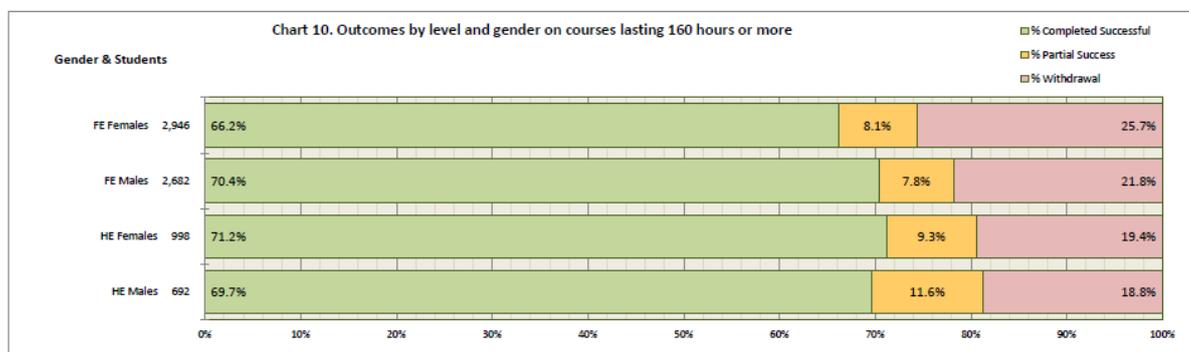
This chart shows the Performance Indicators for courses lasting more than 160 hours, by Age Group.

It shows that Successful Completion is more likely in the older Age Groups with the 41 and over category achieving the highest (74.5%) Successful Completion rate, with the lowest Successful Completion rate among the 'under 18' group at 67.1%.

Conversely there is a higher Partial Success rate among the 'under 18' and '18-20' groups, which diminishes as age increases. Students of all other age groups are more or less equally as likely to

withdraw from a course and equally as likely to remain until the end of a course, with older students performing better under assessment. There is little difference in the total Positive Outcomes however, across all age groups.

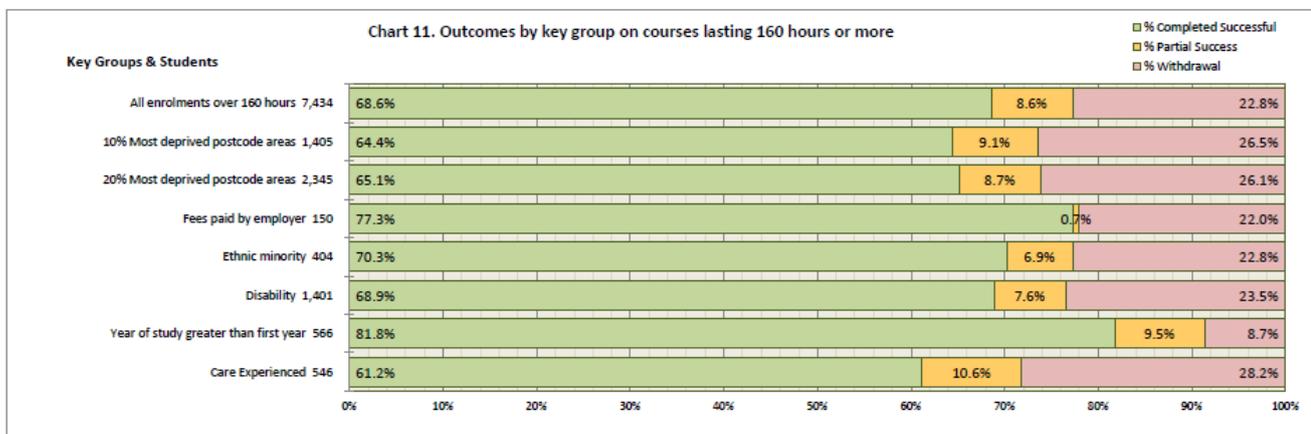
9.2.3 Performance Indicators by Gender



This chart shows the Performance Indicators for courses lasting more than 160 hours, by Gender and level of study.

Male and Female students in FE are slightly more likely to Withdraw from their courses than HE students.

9.2.4 Performance Indicators by Ethnic Minority & Disability



This chart shows the Performance Indicators for courses lasting more than 160 hours, by Ethnic Minority and Disability disclosed, where students are studying for a recognised qualification.

Students from an Ethnic minority were equally likely to withdraw in 2021/22 as the rest of the student population.

Students declaring a disability were only very slightly more likely to withdraw but more likely, of those remaining, to achieve Successful Completion than the College average.

10. Appendices

Appendix 1: Equality and Diversity in Learning and Teaching

The following elements will provide guidance to course teams in terms of ensuring that Equality & Diversity is appropriately fostered and developed within learning and teaching.

The Vice Principal Curriculum and Attainment will ensure that these are communicated effectively to all course teams and consider ways to incorporate them in operational / actions plans, which will be monitored and evaluated.

Induction & Course Planning

- Create an environment where equality and diversity permeate every College activity the learner comes into contact with
- Learners explore equality and diversity issues that will affect their role in vocational area
- Lecturers are encouraged to identify opportunities where equality and diversity can be specifically highlighted in lessons and encouraged to embed equality and diversity into lessons wherever possible. Sometimes sessions allow for Equality & Diversity to be embedded naturally as it is deeply linked to subject content
- Learning needs of individual students have been planned for and these link to the initial formative assessment

Course Delivery

- Resources adapted for groups
- Lecturers actively promote an inclusive environment and will challenge inappropriate behaviour
- Lecturers select appropriate methods of communication to meet needs of individuals
- Learning strategy is student-centred
- Teaching and learning consider experience and culture of all students. Learning styles and other preferences are considered
- Lecturers draw on past and current local and national events or issues
- Lecturers ensure access to same resources and facilities for all students
- Lecturers create an environment where students feel safe and have equal chance of success
- Materials resources and examples provided positively embrace diversity of students' backgrounds and interests
- Inclusive assessment uses the full range of assessment options available.

Examples of reflective questions for head teachers, managers and staff from Education Scotland:

- How successful is our College in welcoming all learners?
- To what extent are staff working successfully to identify and reduce barriers to learning?
- How well does the College ensure the curriculum is designed to develop and promote equality and diversity, eliminate discrimination taking account of *Curriculum for Excellence* principles?
- How well do leaders at all levels promote an equal and fair learning environment and take appropriate action to remedy any difficulties based on prejudiced attitudes and behaviour?
- How do staff ensure there is an ethos and culture of inclusion, participation and positive behaviour?
 - across the College?
 - amongst students?

- amongst staff?
- within the community?
- To what extent do all learners have the chance to represent their class, school and / or wider community to encourage their self-worth and confidence and to contribute to and participate in society?

Examples of reflective questions for staff on how well they promote diversity and equality:

- In what ways are learning activities and teaching approaches helping to promote a better understanding of how to promote diversity and equality and challenge racism?
- Do staff discuss equality openly and constructively, including issues such as racism, sexism, sectarianism?
- Are our learners confident in recognising and challenging prejudice, bigotry, homophobia and discrimination?
- In what ways do learners have opportunities to explore aspects in a motivating and challenging way across the curriculum e.g. personal and social development (PSD), health and wellbeing, enterprise, citizenship, partnership working and cross-curricular activities.
- Does the curriculum provide opportunities for students to explore diversity and multi-faith issues and challenge racism and religious intolerance? How is this reflected in the classroom environment, planning, learning activities and materials?
- To what extent are our learners developing an understanding of how to maintain positive relationships with a variety of people?
- Are our learners aware of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships?
- What is working well in promoting diversity and equality

Example: Curriculum for Excellence

Responsibilities of All: Health and Wellbeing Across Learning

Experiences and outcomes

- I can expect my learning environment to support me to:
- develop my self-awareness, self-worth and respect for others meet challenges, manage change and build relationships
- experience personal achievement and build my resilience and confidence
- understand and develop my physical, mental and spiritual wellbeing and social skills
- assess and manage risk and understand the impact of risk-taking behaviour
- acknowledge diversity and understand that it is everyone's responsibility to
- challenge discrimination

Teaching staff are expected to discuss and consider these equality and diversity topics at course and team meetings. The central self-evaluation system allows staff to reflect, evaluate and tag work related to equalities.

Appendix 2: 2021 - 2025 Equality Outcomes Plan

EQUALITY OUTCOME 1

Related Regional Outcome Agreement Aims:			Efficient Regional Structure; High Quality and Efficient Learning		
Related Education Scotland's Quality Framework Principles:			High Quality Learning; Learner Engagement; Quality Culture		
Context					
<i>Dundee & Angus College is a strong, vibrant and successful regional college. We have student outcomes that are consistently amongst the highest in Scotland. Underpinning this we have a strong commitment to advancing equality and welcoming diversity and we have built upon this practice and ethos of equality and inclusion in recent years. We continue to inform and educate our students and staff to better understand the College's duties and aims, as well as our expectations of them in contributing to these. Senior managers recognise their role in fostering good relations and leading an organisation where everyone can thrive.</i>					
Equality Outcome	General Duty Addressed	Activities/Actions	Indicators/Measures	Progress as at 2023	Activity/Action status
Responsibility and accountability for the equality duties is embedded clearly within governance, leadership and management structures and practices.	Eliminate unlawful discrimination, harassment and victimisation	Equality Impact Assess College policies and outcomes	Rolling programme of policies to be impact assessed.	On track, rolling programme underway.	Green
	Advance equality of opportunity	The Senior Leadership Team / Executive will lead Equality & Diversity	Awareness raising on Equality Act: Public Sector Duties to: <ul style="list-style-type: none"> • E&D Group • Senior Leadership Team • Academic Board / Leadership Development Forum • Students and staff 	The re-established and enthusiastic membership of the Equality & Diversity Group have identified and are undertaking training in areas of priority.	Green
	Foster good relations	Embed Equality & Diversity in all College planning.	E&D information, analysis & planning is presented annually to Academic Board / HR & Development and Quality Enhancement committee.	On track, Board cycles completed by June 2023. ROA delivered in usual cycle. E&D group established and reflective of College community.	Green

			<p>Key indicators include:</p> <ul style="list-style-type: none"> • Regional Outcome Agreement • College Operational Plan(s) • E&D Group members are representative of the College community 		
		Ensure College representation at local, regional and national forums.	Active engagement with key agencies to enhance E&D knowledge and service to the College community.	Engagement with local community partners (through Student Services / Learner and Community Engagement team), national training providers (such as CDN, through People / Academic Development Teams) and through HR strategic groups (national).	Green

EQUALITY OUTCOME 2

Related Regional Outcome Agreement Aims:			Right Learning in the Right Place, High Quality and Efficient Learning		
Related Education Scotland's Quality Framework Principles:			Learner Engagement		
Context: <i>Dundee & Angus College takes a proactive stance in liaising with schools and external organisations to publicise services for students with protected characteristics. Disclosure and referral opportunities and encouragements are in place within student recruitment, admissions, guidance, interview processes and student induction.</i>					
Equality Outcome	General Duty Addressed	Activities/ Actions	Indicators/ Measures	Progress as at 2023	Activity/ Action status
There is an increase in levels of application and enrolment for students with protected characteristics currently underrepresented and consistently high levels of success (retention and attainment) is evident for all students, irrespective of protected characteristic.	Advance equality of opportunity	There is an increase in: enrolment, retention and achievement positive outcomes for students with protected characteristics which are currently underrepresented	Consistent (and high) application, recruitment and performance indicator measures are evident.	Applications for 2023-24 are progressing well, with monitoring of protected characteristics and support offered to all applicants.	Green
	Eliminate unlawful discrimination, harassment and victimisation Foster good relations	Actively encourage students to disclose protected characteristics/ new data fields. Await SFC decision on inclusion of appropriate options to encourage disclosure of protected	Increase in percentage disclosing. Accompanying CPD for all relevant staff.	With each intake of students and, maintaining high percentages of student data disclosure is an ongoing challenge.	Amber

		characteristic information.			
		Promote opportunities for male and female students to access the full range of courses in the College portfolio. Develop and deliver on requirements of gender action plan.	Development and embedding of Gender outcomes. Further engagement with schools, careers services and other stakeholders to promote curricular provision for “non-traditional” gender groups. Increase in recruitment of non-traditional gender groups into courses.	Work around gender outcomes is ongoing and supported by curriculum, along with support teams. The Academic Partnership Team works with schools and careers services to support the promotion of the broad range of college curriculum.	Amber
		Continued monitoring and review of the effectiveness of publicity and awareness raising strategy to attract protected characteristic groups/ Managers to take positive action to recruit applicants with protected characteristics (as appropriate).	Further developed Student Recruitment and Admissions approaches to facilitate more targeted awareness raising. Raised awareness within the wider community of the service provision available within College. Increased recruitment of students with protected characteristics.	As we develop a new student records system, these requirements and supporting approaches are built into the system development. The Learner and Community Engagement team have undertaken significant amounts of work to raise awareness of college services and provision, focusing project funding on the hardest to reach groups to support them coming to College.	Green
		Collection and analysis of PIs for all students categorised under	Reduce differences of + or - 10% in outcome performance indicators between students with	Progress continues to be monitored however positive steps have been taken / observed.	Amber

	protected characteristics to ensure that students receive appropriate support to achieve comparable outcomes with the total student population.	disclosed protected characteristics and those without by at least 1% per annum. Development and embedding of our Gender Action Plan to support the gender element of this.		
	Lecturers and group tutors to become more aware of the needs of students with protected characteristics in all aspects of the course design.	Ongoing development opportunities and awareness raising.	Support network for Group Tutors established so queries and training needs can be raised; supported by Academic Development team and curriculum. Course / curriculum design training planning for CQLs.	Green
	Engagement with external groups to promote recruitment amongst BAME groups.	E & D Group to monitor and review.	Re-established group to undertake in 2023-24.	Green
	Ensure continued embedding of protected characteristics data collection in enrolment and application processes.	Data relating to % responses for sexual orientation to be targeted as an area for improvement.	Work to be undertaken as part of broader promotion of the importance of disclosure of protected characteristics information.	Amber
	Provide appropriate	Learner feedback	Strong arrangements in place through Student Services, Learner	Green

		progression support to ensure positive destinations for those groups with protected characteristics.	Programme reviews, self-evaluation reports and PIs Procedures and processes in place within the college and with external agencies	and Community Engagement and Students' Association, as well as partnerships with SDS / other career support.	
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EQUALITY OUTCOME 3

Related Regional Outcome Agreement Aims:			High Quality and Efficient Learning; Right Learning in the Right Place		
Related Education Scotland's Quality Framework Principles:			High Quality Learning; Learner Engagement; Quality Culture		
Context: <i>Feedback from the vast majority of student interviews, surveys and engagement activities provides strong evidence that staff demonstrate positive and professional values and approaches in supporting and promoting equality. Staff are encouraged and supported to attend regular equalities awareness training sessions. Progress on raising awareness of equality issues has been made with College staff attending a range of equality and diversity training sessions. It is recognised, however, that development and supporting professional practice in respect of all aspects of equality and diversity should be ongoing.</i>					
Equality Outcome	General Duty Addressed	Activities/ Actions	Indicators/ Measures	Progress as at 2023	Activity/ Action status
Inclusiveness is an embedded culture within all aspects of college life, resulting in positive promotion of equality and all students and staff with protected characteristics being treated with dignity and respect.	Advance equality of opportunity	The positive promotion of E&D is fully embedded in learning, teaching and service delivery.	Classroom and peer observation activities and professional dialogues/ Learner feedback.	Classroom observations continue as in all academic sessions, with increased focus on quality professional dialogue both through this process and the requirement for Professional Update through General Teaching Council Scotland (GTCS) registration.	Green
	Eliminate unlawful discrimination, harassment and victimisation.		Programme reviews, self-evaluation reports and PIs.		
	Foster good relations.	Staff to comprehensively promote positive awareness of equality and diversity in respect of the full range of protected characteristics in course development, design, delivery and evaluation.	Update and deliver CPD provision for staff to reflect changes in general and specific duties of the Act	Mandatory training and additional training and support provided to staff via the People and Learner and Community Engagement teams.	Green
		Lecturers and group tutors help meet the needs	Programme of awareness raising CPD for curriculum staff.	Support network for Group Tutors established so queries and training needs	Green

		of students with protected characteristics in all aspects of induction, course development, design, delivery and evaluation.	Online E&D CPD provision for staff.	can be raised; supported by Academic Development team and curriculum. Course / curriculum design training planning for CQLs. Online E&D training part of ongoing mandatory programme.	
		Further development of E&D awareness amongst staff so that all understand issues and can create positive relationships amongst students within the learning environment.	Updating essential equality awareness training on a scheduled basis for all staff. Reporting mechanisms for informal incidents feed back into annual course reports / Reporting Mechanisms for informal incidents feed back into curriculum areas. Absence of racist incidents.	Online E&D training part of ongoing mandatory programme which is regularly reviewed and updated as needed. Supportive feedback mechanisms in place through informal (i.e. Group Tutor discussions) and formal (i.e. process driven) means. Continued absence of racist incidents.	Green
		Ensure ongoing student representation in College E&D Steering Group	Remits, membership and minutes of meetings and Students' Association remit / constitution	Students' Association represented at and engaged with E&D group.	Green

EQUALITY OUTCOME 4

Related Regional Outcome Agreement Aims:			Efficient Regional Structures		
Related Education Scotland's Quality Framework Principles:			Learner Engagement; Quality Culture		
Context: <i>Dundee & Angus College provides staff with significant opportunities to enhance their skills, knowledge and careers through an extensive range of continuing professional development (CPD) activities, events and services. All staff are encouraged to engage with these opportunities and to develop their skills relative to College objectives and personal career aspirations. Analysis highlights that part-time staff, staff on shorter fixed-term contracts and staff within particular age group bands are less likely to engage with these opportunities. Whilst for part-time and short-term contract staff this is not necessarily unexpected given the nature of these posts, there is a need to encourage greater engagement in CPD activities to enhance skills and the overall quality of service offered by the College.</i>					
Equality Outcome	General Duty Addressed	Activities/ Actions	Indicators/ Measures	Progress as at 2023	Activity/ Action status
Training and development activities and arrangements support inclusion, resulting in increased uptake by part-time staff.	Eliminate unlawful discrimination, harassment and victimisation.	Ensure promotion of CPD opportunities to all staff who may benefit from participation.	Increase in participation/uptake by part-time staff	Mandatory training percentages high on an annual basis, with strong engagement from new staff. Part time staff supported to undertake mandatory training with payment for their time if undertaken outside working hours.	Green
	Foster good relations. Advance equality of opportunity	Seek feedback from relevant employee groups regarding their needs in training and career development and respond appropriately.	Feedback is received and relevant actions implemented	People Strategy Group, Joint Consultation Forum, E&D Group all support this outcome and meet regularly.	Green

EQUALITY OUTCOME 5

Related Regional Outcome Agreement Aims:			Efficient Regional Structures		
Related Education Scotland's Quality Framework Principles:			Quality Culture		
Context: <i>Dundee & Angus College is committed to delivering equal treatment and eliminating discrimination for all staff. Although identified pay gaps are minimal, and effective arrangements are in place to ensure equity in salary and conditions of service arrangements, the College recognises that it cannot be complacent in respect of these issues. Dundee & Angus College will continue to achieve, and openly demonstrate, the provision of equal pay for all post holders across the College.</i>					
Equality Outcome	General Duty Addressed	Activities/ Actions	Indicators/ Measures	Progress as at 2023	Activity/ Action status
Gender pay equality is evident and appropriate steps are taken to address any significant identified gaps.	Eliminate unlawful discrimination, harassment and victimisation. Advance equality of opportunity.	Support and encourage all employees to engage in professional and personal development to ensure access to relevant opportunities.	Actively promote and support CPD and career progression opportunities to all, irrespective of protected characteristic / gender.	CPD programme is wide ranging, open to all staff, freely and widely promoted on the Staff Portal and staff feedback is regularly sought on items to be included in the calendar.	Green
		Foster good relations.	Promote supportive and flexible employment practices where appropriate.	Monitor and review availability and uptake of flexible working and other support arrangements.	Flexible working requests have increased since 2021 and these are managed promptly and supportively through the People Team.
		Monitor and review promotions to ensure there is ongoing evidence of gender neutrality. Recruit and appoint staff on	Analysis of occupational segregation data to identify and address any College specific reasons trends. Review is conducted and any relevant actions implemented.	Undertaken for this report as part of the Equalities mainstreaming requirement. Regular data analysis takes place throughout the year through Business Intelligence function. Regular policy review and equalities impact assessments are undertaken in line with other actions / requirements.	Green

		individual merit, ensuring effective assessment of the abilities of prospective employees for recruitment and promotion.	Provide development and support for recruiting managers as required	Recruiting managers are supported by a member of the People Team and regular updates / training are provided on induction etc.	
		Reduce employee equalities data gaps to enable improved data analysis	At least 80% of employee data in all equalities fields.	This number fluctuates with starters, leavers and without regular reminders, however a programme of reminders and support is underway to increase the percentage once again.	Amber
		Continue to monitor and review gender pay gap, ensuring legislative reporting duties are adhered to and progress is relatively continuous.	Publish Gender Pay Analysis Report and Action Plan in 2023 Review and monitor data to ensure developments	Completed for 2023, ongoing reviewing and monitoring undertaken by the People and Executive teams.	Green
		Operate pay strategies that ensures equal pay for work of equal value through clear and rigorous application of job evaluation, salary placement and progression procedures.	No significant gender pay gaps	Confirmed by March 2023 report.	Green

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