



BOARD OF MANAGEMENT

HUMAN RESOURCES AND DEVELOPMENT COMMITTEE

Thursday 9 May 2019 at 5.00pm
Room A214, Kingsway Campus

AGENDA

- 1. WELCOME**
- 2. APOLOGIES**
- 3. DECLARATIONS OF INTEREST**
- 4. ESRC RESEARCH PROJECT – INFORMED CONSENT** Paper A for information
- 5. MINUTE OF THE PREVIOUS MEETING** Paper B for approval
- 6. MATTERS ARISING**
- 7. LOCHER H&S PROJECT** Presentation BG/AC
- 8. ACADEMIC RESTRUCTURING UPDATE** Verbal update GR/ST
- 9. NATIONAL BARGAINING UPDATE** Verbal update GR/ST
- 10. VP PEOPLE AND PERFORMANCE REPORT** Paper C for information ST
- 11. EQUALITIES MAINSTREAMING REPORT** Paper D for information ST/AM
 - 11.1 Gender Pay Gap Reporting** Paper E for Information ST/AM
- 12. HR METRICS** Paper F for information ST
- 13. MEETING MINUTES/UPDATES**
 - Joint Consultation & Negotiation Forum Paper G for noting ST
 - Equality and Diversity Strategy Group
- 14. DATE OF NEXT MEETING – Thursday 19 September 2019, 5.00pm Kingsway Campus**



Human Resources and Development Committee

Thursday 9 May 2019

PAPER A

ESRC Research Project – Informed Consent

Processes and practices of governing in FE colleges in the UK

Note to Board of Management to ensure ongoing informed consent

Dundee and Angus College is one of a select number of colleges participating in a four nations study of the processes and practices of governing in FE colleges. Funded by the Economic and Social Research Council (ESRC), this project is led by a team of highly regarded and experienced investigators from the Universities of Stirling, Birmingham and Cardiff (further details available on the project website <https://fe-governing.stir.ac.uk/>).

The main focus of the study is to observe and video meetings of the College Board of Management held between January and December 2019. In addition, a select number of committee meetings may be observed, but not recorded. Observational studies of governing bodies, whether in the public or the corporate sphere, are rare so by agreeing to have your board meetings videoed you are supporting leading-edge research in this area.

In order to be funded, the research has been through a highly rigorous process of review by the ESRC. It has also been closely assessed and approved by research ethics committees at the three universities. Working to the highest ethical standards, the researchers will ensure that confidentiality is maintained, that sensitive information is not shared, and that individuals are not identifiable (unless they have explicitly agreed otherwise) in any communications, presentations or publications. Furthermore, all data will be deleted within a year of the project ending.

All participants in the meetings that are videoed and/or observed are required to complete a participant consent form to confirm that they understand the nature of the research and are aware of their right to withdraw (and have any contributions disregarded) at any time without consequence. They are also encouraged to speak to a member of the research team should they have any questions or concerns. The contacts for Scotland are Dr Helen Young, Research Fellow (01786 467748, h.l.young@stir.ac.uk) and Professor Cate Watson, Principal Investigator (01786 467626 cate.watson@stir.ac.uk).





Human Resources and Development Committee

Thursday 9 May 2019

PAPER B

Minute of the Previous Meeting



**BOARD OF MANAGEMENT
HUMAN RESOURCES AND DEVELOPMENT COMMITTEE MEETING**

Minute of the Human Resources and Development Committee meeting held on Thursday
21 February 2019 at 5.00pm in Room A214, Kingsway Campus.

PRESENT: G Bisset K Keay
 T Pirie G Ritchie

IN ATTENDANCE: S Taylor (Vice Principal) C Blake (Vice Principal)
 B Grace (Head of Estates)
 Megan Sanderson (Executive Secretary)

1. WELCOME

G Bisset welcomed members to the meeting and noted that he had been asked to Chair in the absence of P Milne. G Bisset welcome K Keay to her first meeting.

2. APOLOGIES

Apologies were received from P Milne, D Fordyce, A O'Neil, C Clinkscale, A Mawhirt, and S Hewitt.

3. DECLARATIONS OF INTEREST

There were no declarations of interest.

4. ESRC RESEARCH PROJECT – INFORMED CONSENT

H Young was in attendance to observe the meeting. Board Members and those in attendance at meetings have completed the ESRC Consent Forms.

Filming for the ESRC Project will be limited to BOM Meeting with the videos being used for the purpose of research then destroyed. The videos will not be made public.

5. MINUTE OF PREVIOUS MEETING

The minute of the meeting held on 15 November 2018 was approved as an accurate record.

6. MATTERS ARISING

6.1 Health and Safety Training

B Grace provided an update on Health and Safety Training noting that 99% of Support Staff have completed the FireRite Training and 94% of Support Staff have completed the AssessRite Training.

The figures for Academic staff were 94.5% for FireRite and 92% for the AssessRite training. B Grace noted that the team had been supporting and encouraging all staff to complete the training and staff had been informed that failure to undertake mandatory H&S training may become a performance management issue.

G Bissett asked how often the training had to be re-done by staff. B Grace confirmed that this was done every two years. Options to support the clearer planning and tracking of this training were discussed.

The significant increase in completion of training was welcomed.

7. LOCHER H&S PROJECT

B Grace reported an update on the LOCHER project. The project had been led by A Cathro Health and Safety Officer. B Grace stated that the recognition for the project had been exceptional. G Ritchie noted that the College received the top UK award for the project and were recently awarded the Innovation Award 1st prize – Lord Cullen Trophy at the House of Lords.

A Cathro to be invited to the next Committee meeting in May. **S Taylor to action.**

8. ACADEMIC RESTRUCTURING

G Ritchie summarised the Academic Restructure Paper, noting the extensive consultation adopted to support this.

G Ritchie confirmed that job descriptions had been developed and that recruitment to the new structure had commenced that day.

G Ritchie stated that the new appointments will be made by summer and the new structure will be in place for the new academic year in August.

G Bissett asked if there would be redeployment and G Ritchie confirmed there would be. G Ritchie noted this will be a significant change for staff as some staff wouldn't have had an interview for many years and highlighted the support available to staff for this.

G Bissett asked if there would be CPD in place to help staff who were appointed with their new roles. G Ritchie and S Taylor confirmed there would be and the People Team would be working with staff on this to support the embedding of the new structure across a period of c.18 months.

G Bissett asked if there were plans in place if no applicants were appointed internally. S Taylor noted this was highly unlikely but discussions had taken place on possible options should there be any appointment gaps within the new structure.

K Keay asked if there has been a specific risk register developed for the restructure. S Taylor confirmed that various risk areas had been picked up through the consultation and that overall this was covered under the strategic risk register.

G Bissett asked if staff don't get appointed to promoted posts if they could be displaced into an unpromoted lecturer role. S Taylor confirmed this may be the case for some staff. G Ritchie advised that staff would be eligible for four years protected salary.

G Bissett noted the changes in responsibilities within the Executive team structure.

9. NATIONAL BARGAINING UPDATE

G Ritchie provided an update on National Bargaining, confirming that the national dispute over academic staff salaries was on-going with another two strike days planned for March 2019.

The potential further escalation of this action was noted.

10. EMPLOYEE ENGAGEMENT SURVEY

S Taylor summarised the survey report produced, noting that this was the third survey of this type undertaken on a fully anonymous basis through Peachy Mondays in recent years.

S Taylor noted that the survey was based around College Values and that there had been a healthy response rate (around 65% of current staff completing). Overall results were noted, with increases in the high level indices (Engagement from 68% to 80% and happiness from 68% to 69%) but some reductions in respect of College values.

G Bissett noted that engagement levels had increased but trust and respect categories of the survey had reduced from 62% to 60% and from 65% to 62% respectively. This was noted and S Taylor highlighted that work had been undertaken through the 'anonymous questions' facility of the survey to seek to drill into this in more detail. It was noted that the survey was issued at the same time the Restructure Paper and notification of likely ballot on industrial action. S Taylor noted that this backdrop may have impacted on some responses.

G Ritchie noted that one of the key elements of the restructure plans was to create more manageable teams and hopefully increase engagement and trust.

S Taylor noted that there was a lot of work being supported by the People Team to ask staff further questions regarding their responses in the survey, and to work with individual managers and teams on the back of the survey responses received.

S Taylor noted that A Mawhirt investigated the survey results to see if there were any significant differences between campuses or Academic and Support staff. It was noted that there were very few differences at campus level, but that Support staff were marginally more positive than Academic staff.

K Keay welcomed the survey report and noted that she felt from past experience that this showed exceptionally good responses for a large organisation.

11. VP PEOPLE AND PERFORMANCE REPORT

S Taylor summarised his report, highlighting that the VS Scheme was still open. Ten members of staff had applied with 5 declined, 1 accepted and 4 to be reviewed. More applications may be submitted through the restructure. G Bissett asked if there was a split in applications between Support and Academic Staff. S Taylor confirmed it was a 50/50 split.

S Taylor noted that discussions and arrangements were progressing around National Job Evaluation for Support Staff.

S Taylor noted that there was a lot of work being done around the Wellbeing project with a huge amount of activities available for staff and students.

S Taylor highlighted the fantastic student outcome figures and noted discussion at the Learning, Teaching and Quality Committee around recognising the contribution of staff to these results.

S Taylor stated the team are currently in the process of recruiting a new Vice Principal Corporate Services and two candidates have been progressed (from a long list of seven) to the final shortlist.

T Pirie asked if the candidates were external or internal. S Taylor confirmed they were all external, with 21 candidates applying overall.

12. HR METRICS

S Taylor provided a summary of the metrics presented, highlighting that these had remained stable from previous meeting with a slight increase in staff turnover.

G Bisset highlighted the staff absence figures and stress related absences were discussed. The role of the Health, Safety and Wellbeing Committee in reviewing absence data was discussed and S Taylor noted that the People Team were aware of all stress related absences and tracked patterns and provided individual guidance and support as required.

13. MEETING MINUTES/UPDATES

The minutes of the Joint Consultation Forum and Equality and Diversity Strategy Group were noted with interest.

14. DATE OF NEXT MEETING

The next Human Resources and Development Committee meeting will take place on Thursday 9 May 2019.

Action Point Summary

Action	Responsibility	Date
A Cathro to attend HRD meeting to outline LOCHER project success	S Taylor	9 May 2019



Human Resources and Development Committee

Thursday 9 May 2019

PAPER C

VP People and Performance Report

1. Voluntary Severance Scheme

Voluntary severance applications have increased since the last report, with 21 applications now received. From this figure 6 have been approved and 11 declined with the remainder awaiting further consideration.

2. National Bargaining

The national dispute in respect of academic staff pay remains as a significant issue, with further days of strike action planned for 8, 15 and 16 May 2019. This action is in addition to 'action short of strike action' approved by EIS-FELA in relation to the inputting of student assessment results onto College systems and in relation to a withdrawal of goodwill in respect of non-contractual tasks. Discussions on this dispute are continuing nationally and an outline of the most up to date situation will be provided under the national bargaining agenda item at the meeting.

Arrangements are progressing for both academic and support staff to implement national agreements on the permanency of employment after two years' continuous service.

3. National Job Evaluation

Arrangements are now live in respect of the national job evaluation project for support roles. This will see job role questionnaires completed for c170 CD&A support roles during the period through to 28 June 2019.

The Scottish Funding Council has allocated a small amount of funding to colleges to support this work and we have opted to make use of this support the appointment of Craig Brown on a short-term basis to oversee the completion of questionnaires and to work with staff and unions on the project. Craig has significant past experience of job evaluation from both the NHS and private sector and has been working on our internal project timeline and meeting with union representatives ahead of the main work completing the FEDRA role outline questionnaires

4. Cherries Awards

I am delighted to note that the College (and People Team) have been shortlisted in two categories in the Cherries (North East Scotland) HR Awards. The shortlist places are in the Exemplary Employer of Choice and the Terrific Team categories, with outcomes announced at the awards event on 30 May 2019.

5. Staff Survey Update

Work has been ongoing to assess and understand the ongoing dialogue around staff survey outputs, with a number of teams undertaking activities and developments based on their feedback.

Organisationally, updates to 1:1 processes for the purposes of staff review and development are taking place, along with a piece of work tying up the College values, Leadership Excellence Framework, 1:1 conversations and the programme of development for new leaders being appointed as part of the academic restructure. This work is all based on the College values and will support ongoing work with new academic post holders and support managers.



6. Learning and Teaching Qualifications

All teaching qualification cohorts are progressing well, with PDA Teaching in Scotland's Colleges and TQFE coming to an end shortly, with final assessments due. This year, TQFE students have elected to study a wide range of subject areas as part of their qualification:

- Mindset in subjects, the causes of closed mindset, and the fear of maths experienced by many
- The use of mobile devices in the modern classroom
- DYW and the importance of industry input into the college, therefore allowing the students to be more employable once they leave FE
- What is metacognition and how is it of use to our students
- Adverse Childhood Experiences

Planning is underway for next year's cohorts with timetabling now open and national guidance around TQFE in place.

The 2019/2020 TQFE cohort will be larger than usual (up to double normal numbers) to ensure we are working to the national guidance, and maintain our high percentage of TQFE qualified staff, which is one of the highest in the sector.

7. Wellbeing Project Update

A wide range of wellbeing activities across the College continues for both staff & students with positive feedback through the #haveyoueverfancied program.

The College triathlon for staff & students is taking place on 9 May, catering for all abilities, choose from swim, cycle, and run over varied distances. Enter as a team or individual.

The wellbeing project is supporting all of the learners who are undertaking Highers exams this year by providing a chilled area (Relaxation station) on each campus on the day of higher exams. This room will be available for learners to visit and fuel/chill prior to and/or in between papers. The hospitality team have designed a breakfast bar which will be produced in bulk and provided in the rooms alongside fresh fruit and refreshments on each day.

The staff Wellbeing Festival will take place in June offering a wide range of wellbeing opportunities and training for staff such as suicide prevention, mental health first aid, triggers & toolkits, WRAP, bereavement support, financial planning, bushcraft, Menopause cafes, carer focus groups etc.

The Annual staff varsity takes place on 19 June, where we compete against staff from Abertay in a number of disciplines, this is a great event for staff to get involved in and get together in a fun environment.

As previously noted as part of our ROA, we need to implement a Mental Health Strategy and action plan for session 19/20, a small working group is working towards this and it will build upon our existing Wellbeing Strategy.

Priorities for the G2G Wellbeing project in the next few months are continuing to develop our wellbeing website resource, line manager training in relation to wellbeing & resilience, sharing good practice learnt from the project, a proposal in relation to mental health first aiders and an evaluation of the impact of this project.

8. Academic Restructure Development and Support

Following recruitment exercises for promoted academic roles, further discussions have taken place regarding the CPD and leadership development programme for new appointees. This will be delivered over a c.18-month period from August 2019, with elements of personal and bespoke support for new appointments already underway.

The support available has been developed based on the needs identified throughout the recruitment process (both from panel overviews and self-identification) and in conjunction with promoted post holders, OD, the Directors of Curriculum and VPs.

Support has continued to be offered to unsuccessful candidates in terms of next steps, and for prospective candidates in terms of application writing and interview preparation.

9. People Strategy Update

Following approval of the People Team strategy in 2018 it was thought useful to provide a short update on key tasks/progress against the seven elements within the strategy as follows.

- **Recruiting the Right People:** Work has been undertaken with the Executive team and managers to embed our values-based recruitment into the full suite of lecturer recruitment processes.
- **Communicating Effectively:** New internal communications guidance has been agreed with the People@D&A group and a new project around student and internal messaging will shortly launch.
- **Listening:** Survey feedback has informed the Wellbeing group's work this session, as well as prompting the join Estates, ICT, Curriculum and OD Activity Based Working project. In addition, unions and management have agreed guidance around communication which has supported continued formal and informal communications.
- **Effective Leadership:** Leadership Development Forum has included ACAS mediation training and leadership productivity and approach training this session, linking people, digital and organisational skills to continue to develop leaders and encourage excellent role-modelling.
- **Talent and Performance Management:** A refreshed Leading Learning Academy and Development Reviews process is currently being trialled following feedback from a range of staff, supporting arrangements around talent and performance management.
- **Reward and Recognition:** Following the College's excellent KPI results this session, all staff benefitted from a week of free refreshments from all College outlets. In addition, length of service vouchers and 10 year lunches have been ongoing along with plans for the Staff Awards on 14th June.
- **A Fun Organisation to Work In:** Despite obvious challenges around supporting wellbeing of staff through times of change, a wide range of fun activities have been provided throughout the year in conjunction with the wellbeing project (from massages to rock climbing!), along with the June Wellbeing and Learning Festival and annual staff awards. The annual BBQ will see out the session in style on 21st June, with the usual range of entertainment.

10. Workforce Plan Update

Alongside the People Strategy, throughout the first full session covered under the 2018-2021 D&A Workforce Plan, progress has continued to be steady.

- **Staffing Profile:** The workforce plan dovetails with the rolling financial strategy approved by the March Board meeting to inform staffing needs and requirements relative to known financial and activity parameters. This work supports decision making around Voluntary Severance applications and has been utilised to support restructure arrangements and savings plans as outlined above.
- **Teacher Training:** The Organisational Development team have taken a proactive approach to rolling out Professional Standards, national discussion on Lecturer Registration and teacher training, resulting in large numbers undertaking TQFE next session and significant developments to in-house teacher training arrangements and content.
- **Digital Skills:** Work undertaken by the Learning and Digital Resources team to advance actions under the Digital Strategy has been very successful, with 600 completing their digital self-assessment, nearly 5,500 hits on the Digital Skills blog, Cyber Security and Digital Skills courses developed and made available internally and some externally, and extensive ongoing training and development offered systematically to all teams. In addition, a long-term partnership is now in place with Fujitsu, delivering an Innovation Lab for staff and students.
- **Curriculum Review:** The Curriculum Review process has been completed and now enters a new era, essentially an ongoing cycle of review and development. A Service Design event involving a wide range of staff has instigated the development of a new Course Planning Process to support this move.
- **Wellbeing:** The Wellbeing Project has reached 100s of staff this session through focus groups, activities and feedback sessions. Understanding of individual wellbeing has increased (evidenced in the staff survey qualitative responses) and significant progress has been made in the area of Mental Health strategy and training.
- **Leadership Development:** Following Insights accreditation, Insights profile roll out and supporting sessions have now moved in-house, saving on costs and enhancing flexibility of the offering. Leadership Development Forum has delivered mediation and leadership training throughout the session, and the College's introduction to line management, Line Management Essentials will shortly be launched.

Overall, progress towards the Workforce Plan milestones is on track and ongoing developments continue to take place in policy and operational processes.

11. Further Information

Further information in respect of HR&OD matters is available for Board members by contacting Steve Taylor, Vice Principal People & Performance:

s.taylor@dundeeandangus.ac.uk



Human Resources and Development Committee

Thursday 9 May 2019

PAPER D

Equalities Mainstreaming Report



equalities

Mainstreaming Report

April 2017

RESPECT

D&A
DUNDEE AND ANGUS
COLLEGE

**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 present **Dundee and Angus College's Equality Mainstreaming Report 2019**. D&A College aspires to be truly inclusive through an environment and culture where equality is actively promoted, and diversity is welcomed across the whole organisation.

D&A College is committed to equal opportunities in all aspects of College life, and in the practices and experiences of our College community. This is reflected in this report, something we regard as an accessible and coherent reference document for all 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 each and every employee is treated as an individual with dignity and respect.

As a place of learning, D&A College is 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 the curriculum, raising awareness formally and informally. This publication 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 always believe we can do more to ensure everyone feels respected and welcome. We welcome any suggestions you might have on the contents of this report.

Grant Ritchie

Principal, Dundee and Angus College



2. Introduction

Dundee and 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 and 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 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 and 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 and 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 this 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 and Angus College Equality Activities

4.1 History of Dundee College and Angus College Equality Activities

Dundee College merged with Angus College on 1 November 2013. Both Colleges had a strong commitment to advancing equality and welcoming diversity. The Colleges agreed a process for equality impact assessment (EIA) which has been applied to all relevant policies and procedures of the new College as well as the merger process itself.

In April 2013 Dundee and Angus Colleges both responded positively to the requirements of the Equality Act 2010, and each published a set of equality outcomes and a mainstreaming report. This was followed by a joint report in April 2015, with a single, merged set of equality outcomes and a single mainstreaming report detailing progress made to meet the aims of the public sector equality duties.

Dundee and Angus College has demonstrated through its strategies, outcomes, policies and actions that equality and diversity is mainstreamed and embedded in its work.

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 and 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 and Angus College's Equality Outcomes have been developed in consultation with existing groups who represent the interests of the 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.

Embedding our outcomes within the terms of our Regional Outcome Agreement also allows the College to monitor its progress against quantifiable key indicators that reflect national strategy and policy for the college sector as a whole.

4.2 Dundee and 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.

The campaign has been developed further and includes annual equality and diversity events, award winning promotional materials, equality and diversity advisors, 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 Practice and it continues to go from strength to strength each year.

4.2.2 The Social Model of Disability

Dundee and 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 LGBT+ Groups

The Learner Engagement and Student Services Teams work jointly to provide support for and maintain LGBT+ groups on each College campus. LGBT+ 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 for LGBT+ students. We have a transgender booklet for staff and students and also provide regular information about events or activities in the local community.

We are now the second college in Scotland to gain our LGBT Youth Scotland Charter mark which shows the college is LGBT+ inclusive and promotes equality in all aspects of its work. Successful events such as the launch of our LGBT+ student book have further embedded understanding of our LGBT+ community across D&A College.

4.2.4 Wellbeing and Mental Health Group

The Wellbeing and Mental Health Groups have been established to consolidate the activities occurring across all campuses to support staff and student positive physical and mental wellbeing, and support students with mental health needs.

This group comprises staff from Student Services, Learner Engagement, Health and Safety and the People Team, amongst others. This group reviews the different 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.

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 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/ actions plans. Activity will be monitored and evaluated.

Good practice examples of activity across the curriculum to promote and embed equality in learning, teaching and outcomes are outlined within the gender and equalities section of our annual [Regional Outcome Agreement](#) and across the College website.

4.3 Partnership Working

Dundee and Angus College works with a wide range of local, regional, national and European organisations to ensure inclusive and relevant provision of services to staff and students. Such collaboration and partnership includes staff and students working, liaising and volunteering with organisations across all the protected characteristics.

Organisations include:

- Allsorts (LGBT)
- Angus Carers Centre
- Angus Council
- Barnardo's
- Bharatiya Ashram
- Breathing Space
- College Development Network
- CraigOwl Communities
- Dance and Disability Consortium
- Deaf Action
- Dundee Carers Centre
- Dundee Citizens' Advice Centre
- Dundee City Council
- Dundee International Women's Centre
- ENABLE Scotland
- Equality Challenge Unit (ECU)
- Gowrie Care
- Guide Dogs for the Blind
- Hearing Loss
- Lead Scotland
- Memory Box Network
- NHS Tayside
- Police Scotland
- Rathbone training
- Royal National Institute of Blind People (RNIB)
- Samaritans
- Scottish Association for Mental Health (SAMH)
- Scottish Autism
- Tayside Deaf Hub
- Transition Forum

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. This consultation has allowed us to assess the services we currently provide, identify areas for improvement, identifying and developing opportunities for enhanced working between the College and each organisation as appropriate.

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 Strategy Group

The College has an Equality and Diversity Strategy Group, the membership of which represents all aspects of the College's operations as well as students and unions. This is strongly supported by the College's senior management, chaired by the Vice Principal People and Performance with responsibility for the People Team.

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

- To develop the Equalities Mainstreaming Report and Equality Outcomes for Dundee and Angus College (Appendix 2)
- To ensure the College delivers its Equality Outcomes
- To ensure that the College meets, or exceeds, statutory equality and diversity requirements to
- To recommend actions to relevant College and Board Committees, where appropriate
- To promote good practice across all areas of College operations
- Provide support and advice to others in relation to equality and diversity
- To oversee and advise upon relevant matters in the Regional Outcome Agreement

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:

- The Dundee College and Angus College Merger Proposal Document
- 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

To ensure that equalities impact assessment activity is effectively embedded within College practice, this is incorporated within evaluation and review processes. 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 disability, gender or race.

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.
- All 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 and Angus College employs a Business Intelligence Officer who oversees live data management and supports access to data through live dashboards, which includes a broad range of Equalities data

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 Strategy Group monitors the progress in achieving our Equality Outcomes (Appendix 3). Whole College analysis of equalities outcomes is reported at Executive and Board of Management level.

5. Information about Staffing

5.1 Continuing Professional Development

From August 2015, Dundee and Angus College has had access to an eLearning E&D module which all staff are required to undertake, along with any new staff on joining. Teaching staff have an additional module to complete which specifically deals with learning and teaching. 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.

One of the benefits of eLearning is that it can be undertaken by individuals at a suitable time and place, to enhance the learning experience. Positively, these eLearning modules are often undertaken in facilitated groups, enabling thoughtful and reflective discussions to take place. This approach has been cited as of value to the participants.

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.

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), dealing with partially sighted people, online resources for deaf students, fire safety for the deaf and hard of hearing and matching technology to needs (with a focus on Dyslexia). It is recognised, however, that development and supporting professional practice in respect of all aspects of equality and diversity should be ongoing.

5.2 Employee Data

Dundee and 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). They 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 stigmatism 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 will allow this to happen in real time through an online self-service portal 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 Equality and Diversity Strategy Group chaired by the Vice Principal People and Performance. 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 and 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, though this will soon be superseded by similar 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 and 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 and 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 2019 was 6.1%, with women being paid, on average, 6.1% less than men. These figures are an improvement on the 2017 report. Further analysis indicates that horizontal occupational segregation is responsible for this with women making up 90% 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 3%.

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.

Amongst academic staff, female salaries were marginally higher than male by 0.2% and among support staff male salaries were 5.3% higher. These differences are within the range of anticipated effect caused by movement within the annual incremental salary scales based upon individual service dates, and (for lecturer posts) by application of salary placement and movement conditions related to achievement of teacher training qualifications.

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 identified the need to better promote diversity amongst its own membership as a part of its self-evaluation outcomes. Since 2016 it has worked in partnership with Changing the Chemistry (an independent charity that supports diversity of membership and thinking on both public and private boards). This work has impacted positively on recent Board recruitment, with the Board achieving a 50:50 gender mix and taking diversity issues into consideration as 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 and 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 and 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 and 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 intranet, are available in varied and accessible formats.

6.2 Student Services

Student support at Dundee and Angus College is provided through a specialist Student Services Team. The Team provides individual student centred support, advice and guidance for students disclosing characteristics 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 Learner Strategy and 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 and Angus College's learner engagement 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.

Examples of successful and embedded approaches include high profile community based LGBTi groups, and learner-led activities such as drop-in translation support; sexuality awareness raising events, culture swap events and extensive charitable fundraising.

The promotion and mainstreaming of equalities is 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.

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 and 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 and the College Regional Outcome Agreement includes specific targets to improve the gender mix within the curriculum. This includes the development of our Gender Action Plan to address gender segregation and other barriers within the curriculum.

6.7 Performance Indicator Data 2017/2018

For academic year 2017/18, Dundee and Angus College has collected student performance indicator data in relation to all protected characteristics apart from pregnancy and 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.

Student retention and attainment at Dundee and Angus College is consistently sector leading. This picture is replicated irrespective of protected characteristic, with D&A students outperforming sector norms in all groupings.

7.0 2017 Equality Outcomes

Progress against the 2017 Equality Outcomes has been significant, with details in Appendix 2. Equality and diversity becomes further embedded and understood in the College community with every passing semester.

The Equality and Diversity Strategy Group have been integral to this process, and will now oversee the 2019 Equality Outcomes (Appendix 3).

8. Dundee and Angus College Employee Data Analysis

The following staffing data and analysis relates to March 2019. Figures are based on a headcount of 1077 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

Age	No.	%
Up to 35	203	18.8%
36 to 50	439	40.8%
51 to 60	322	29.9%
Greater than 60	113	10.5%
Total	1077	100.0%

Disability	No.	%
Staff with disability	14	1.3%
No disclosed disability	1063	98.7%
Total	1077	100.0%

Race	No.	%
Asian Any Other	2	0.2%
Asian Bangladeshi	0	0.0%
Asian Chinese	0	0.0%
Asian Indian	1	0.1%
Asian Pakistani	2	0.2%
Black African	0	0.0%
Black Any Other	1	0.1%
Black Caribbean	1	0.1%
Mixed Race	1	0.1%
Other Ethnic Origin	5	0.5%
Not Disclosed	502	46.6%
Unknown	25	2.3%
White Any Other	34	3.2%
White English	17	1.6%
White Irish	9	0.8%
White Scottish	474	44.0%
White Welsh	3	0.3%
Total	1077	100.0%

Religion or Belief	No.	%
Buddhist	2	0.2%
Christian	185	17.2%
Hindu	1	0.1%
Muslim	2	0.2%
Not Religious	97	9.0%
Roman Catholic	3	0.3%
Unspecified	787	73.1%
Total	1077	100.0%

Sex	No.	%
Female	696	64.6%
Male	381	35.4%
Total	1077	100.0%

Sexual Orientation	No.	%
Bisexual	4	0.4%
Heterosexual	429	39.8%
Homosexual/Lesbian	6	0.6%
Not disclosed	638	59.2%
Total	1077	100.0%

Data shows that where Ethnicity is known, the majority of staff are White Scottish (86%); predominantly female (64.6%); aged from 36-50 (41%); and with no disclosed disability (98.7%). Significant numbers of staff have yet to disclose information on religion/belief (73%) and sexual orientation (59%), although analysis would highlight that this pattern of disclosure is not untypical for public employers.

Actions:

- 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
Up to 35	52	12.2%	151	23.3%	18.8%
36 to 50	199	46.6%	239	36.8%	40.8%
51 to 60	158	36.8%	165	25.4%	29.9%
Greater than 60	19	4.4%	94	14.5%	10.5%
Total	428	100.0%	649	100.0%	100.0%

For employees who are full time aged 36 to 50 and 51 to 60, the percentage of full time employees exceeds employee distribution. The opposite is true for those under 36 and over 60.

Disability	No. FT	%	No. PT	%	Employee Distribution
Staff with disability	5	1.2%	9	1.4%	1.3%
No disclosed disability	423	98.8%	640	98.6%	98.7%
Total	428	100.0%	649	100.0%	100.0%

For Disability, 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.

Race	No. FT	%	No. PT	%	Employee Distribution
Asian Any Other	1	0.2%	1	0.2%	0.2%
Asian Indian	0	0.0%	1	0.2%	0.1%
Asian Pakistani	0	0.0%	2	0.3%	0.2%
Black Any Other	1	0.2%	0	0.0%	0.1%
Black Caribbean	1	0.2%	0	0.0%	0.1%
Mixed Race	0	0.0%	1	0.2%	0.1%
Not Disclosed	180	42.1%	322	49.6%	46.6%
Other Ethnic Origin	2	0.5%	3	0.5%	0.5%
Unknown	5	1.2%	20	3.1%	2.3%
White Any Other	11	2.6%	23	3.5%	3.2%
White English	5	1.2%	12	1.8%	1.6%
White Irish	4	0.9%	5	0.8%	0.8%
White Scottish	218	50.9%	256	39.4%	44.0%
White Welsh	0	0.0%	3	0.5%	0.3%
Total	428	100.0%	649	100.0%	100.0%

For Scottish employees, the percentage of full time employees exceeds employee distribution. For other Races, 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 3.5% of Dundee and Angus residents are from BME groups). Staffing figures reflect the general population, including the known growth in eastern European migrant populations since 2001.

Religion or Belief	No. FT	%	No. PT	%	Employee Distribution
Buddhist	1	0.2%	1	0.2%	0.2%
Church of Scotland	90	21.0%	76	11.7%	15.4%
Hindu	0	0.0%	1	0.2%	0.1%
Muslim	0	0.0%	2	0.3%	0.2%
None	25	5.8%	72	11.1%	9.0%
Not Disclosed	278	65.0%	457	70.4%	68.2%
Other Christian	7	1.6%	12	1.8%	1.8%
Other Religion	26	6.1%	26	4.0%	4.8%
Roman Catholic	1	0.2%	2	0.3%	0.3%
Total	428	100.0%	649	100.0%	100.0%

For Church of Scotland employees, the percentage of full time employees exceeds employee distribution. For other 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 Disclosed or None, 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	228	53.3%	468	72.1%	64.6%
Male	200	46.7%	181	27.9%	35.4%
Total	428	100.0%	649	100.0%	100.0%

Current staff data shows there is a prevalence of female staff undertaking part time roles. 72.1% of 649 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 and childcare 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.

Sexual Orientation	No. FT	%	No. PT	%	Employee Distribution
Bi-sexual	2	0.5%	2	0.3%	0.4%
Heterosexual (Straight)	197	46.0%	232	35.7%	39.8%
Homosexual (Gay/Lesbian)	3	0.7%	3	0.5%	0.6%
Not Disclosed	226	52.8%	412	63.5%	59.2%
Total	428	100.0%	649	100.0%	100.0%

For heterosexual employees, the percentage of full time employees exceeds employee distribution. For homosexual and bisexual employees, while the numbers are small, the percentage of full time employees marginally exceeds employee distribution.

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.

8.3 Distribution of Employees and CPD

Post Schedules	Number	Percentage
Full Time	444	53.8
Part Time	29	3.5
Hourly	2	0.2
No schedule	351	0
<u>Age Ranges</u>		
Up to 35	157	19.0
36 to 50	361	43.7
51 to 60	254	30.8
Over 60	54	6.5
<u>Genders</u>		
Not Disclosed	1	0.1
Male	296	35.8
Female	529	64.0
<u>Disability</u>		
No or Not Disclosed	819	99.2
Yes	7	0.8
<u>Ethnicities</u>		
Asian Any Other	3	0.4
Asian Bangladeshi	0	0
Asian Chinese	0	0
Asian Indian	1	0.1
Asian Pakistani	2	0.2
Black African	0	0
Black Any Other	1	0.1
Black Caribbean	1	0.1
Mixed Race	2	0.2
Other Ethnic Origin	2	0.2
Not Disclosed	332	40.2
Unknown	23	2.8
White Any Other	18	2.2
White English	22	2.7
White Irish	7	0.8
White Scottish	410	49.6
White Welsh	2	0.2
<u>Sexual Orientations</u>		
Not Disclosed	467	56.5
Heterosexual (Straight)	353	42.7
Homosexual (Gay/Lesbian)	4	0.5
Bi-sexual	2	0.2

CPD activity levels tend to follow a similar distribution to overall staffing levels. Analysis of the figures highlights that part time staff are significantly less likely to undertake CPD activities. Staff in the age group 35-50 undertake almost half of all College CPD activity. It is important that part time staff are developed and have their skills enhanced through CPD. Also, it is important to ensure that older employees (aged over 50) still see the relevance of CPD to their job roles.

Action:

- Continue to ensure CPD opportunities are accessible to staff who need them.

8.4 Distribution of Employees and Promotion 2017/18

Age	No. of Promotions	%	Employee Distribution
Up to 35	6	35.3%	26.0%
36 to 50	8	47.1%	39.0%
51 to 60	3	17.6%	27.3%
Greater than 60	0	0.0%	7.7%
Total	17	100.0%	100.0%

Disability	No. of Promotions	%	Employee Distribution
Staff with disability	0	0.0%	0.7%
No disclosed disability	17	100.0%	99.3%
Total	17	100.0%	100.0%

Race	No. of Promotions	%	Employee Distribution
Asian Any Other	0	0.0%	0.6%
Asian Bangladeshi	0	0.0%	0.2%
Asian Chinese	0	0.0%	0.0%
Asian Indian	0	0.0%	0.1%
Asian Pakistani	0	0.0%	0.2%
Black African	0	0.0%	0.0%
Black Any Other	0	0.0%	0.1%
Black Caribbean	0	0.0%	0.1%
Mixed Race	0	0.0%	0.2%
Other Ethnic Origin	0	0.0%	0.3%
Not Disclosed	8	47%	48.4%
Unknown	0	0.0%	3.0%
White Any Other	0	0.0%	1.9%
White English	0	0.0%	2.1%
White Irish	1	6%	0.7%

White Scottish	8	47%	41.9%
White Welsh	0	0.0%	0.2%
Total	17	100.0%	100.0%

Religion or Belief	No. of Promotions	%	Employee Distribution
Agnostic	0	0%	0.0%
Atheist	1	5.9%	0.0%
Buddhist	0	0.0%	0.2%
Christian	4	23.5%	18.4%
Heretic	0	0.0%	0.0%
Hindu	0	0.0%	0.1%
Humanist	0	0.0%	0.0%
Muslim	0	0.0%	0.2%
Not Religious	0	0.0%	2.7%
Roman Catholic	0	0.0%	0.4%
Unspecified	12	70.6%	78.0%
Total	49	100.0%	100.0%

Sex	No. of Promotions	%	Employee Distribution
Female	5	29%	63.6%
Male	12	71%	36.2%
Not Disclosed	0	0.0%	0.2%
Total	17	100.0%	100.0%

Sexual Orientation	No. of Promotions	%	Employee Distribution
Bisexual	0	0.0%	0.3%
Heterosexual	7	41.2%	36.0%
Homosexual	0	0.0%	0.5%
Unspecified	10	58.8%	63.2%
Total	49	100.0%	100.0%

The total number of recorded promotions in the period was 17 and any differences between figures for promotions and employee distribution in the areas of Disability, Sexual Orientation, and Religion or Belief are statistically insignificant.

Compared with their employee distribution, there were slightly more occurrences of promotion for employees aged 36 to 50 than other categories. There were no occurrences of promotion for employees over 60.

For employees who are White Scottish and White Irish, the percentage of occurrences of promotion exceeded employee distribution. 47% of occurrences of promotion were amongst employees with Race recorded as Undisclosed suggesting a lack of understanding of the need for data collection among staff in these important promoted posts.

Compared with their employee distribution, there were significantly more occurrences of promotion among Male employees than for Female.

Actions:

- Take steps to ensure that employees over age 50 have access to appropriate career development opportunities.
- Monitor and review promotions to ensure there is evidence of gender neutrality.

8.5 Leavers 2017/18 (not including temporary employees)

		No. of Leavers	%	Employee Distribution
Age	Up to 35	44	50.6%	26.0%
	36 to 50	22	25.3%	39.0%
	51 to 60	5	5.7%	27.3%
	Greater than 60	16	18.4%	7.7%
	Total	87	100.0%	100.0%
Disability	Staff with disability	0	0.0%	0.7%
	No disclosed disability	87	100.0%	99.3%
	Total	87	100.0%	100.0%
Race	Asian Any Other	0	0.0%	0.6%
	Asian Bangladeshi	0	0.0%	0.2%
	Asian Chinese	0	0.0%	0.0%
	Asian Indian	0	0.0%	0.1%
	Asian Pakistani	0	0.0%	0.2%
	Black African	0	0.0%	0.0%
	Black Any Other	1	1.2%	0.1%
	Black Caribbean	0	0.0%	0.1%
	Mixed Race	0	0.0%	0.2%
	Other Ethnic Origin	0	0.0%	0.3%
	Not Disclosed	67	77.0%	48.4%
	Unknown	3	3.4%	3.0%
	White Any Other	4	4.6%	1.9%
	White English	1	1.2%	2.1%
	White Irish	0	0.0%	0.7%
	White Scottish	11	12.6%	41.9%
	White Welsh	0	0.0%	0.2%
	Total	87	100.0%	100%
Religion or Belief	Agnostic	0	0%	0.0%
	Atheist	0	0%	0.0%
	Buddhist	0	0.0%	0.2%
	Christian	5	5.7%	18.4%
	Heretic	0	0.0%	0.0%
	Hindu	0	0.0%	0.1%
	Humanist	0	0.0%	0.0%
	Muslim	0	0.0%	0.2%
	Not Religious	0	0.0%	2.7%
	Roman Catholic	2	2.3%	0.4%
	Unspecified	80	91.6%	78.0%
	Total	87	100.0%	100.0%
Sex	Female	62	71.3%	63.6%
	Male	25	28.7%	36.2%
	Not Disclosed	0	0.0%	0.2%

Total		87	100.0%	100.0%
Sexual Orientation	Bisexual	0	0.0%	0.2%
	Heterosexual	56	38.1%	64.5%
	Homosexual	0	0.0%	0.6%
	Unspecified	91	61.9%	34.7%
Total		147	100.0%	100.0%

Arrangements previously in place, in response to national funding cuts and College mergers which resulted in the College offering open opportunities to staff to take voluntary severance packages in prior years, were reduced leading to a decrease in the number of leavers.

For leavers aged under 35, their percentage (50.6%) far exceeds employee distribution (26.0%). This suggests the College has lost a disproportionate share of younger staff. The percentage of Female leavers (71.3%) exceeds employee distribution (63.6%). This would appear to reduce the pre-existing staffing gender imbalance. For other categories, the data is statistically insignificant.

8.6 Salary Distribution at July 2018 by Protected Characteristics

		£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	Up to 35	34.8%	23.7%	9.4%	7.7%	0.0%	0.0%	18.8%
	36 to 50	22.0%	46.0%	48.4%	38.5%	25.0%	0.0%	40.8%
	51 to 60	23.0%	24.7%	34.7%	46.2%	75.0%	0.0%	29.9%
	Greater than 60	20.2%	5.6%	7.5%	7.7%	0.0%	100.0%	10.5%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Disability	Staff with disability	1.1%	1.9%	1.2%	0.0%	0.0%	0.0%	1.3%
	No disclosed disability	98.9%	98.1%	98.8%	100.0%	100.0%	100.0%	98.7%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Race	Asian Any Other	0.4%	0.5%	0.0%	0.0%	0.0%	0.0%	0.2%
	Asian Indian	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%
	Asian Pakistani	0.0%	0.0%	0.4%	0.0%	0.0%	0.0%	0.2%
	Black Any Other	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.1%
	Black Caribbean	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.1%
	Mixed Race	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.1%
	Not Disclosed	63.1%	47.4%	38.3%	30.8%	75.0%	0.0%	46.6%
	Other Ethnic Origin	0.7%	0.0%	0.5%	0.0%	0.0%	0.0%	0.5%
	Unknown	4.3%	1.4%	1.8%	0.0%	0.0%	0.0%	2.3%
	White Any Other	1.4%	3.3%	4.1%	0.0%	0.0%	0.0%	3.2%
	White English	0.7%	1.9%	2.0%	0.0%	0.0%	0.0%	1.6%
	White Irish	0.0%	0.5%	1.2%	0.0%	25.0%	0.0%	0.8%
	White Scottish	28.7%	45.1%	50.9%	69.2%	0.0%	100.0%	44.0%
	White Welsh	0.4%	0.0%	0.4%	0.0%	0.0%	0.0%	0.3%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

		£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 or Belief	Buddhist	0.4%	0.0%	0.2%	0.0%	0.0%	0.0%	0.2%
	Church of Scotland	9.2%	15.8%	18.1%	23.1%	25.0%	0.0%	15.4%
	Hindu	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%
	Muslim	0.0%	0.0%	0.4%	0.0%	0.0%	0.0%	0.2%
	None	6.0%	11.2%	9.4%	23.1%	0.0%	0.0%	9.0%
	Not Disclosed	80.9%	66.5%	63.0%	46.2%	75.0%	100.0%	68.2%
	Other Christian	1.4%	0.9%	2.3%	0.0%	0.0%	0.0%	1.8%
	Other Religion	1.8%	5.6%	6.0%	7.7%	0.0%	0.0%	4.8%
	Roman Catholic	0.0%	0.0%	0.5%	0.0%	0.0%	0.0%	0.3%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Sex	Female	69.1%	71.2%	60.5%	53.8%	25.0%	0.0%	64.6%
	Male	30.9%	28.8%	39.5%	46.2%	75.0%	100.0%	35.4%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Sexual Orientation	Bisexual	0.7%	0.9%	0.0%	0.0%	0.0%	0.0%	0.4%
	Heterosexual	24.5%	41.9%	46.1%	61.5%	50.0%	100.0%	39.8%
	Homosexual	0.4%	0.0%	0.9%	0.0%	0.0%	0.0%	0.6%
	Unspecified	74.5%	57.2%	53.0%	38.5%	50.0%	0.0%	59.2%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Analysis of any of the protected characteristics in the categories £75,000 to £100,000 and >£100,000 is not meaningful or conclusive and given the small number of employees.

No employees are earning £15,000 or less. Employees aged up to 35 are the largest group earning £15k to £20k. Employees who are aged 36 to 50 and 51 to 60 are the largest groups earning £20k to £30k and £30k - £50k. 46% of staff earning £50k to £75k are aged between 51 and 60.

No employees recorded as Disabled earn £50,000 or more. This is statistically insignificant.

The highest earning posts (over £50,000) are held by British/Irish White post holders or are race Not Disclosed. Considering the small distribution of other racial groups, this is statistically insignificant.

In Religion and Belief, and Sexual Orientation, due to the number of unspecified records, meaningful analysis of each of the pay bands is difficult.

The general trend for Male employees is that percentages increase as the salary bands 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 and childcare 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 2017/18	2
Of which returned to work	1
Return rate	50%

Of the women whose maternity leave concluded during the academic year 2017/18, 50% returned to work.

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

In the academic year 2017/18, there was one case of an employee absent from work due to their disability. This is considered statistically insignificant.

8.8 Grievance, Disciplinary and Protected Characteristics

8.8.1 Grievances

In the academic year 2017/18, there was one employment grievance related to equality and diversity issues.

8.8.2 Disciplinary Action

In the academic year 2017/18, there were no occurrences of disciplinary action in relation to equality and diversity issues.

9. Dundee and Angus College Student Data Analysis (2017/18)

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 enrolled students in attendance at Dundee and Angus College in 2017/18, regardless of mode of attendance, level of study or outcome.

The tables below, for each category show the number of enrolments, percentage of enrolments, number of credits and percentage of credits earned.

The number of students on which these tables are based is 19,870 and the number of credits is 109,347 as per the Dundee and Angus College FES data.

9.1.1 Student Population by Age Group

Age Group	Students	% Students	Credits	% Credits
Under 16	4,161	20.9%	2,957	2.7%
16-19	6,276	31.6%	46,615	42.6%
20-24	3,249	16.4%	26,895	24.6%
25 & over	6,184	31.1%	32,880	30.1%
Total	19,870	100%	109,347	100%

This table demonstrates the spread of the Student population in 2017/18 by Age Group. It shows that the predominant Age Groups in attendance were the '16-19' and '25 & over' category with 63% of the population between them, however the majority of students (52%) are under 20.

In terms of credits delivery, the predominant group is the 16-19 year old category with 43%.

Students aged 16-19, while lower in numbers than the 20 & over categories, account for a far greater percentage of delivery, being more likely to be enrolled on Full Time courses than the other categories who are more likely to be enrolled on shorter and Part-Time courses of study.

9.1.2 Student Population by Gender

Gender	Students	% Students	Credits	% Credits
Male	8,911	44.8%	51,739	47.3%
Female	10,705	53.9%	56,878	52.0%
Other/NK	254	1.3%	730	0.7%
Total	19,870	100%	109,347	100%

Female students continued to form a higher proportion of the student population at 52% with Male students at 47%. Female students accounted for a disproportionately higher proportion of credits at 53.9%.

9.1.3 Student Population by Disability

Disability	Students	% Students
No Known Disability or DND	17,307	87.1%
Specific Learning Disability	1,330	6.7%
Other Disability	437	2.2%
Mental Health Condition	735	3.7%
Downs Syndrome	39	0.2%
Deafness	159	0.8%
Physical Impairment	278	1.4%
Blindness	79	0.4%
Long Standing Illness	338	1.7%
Social Impairment	536	2.7%

This table demonstrates the spread of Student enrolments in 2017/18 by Disability. Note that the total numbers and percentages are greater than the whole due to the presence of multiple disabilities. 87.1% of students declared that they have 'No Known Disability' or 'Did Not Disclose' the information and the information is unknown.

Of the remaining c. 13% of students, the largest Disability category is 'Specific Learning Disability', with around 1330 students or 6.7% of enrolments. 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	Student Enrols	% Students	2011 Census Dundee & Angus
White	18,388	93.4%	85.9%
Asian	415	2.4%	1.9%
Information Refused or Not Known	582	1.6%	6.3%
Black	184	1.0%	1.1%
Other	169	0.9%	N/A
Mixed	132	0.8%	0.9%
Total	19,870	100.0%	100.0%

This table shows the spread of Student population in 2017/18 by Ethnic group. The largest group is 'White-' accounting for 93.4% of student enrolments.

“Non-White” groups account for 5.1% of College enrolments in 2017/18 compared to 4.1% of the Dundee and Angus populations according to the 2011 Census.

Information was refused or is not known for 1.6% of enrolments

9.1.5 Student Population by Religion

Reliable student population data relating to religion is not available for Dundee and Angus College for session 2016/17. The table below shows the whole student population regardless of mode and level of study, by religion, where disclosed:

Religion	Count	Percentage	2011 Census Dundee & Angus
01 - None	13,316	67%	40.4%
02 – Christian/Protestant	1,372	6.9%	32.1%
03 - Roman Catholic	1,661	8.4%	13.2%
04 - Other Christian	965	4.9%	5.1%
05 - Muslim	445	2.2%	1.6%
06 - Buddhist	57	0.3%	0.2%
07 - Sikh	9	0.05%	0.06%
08 - Jewish	13	0.07%	0.03%
09 - Hindu	27	0.1%	0.31%
10 - Another religion or body	232	1.2%	0.31%
11 - Prefer not to say	1,767	8.9%	6.6%
Information not known	6	0.03%	0
Total	19,870	100%	100%

9.1.6 Student Population by Sexual Orientation

The table below shows the whole 2017/18 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	16,483	83.0%
2 - Gay Man	190	1.0%
3 - Gay Woman/Lesbian	181	0.9%
4 - Bisexual	517	2.6%
5 - Other	401	2.0%
6 - Prefer not to say	2,092	10.5%
Unknown or Not Captured	6	0.03%
Total	19,870	100.0%

9.1.7 Student Population by Religion Gender Re-Assignment

Due to issues resulting from changes to the way this characteristic was recorded, data for 2017/18 is not available.

9.2 Student Outcomes

Data relating to Student Outcomes is based on SFC's Sector PI information published in January 2019. For calculation of outcomes data, some course types and modes of study are excluded and that 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

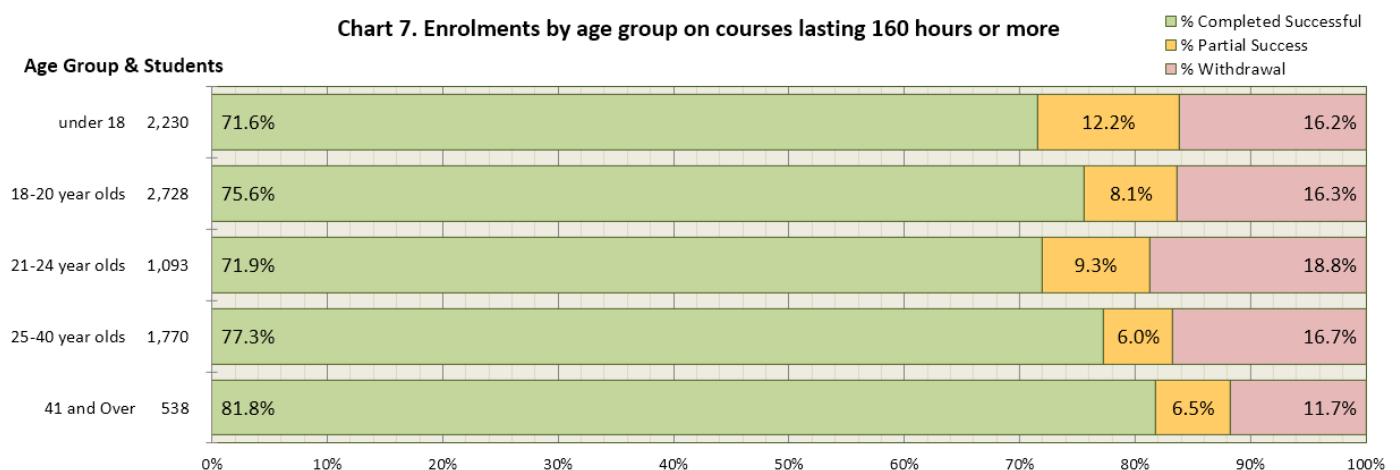
Characteristic	Dundee & Angus	Scotland
FE/FT	75.4%	66.1%
HE/FT	76.2%	71.3%
<18	71.6%	63.5%
18-20	75.6%	70.6%
21-24	71.9%	70.4%
25-40	77.3%	72.9%
41+	81.8%	74.5%
FE Fem	73.3%	67.1%
FE Male	75.4%	69.8%
HE Fem	77.8%	74.4%
HE Male	73.4%	71.1%
Ethnic Minority	78.1%	71.4%
Disability	73.3%	67.0%

This table represents the Successful Completion percentage for students falling into each category. It demonstrates that for every category or characteristic grouping, Dundee and Angus College outperforms the National Sector average.

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

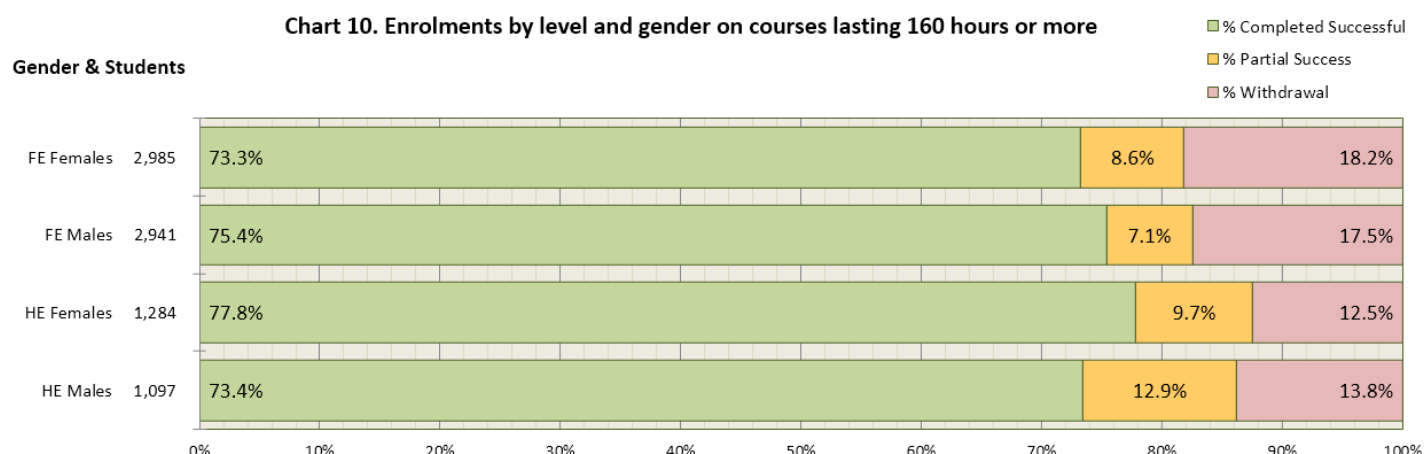


This chart shows the Performance Indicators for courses lasting more than 160 hours, by Age Group.

It shows that Successful Completion is more likely in the older Age Groups with the 25-40 category achieving a 77.3% Successful Completion rate, with the lowest Successful Completion rate among the 'under 18' group.

Conversely there is a higher Partial Success rate among the 'under 18' group, 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

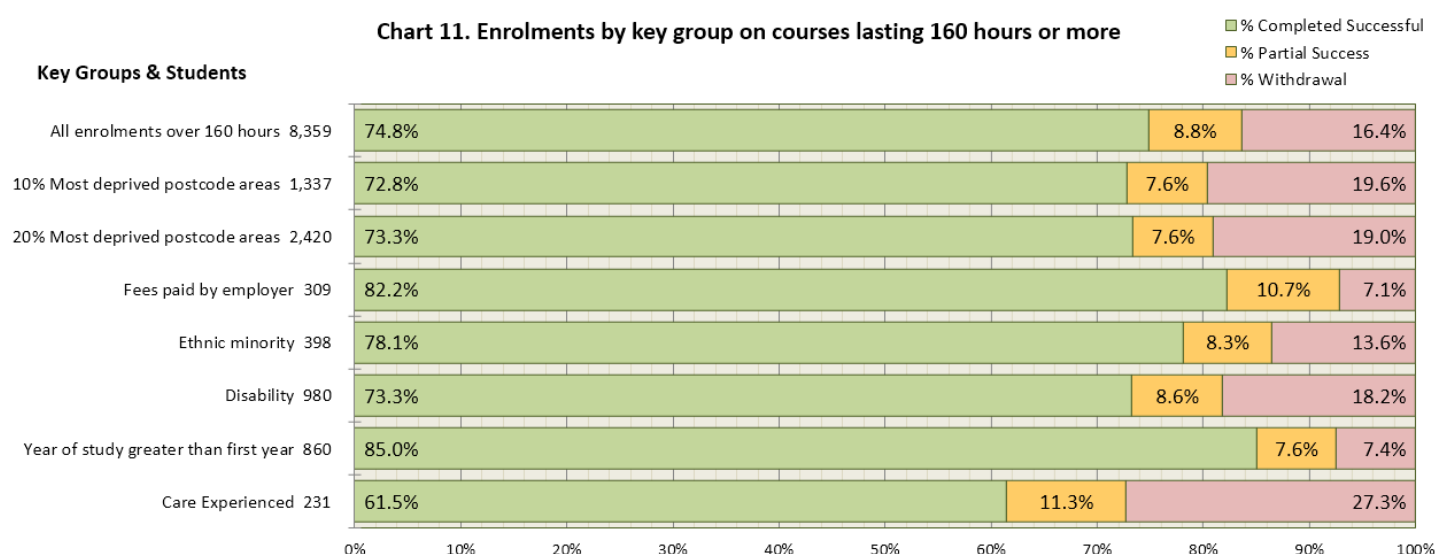


This chart shows the Performance Indicators for courses lasting more than 160 hours, by Gender and level of study.

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

The total Positive Outcome rate in both FE and HE is almost identical between Male and Female 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 less likely to withdraw in 2017/18 than average while Successful Completion and Positive Outcome are marginally higher than the College average.

Conversely, student declaring a disability are more likely to withdraw and less likely 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 Directors of 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 E&D 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 MyTEAM self-evaluation system allows staff to reflect, evaluate and tag work related to equalities.

Vice Principal Curriculum and Attainment, March 2017

Appendix 2: Progress Against 2017 Equality Outcomes

EQUALITY OUTCOME 1

Related Regional Outcome Agreement Aims:			Access & Inclusion; An Outstanding System of Learning; High Performing Institutions		
Related Education Scotland’s Quality Framework Principles:			Leadership & Quality Culture; Delivery of Learning & Services; Outcomes & Impact		
Context <i>Dundee and 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 2019	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	Priority list of policies to be impact assessed.	All College policy areas are equality impact assessed on a rolling programme through a co-ordinated management review process	Embedded and on-going
	Advance equality of opportunity Foster good relations	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 GroupSenior Leadership TeamAcademic Board/ Leadership Development ForumStudents and staff	Responsibility for E&D is clearly identified at executive level and is embedded within job roles throughout the College. An active E&D Strategy group inputs to developments	Embedded and on-going
		Embed Equality & Diversity in all College planning.	Equality & Diversity information, analysis & planning is presented annually to Academic Board/ HR & Development and Quality Enhancement committee.	Regular reports are created and a live E&D dashboard details up to date monitoring and progress over a three year trend period	Embedded and on-going

			Key indicators include: <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 Equality & Diversity knowledge and service to the College community.	Extensive engagement and partnership working with a range of key stakeholders and community groups.	Embedded and on-going

EQUALITY OUTCOME 2

Related Regional Outcome Agreement Aims:			Access & Inclusion; An Outstanding System of Learning; High Performing Institutions		
Related Education Scotland's Quality Framework Principles:			Leadership & Quality Culture; Delivery of Learning & Services; Outcomes & Impact		
Context: Dundee and 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.					
Equality Outcome	General Duty Addressed	Activities/ Actions	Indicators/ Measures	Progress as at 2019	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.	E&D Analysis highlights positive recruitment and outcomes irrespective of protected characteristic.	Embedded and on-going
	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 characteristic information.	Increase in percentage disclosing. Promotional materials developed & introduced. Accompanying CPD for all relevant staff.	Increases noted, but further work required to improve overall data availability	Carry forward to next action plan
		Promote opportunities for male and female students to access the full range of courses in the College portfolio.	Development and embedding of our Gender Action Plan. Continue work with Equalities Challenge Unit on Attracting Diversity project.	Gender action plan in place and small improvements noted.	Carry forward to next action plan

		Develop and deliver on requirements of gender action plan.	<p>Further engagement with schools, careers services and other stakeholders to promote curricular provision for “non-traditional” gender groups.</p> <p>Increase in recruitment of non-traditional gender groups into courses.</p>		
		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).	<p>Further developed Student Recruitment and Admissions approaches to facilitate more targeted awareness raising.</p> <p>Raised awareness within the wider community of the service provision available within College.</p> <p>Increased recruitment of students with protected characteristics.</p>	<p>Gender action plan in place and small improvements noted. Extensive partnership work in place with schools etc to increase applicant range.</p> <p>Contextualised admissions arrangements in place.</p>	Carry forward to next action plan
		Collection and analysis of PIs for all students categorised under protected characteristics to ensure that students receive appropriate support to achieve comparable outcomes with the total student population.	<p>A minimum 1% percentage reduction in the significant difference in performance indicators between students with disclosed protected characteristics and those without, specifically focusing on Disability.</p> <p>Development and embedding of our Gender Action Plan to support the gender element of this.</p>	E&D Analysis highlights positive recruitment and outcomes irrespective of protected characteristic.	Embedded and on-going

		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.	Extensive roll out of E&D training for staff supported by bespoke training for Group Tutors with a particular focus on mental health awareness/development	Embedded and on-going
		Engagement with external groups to promote recruitment amongst BME groups.	E & D Group to monitor and review	E&D Analysis highlights positive recruitment and outcomes irrespective of protected characteristic. Work progressing in partnership with Dundee mosques.	Embedded and on-going
		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.	Increases noted, but further work required to improve overall data availability	Carry forward to next action plan
		Provide appropriate progression support to ensure positive destinations for those groups with protected characteristics.	Learner feedback Programme reviews, self-evaluation reports and PIs Procedures and processes in place within the college and with external agencies	E&D Analysis highlights positive recruitment and outcomes irrespective of protected characteristic.	Embedded and on-going

EQUALITY OUTCOME 3

Related Regional Outcome Agreement Aims:			Access & Inclusion; An Outstanding System of Learning; High Performing Institutions		
Related Education Scotland's Quality Framework Principles:			Leadership & Quality Culture; Delivery of Learning & Services; Outcomes & Impact		
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 2019	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 Equality & Diversity is fully embedded in learning, teaching and service delivery.	Audits of teaching materials. Classroom and peer observation activities and professional dialogues/ Learner feedback. Programme reviews, self-evaluation reports and PIs.	Audit of teaching materials completed. Promotion of E&D is core element of ROLE observation arrangements.	Embedded and on-going
	Eliminate unlawful discrimination, harassment and victimisation.				
	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 Programme reviews, self-evaluation reports and PIs	Extensive roll out of E&D training for staff supported by bespoke training for Group Tutors.	Embedded and on-going
		Lecturers and group tutors help meet the needs of students with protected characteristics in all aspects of induction, course development,	E & D Learning & Teaching module for students completion report. Programme of awareness raising CPD for curriculum staff.		

		design, delivery and evaluation.	Online E & D CPD provision for staff.		
		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.	Extensive roll out of E&D training for staff supported by bespoke training for Group Tutors.	Embedded and on-going
		Ensure ongoing student representation in College E & D Strategy Group and sub groups	Remits, membership and minutes of meetings and Student Association remit/constitution	Student membership formalised and supported through the Students' Association	Complete

EQUALITY OUTCOME 4

Related Regional Outcome Agreement Aims:			Access & Inclusion; An Outstanding System of Learning; High Performing Institutions		
Related Education Scotland's Quality Framework Principles:			Leadership & Quality Culture; Delivery of Learning & Services; Outcomes & Impact		
Context: <i>Dundee and 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 2019	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	Extensive roll out of E&D training for staff supported by bespoke training for Group Tutors.	Embedded and on-going
	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	Extensive roll out of E&D training for staff supported by bespoke training for Group Tutors.	Embedded and on-going

EQUALITY OUTCOME 5

Related Regional Outcome Agreement Aims:			Access & Inclusion; An Outstanding System of Learning; High Performing Institutions		
Related Education Scotland's Quality Framework Principles:			Leadership & Quality Culture; Delivery of Learning & Services; Outcomes & Impact		
Context: <i>Dundee and 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 and 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 2019	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.	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.	Clear and active promotion and engagement is evident and reflected in uptake.	Embedded and on-going
	Advance equality of opportunity.	Promote supportive and flexible employment practices where appropriate.	Monitor and review availability and uptake of flexible working and other support arrangements.	Review arrangements in place	Completed
	Foster good relations.	Monitor and review promotions to ensure there is ongoing evidence of gender neutrality. Recruit and appoint staff on individual merit, ensuring effective assessment of the abilities of	Analysis of occupational segregation data to identify and address any College specific reasons trends. Review is conducted and any relevant actions implemented.	Review arrangements in place	Completed

		prospective employees for recruitment and promotion.	Provide development and support for recruiting managers as required		
		Reduce employee equalities data gaps to enable improved data analysis	At least 80% of employee data in all equalities fields.	Progress limited due to delays in HR systems implementation	Carry forward to next action plan
		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 2017 Review and monitor data to ensure developments	Report published	Embedded and on-going
		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	No significant gaps evident	Embedded and on-going

Appendix 3: 2019 Equality Outcomes

EQUALITY OUTCOME 1

Related Regional Outcome Agreement Aims:			Access & Inclusion; An Outstanding System of Learning; High Performing Institutions		
Related Education Scotland's Quality Framework Principles:			Leadership & Quality Culture; Delivery of Learning & Services; Outcomes & Impact		
Context <i>Dundee and 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 2021	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	Priority list of policies to be impact assessed.		
	Advance equality of opportunity Foster good relations	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 GroupSenior Leadership TeamAcademic Board/ Leadership Development ForumStudents and staff		
		Embed Equality & Diversity in all College planning.	Equality & Diversity information, analysis & planning is presented annually to Academic Board/ HR & Development and Quality Enhancement committee. Key indicators include: <ul style="list-style-type: none">Regional Outcome Agreement		

			<ul style="list-style-type: none">• 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 Equality & Diversity knowledge and service to the College community.		

EQUALITY OUTCOME 2

Related Regional Outcome Agreement Aims:			Access & Inclusion; An Outstanding System of Learning; High Performing Institutions		
Related Education Scotland's Quality Framework Principles:			Leadership & Quality Culture; Delivery of Learning & Services; Outcomes & Impact		
Context: <i>Dundee and 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 2021	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.		
	Eliminate unlawful discrimination, harassment and victimisation				
	Foster good relations	Actively encourage students to disclose protected characteristics/ new data fields.	Increase in percentage disclosing. Promotional materials developed & introduced.		
		Await SFC decision on inclusion of appropriate options to encourage disclosure of protected characteristic information.	Accompanying CPD for all relevant staff.		
		Promote opportunities for male and female students to access the full range of courses in the College portfolio.	Development and embedding of our Gender Action Plan. Continue work with Equalities Challenge Unit on Attracting Diversity project.		

		Develop and deliver on requirements of gender action plan.	<p>Further engagement with schools, careers services and other stakeholders to promote curricular provision for “non-traditional” gender groups.</p> <p>Increase in recruitment of non-traditional gender groups into courses.</p>		
		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).	<p>Further developed Student Recruitment and Admissions approaches to facilitate more targeted awareness raising.</p> <p>Raised awareness within the wider community of the service provision available within College.</p> <p>Increased recruitment of students with protected characteristics.</p>		
		Collection and analysis of PIs for all students categorised under protected characteristics to ensure that students receive appropriate support to achieve comparable outcomes with the total student population.	<p>A minimum 1% percentage reduction in the difference in performance indicators between students with disclosed protected characteristics and those without, specifically focusing on Disability.</p> <p>Development and embedding of our Gender Action Plan to support the gender element of this.</p>		

		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.		
		Engagement with external groups to promote recruitment amongst BME groups.	E & D Group to monitor and review		
		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.		
		Provide appropriate progression support to ensure positive destinations for those groups with protected characteristics.	Learner feedback Programme reviews, self-evaluation reports and PIs Procedures and processes in place within the college and with external agencies		

EQUALITY OUTCOME 3

Related Regional Outcome Agreement Aims:			Access & Inclusion; An Outstanding System of Learning; High Performing Institutions		
Related Education Scotland's Quality Framework Principles:			Leadership & Quality Culture; Delivery of Learning & Services; Outcomes & Impact		
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 2021	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 Equality & Diversity is fully embedded in learning, teaching and service delivery.	Audits of teaching materials.		
	Eliminate unlawful discrimination, harassment and victimisation.		Classroom and peer observation activities and professional dialogues/ Learner feedback.		
		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.	Programme reviews, self-evaluation reports and PIs.	
		Lecturers and group tutors help meet the needs of students with protected characteristics in all aspects of induction, course development,	Update and deliver CPD provision for staff to reflect changes in general and specific duties of the Act Programme reviews, self-evaluation reports and PIs		
			E & D Learning & Teaching module for students completion report. Programme of awareness raising CPD for curriculum staff.		

		design, delivery and evaluation.	Online E & D CPD provision for staff.		
		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.		
		Ensure ongoing student representation in College E & D Strategy Group and sub groups	Remits, membership and minutes of meetings and Student Association remit/constitution		

EQUALITY OUTCOME 4

Related Regional Outcome Agreement Aims:			Access & Inclusion; An Outstanding System of Learning; High Performing Institutions		
Related Education Scotland's Quality Framework Principles:			Leadership & Quality Culture; Delivery of Learning & Services; Outcomes & Impact		
Context: <i>Dundee and 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 2021	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		
	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		

EQUALITY OUTCOME 5

Related Regional Outcome Agreement Aims:			Access & Inclusion; An Outstanding System of Learning; High Performing Institutions		
Related Education Scotland's Quality Framework Principles:			Leadership & Quality Culture; Delivery of Learning & Services; Outcomes & Impact		
Context: <i>Dundee and 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 and 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 2021	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.	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.		
	Advance equality of opportunity.				
	Foster good relations.	Promote supportive and flexible employment practices where appropriate.	Monitor and review availability and uptake of flexible working and other support arrangements.		
		Monitor and review promotions to ensure there is ongoing evidence of gender neutrality.	Analysis of occupational segregation data to identify and address any College specific reasons trends.		
		Recruit and appoint staff on individual merit, ensuring effective assessment of the abilities of	Review is conducted and any relevant actions implemented.		

		prospective employees for recruitment and promotion.	Provide development and support for recruiting managers as required		
		Reduce employee equalities data gaps to enable improved data analysis	At least 80% of employee data in all equalities fields.		
		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 2017 Review and monitor data to ensure developments		
		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		

Arbroath Campus

Keptie Road Arbroath DD11 3EA

Gardyne Campus

Gardyne Road Dundee DD5 1NY

Kingsway Campus

Old Glamis Road Dundee DD3 8LE

0300 123 101

enquiry@dundeeandangus.ac.uk



Human Resources and Development Committee

Thursday 9 May 2019

PAPER E

Gender Pay Gap Reporting



Gender Pay Analysis Report and Action Plan

April 2019

RESPECT

DA
DUNDEE AND ANGUS
COLLEGE

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1. Message from the Principal



I am pleased to endorse Dundee and Angus College's 2019 **Gender Pay Analysis Report and Action Plan**. D&A is dedicated to equality, embracing diversity and celebrating our culture, with equal pay for our staff key to this.

As an employer and a place of learning, D&A is committed to advancing equality of opportunity and creating an environment where everyone is treated as an individual of equal value.

We believe that colleges can help to tackle the economic and social challenges in our local communities and I see our commitment to gender equality within our work environment as an important symbol of this commitment.

We are proud of the work we already do and welcome feedback on this report.

Grant Ritchie

Principal, Dundee and Angus College



2. Introduction

Dundee and Angus College (D&A) takes its responsibility for gender mainstreaming seriously, under the requirements of the Public Sector Equality Duty (2011). As an organisation, we are committed to tackling gender inequality in all areas of our work and community for the benefits of staff, students and stakeholders.

D&A has a key role as an employer and place of learning in Angus, Dundee and wider society, with the commitment to equal pay and gender equality sitting alongside our commitment to working and learning cultures which embrace diversity and care for the wellbeing of those in our community. As a Further Education (FE) college, D&A is already working with schools and other partners to address gender stereotyping and other barriers that can lead to a gender imbalance in our subjects / courses.

The Public Sector Equality Duty (2011) and requirement for the Gender Action Plan, along with this report, are welcome developments across the public sector and allow D&A to share the data compiled and action taken, along with commitments to future improvement.

3. Dundee and Angus College Gender Pay Data

The figures in this report use the snapshot date of 31st March 2019

The figures include staff across all areas (Academic and Support) and contract types (full time / part time; fixed term / permanent) and include casual staff (such as students working in sports or hospitality).

3.1. Equal Pay

D&A 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 a clear salary framework for all academic posts. This is currently being progressed at a national level, however the subsequent job evaluation process is also gender-neutral.

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 and 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.

3.2. 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 D&A 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.

3.2.1. Dundee and Angus College Gender Pay Statistics

- The overall percentage difference between men and women's **average** hourly pay (excluding overtime) is 6.1%, with women being paid, on average, 6.1% less than men.¹
- The **median** gender pay gap is 11.1% (based on median annual hourly rate for male and for female staff)
- There are no instances of bonuses to report on the **mean, median** and **proportion of males/females** receiving a bonus
- The **salary quartiles** are as follows:

	Salary Quartile			
	£0 -£25k	£25001 - £50k	£50001 to £75k	> £75001
Female %	69.7%	61.5%	53.9%	20.0%
Male %	30.3%	38.5%	46.1%	80.0%

Further analysis indicates that horizontal occupational segregation is responsible for identified pay gaps with women making up 90% of the workforce in cleaning and food service jobs which are paid at the lower pay grades. If this group were to be removed from the data, the pay gap reduces to 3%.

¹ These figures are an improvement on the 2013 Equalities Mainstreaming Report (8.1%).

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.

Amongst academic staff female salaries were marginally higher than male by 0.2% and among support staff male salaries were 5.3% higher. These differences are within the range of anticipated effect caused by movement within the annual incremental salary scales based upon individual service dates, and (for lecturer posts) by application of salary placement and movement conditions related to achievement of teacher training qualifications.

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

3.3. Dundee and Angus College Board of Management

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 identified the need to better promote diversity amongst its own membership as a part of its 2016 self-evaluation outcomes.

Since this time, it has worked with [Changing the Chemistry](#) - an independent charity that supports diversity of membership and thinking on both public and private boards. This work has impacted positively on Board recruitment, with the Board maintaining a 50:50 gender mix and taking wider diversity issues into consideration as an integral part of the recruitment process. It should be noted that Board membership is un-remunerated (with the exception of the Board Chair which is a public appointee role made by the Scottish Government).

4. Statement on Equal Pay for Gender, Race and Disability

Dundee and 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 and 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

5. Grievance and Disciplinary Related to Gender

5.1. Grievances

In the year up to 31st March 2019, there were no employment grievances related to gender.

5.2. Disciplinary Action

In the year up to 31st March 2019, there were no occurrences of disciplinary action in relation to gender.

6. Gender Pay Action Plan 2017 Update

Area	Action	Responsibility	Progress / Notes
Occupational Segregation	Promote job opportunities within areas showing gender segregation to improve the gender balance amongst employees and impact on gender pay gaps.	People Team	Where opportunities have arisen, this has been capitalised on, with notable successes in Computing, Science and Hair and Beauty.
	Promote supportive and flexible employment practices where appropriate, monitoring and reviewing availability and uptake of flexible working and other support arrangements.	People Team / College Managers	Since 2017, the College has become a 'happy to talk flexible working' employer and noted an increase in applications for flexible working.
	Recruit and appoint staff on individual merit, ensuring effective assessment of the abilities of prospective employees for recruitment and promotion.	People Team / Recruiting Managers	Robust recruitment practices are in place and supporting this action, with strength of the College's PIs a clear indicator of success.
	Support and encourage all employees to engage in professional and personal development, actively promoting and supporting CPD and career progression opportunities irrespective of protected characteristic / gender.	People Team	Despite tight and reducing budgets, CPD activity has remained steady across 2017-18 and 2018-19 thus far, suggesting successful promotion of opportunities.
Promotion	Monitor and review promotions to ensure there is ongoing evidence of gender neutrality.	People Team / College Managers	Ongoing assessment undertaken with no issues.
Gender Pay Gap	Continue to monitor and review gender pay gap, ensuring legislative reporting duties are adhered to and progress is relatively continuous.	Head of People and Organisational Development	Completed; progress currently on track.
	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.	People Team / Senior Leadership Team	This has been followed and evidenced, with new national structures brought in which support this.

7. Gender Pay Action Plan 2019

Area	Action	Responsibility	Progress / Notes
Occupational Segregation	Focus the promotion of job opportunities within areas showing gender segregation alongside wither curriculum gender action Plan developments to improve the gender balance amongst employees and impact on gender pay gaps.	People Team	
	Embed supportive and flexible employment practices, monitoring and reviewing flexible working and other support arrangements and continuing to develop our <i>Happy to Talk Flexible Working</i> status.	People Team / College Managers	
	Recruit and appoint staff on individual merit, ensuring effective assessment of the abilities of prospective employees for recruitment and promotion.	People Team / Recruiting Managers	
	Continue to support and encourage all employees to engage in professional and personal development, actively promoting and supporting CPD and career progression opportunities irrespective of protected characteristic / gender.	People Team	
Promotion	Continue to monitor and review promotions to ensure there is ongoing evidence of gender neutrality.	People Team / College Managers	
Gender Pay Gap	Ongoing monitoring and review of gender pay gap, ensuring legislative reporting duties are adhered to and progress is relatively continuous.	Head of People and Organisational Development	
	Embed new national pay strategies and job evaluation arrangements to ensure and underpin work of equal value through clear and rigorous application of national job evaluation, salary placement and progression procedures.	People Team / Senior Leadership Team	

Arbroath Campus

Keptie Road Arbroath DD11 3EA

Gardyne Campus

Gardyne Road Dundee DD5 1NY

Kingsway Campus

Old Glamis Road Dundee DD3 8LE

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Human Resources and Development Committee

Thursday 9 May 2019

PAPER F

HR Metrics

1. Introduction

The HR&D Committee have agreed a series of standardised HR&OD metrics that are made available to Committee members at each meeting. The template for these metrics is designed to give Board members an easy to read picture of the College's core human resource information.

Some of the information is presented as an annual figure and will detail comparisons with previous years. This is of particular importance in identifying trends and changes over time.

Other data is presented on a quarterly basis and taken as a snapshot of the status at that point in time.

A full annual report will be presented to each November Committee with quarterly updates reported to the remaining three Committees meetings.

2. HR Metrics

Headcount 2018/19 to date		% Split	2017/18	Annualised FTE 2018/19 to date		% Split	2017/18
Teaching	420	46.6%	506	Teaching	312.2	44.7%	338.9
Other	481	53.4%	613	Other	386.8	55.3%	374.8
Total	901		1119	Total	699.0		713.7

Staff FTE: Credit Ratios 2017/2018					
	2017/18	2016/17		2017/18	2016/17
Total Credits: Staff FTE	181:1	176:3	Total Credits: Teaching Staff FTE:	393:1	435:1

Female & Male Headcount		% Split	2017/18	Temporary & Permanent FTE		% Split	2017/18
Female	576	63.9%	63.9%	Temporary	160.4	22.9%	21.8%
Male	325	36.1%	36.1%	Permanent	538.6	77.1%	78.2%
Other							
Total	901			Total	699.0		

Diversity Data Held	%
Ethnicity/Race	53%
Disability	100%
Gender Pay Gap	6.1%
Diversity Data Gaps	22%

Staff Absence Data (rolling 12 months)

	Staff Absence Rolling 12 months to 30/04/19	Rolling 12 months to 31/01/19
Average working days lost per headcount	7.3 days	5.9 Days
Working time lost	2.83%	2.3%
Comparison with sector/national rates		
UK All Sector rate (CIPD 2016)		3.3%
UK Public Sector rate (Unison 2016)		3.4%

Absence Analysis	Rolling year to 30/04/19	Rolling year to 31/01/19
Long Term Absences (4 weeks or more)	112	83
Short Term Absences	859	764
Stress Related Absences – Work related	14	11
Stress Related Absences – Non-work related	91	77

Other HR Metrics

	2018/19 to date	2017/18 Full Year
Staff Turnover Rate (non-forced)	4.64%	5.11%
Employee Hearings		
Discipline	3	6
Grievance	2	2
Tribunal Actions	1	1
Recruitment Exercises	69	82
Current Vacancies	8	

3. OD Metrics

	2018/19 to date	2017/18 Full Year
Engagement with Leading Learning Academy (per team)	100%	100%
Number of internal CPD events delivered and external events supported	570	634
Number of attendances at internal and external CPD events per employee headcount	1108	3993 3.6
Organisational Development budget per employee headcount	-	£137
Engagement survey ratings (annual/periodic)	Engagement 80% Happiness 69%	Engagement 68% Happiness 68%
Employees participating in College-wide strategy and working groups % of employee headcount	-	12%
Employees with health and safety certification (this is in addition to mandatory obligations - all new employees have H&S briefing)	See H&S Annual Report	See H&S Annual Report
Employee benefits take up rates	All staff registered	All staff registered

Induction

Induction 2018/19 to Date	Not Started	In progress: On Track	In progress: Behind	Total
Academic	0	55	0	55
Support	0	18	0	18

4. Information

Further information in respect of HR&OD matters is available for Board members by contacting Steve Taylor, Vice Principal People & Performance, s.taylor@dundeeandangus.ac.uk.



Human Resources and Development Committee

Thursday 9 May 2019

PAPER G

Meeting Minutes / Updates

JCF Minute – 26 April 2019

**Equality and Diversity Strategy Group Minute –
20 March 2019**



JOINT CONSULTATION FORUM

Friday 26 April 2019 at 2:00pm
Arbroath Campus

PRESENT:

G Ritchie	G McGillivray
S Taylor	Y Cargill
N Steff	A Mawhirt
G McAteer	D Travis
A Williamson	A Mawhirt
C Brown	

Action

Job Evaluation Presentation – Craig Brown

C Brown ran through an initial project presentation outlining approaches planned where there was multiple occupancy of roles and noting that there were tight timescales for completion.

National union visits are planned for June and facility time for local reps was discussed as a matter of urgency. This would be picked up at separate meetings ASAP.

**CB, GMB,
Unison**

1. Apologies

Apologies were received from C Mackie, C Blake, S Hewitt, A O'Neill and J Dick.

2. Minute of Last Meeting

The minute of the meeting held on 01 March 2019 was approved as an accurate record.

3. Matters Arising/Actions

College Communications

The revised wording proposed by N Steff was agreed and an updated version would be circulated.

ST

Car Park Speed Limit

B Grace has been on liaison with G McAteer on appropriate arrangements/requirements.

Annual Salary – Portal Access

Completed 25th March.

Minibus Cleanliness

Issued raised with B Grace. Feedback was requested by Y Cargill.
A Williamson noted there may be movement on a supply post relating to this.

ST/BG

Remission

Y Cargill has not yet heard from A Keenan and will provide an update in due course.

Finance Session

Completed April 2019. J Carnegie (C Blake's replacement) will start on 7th May.

Strike Action Communications

Completed March 2019.

Payroll Letter

Actioned and completed April 2019.

Sickness Absence Notifications

Completed, changed to weekly on a Monday. This change was welcomed.

4. Union Items**Prepare Me Sessions**

N Steff noted discussions last year on Prepare Me and the need for evaluation of the lessons learned from last year. Concerns over plans for prepare me in 2019) if lessons had not been learned) were noted.

S Taylor noted there is a working group with a range of staff represented and there was an expectation that communications would come from this. The concerns raised would be passed on to this group.

ST**5. National Bargaining****5.1 Transfer to Permanency**

S Taylor outlined there a one or two issues outstanding which are to be answered nationally. S Taylor will provide EIS reps with further information as discussed prior to progressing with the academic staff changes.

For support staff, arrangements for many of those falling into scope should be straightforward, however for more ad hoc roles like Readers / Scribes further conversation will take place.

ST**5.2 National Job Evaluation**

This was covered under the initial presentation.

5.3 Other

G Ritchie and S Taylor attended an Employers' Association on 25th April and gave a brief update. The desire from both sides to find a resolution to the dispute was noted.

S Taylor noted that future strike action days fall on Higher Exam dates and EIS representatives confirmed they were keen to avoid any disruption to students on these days. This was welcomed.

6. College Finances - Financial Strategy

G Ritchie noted that the financial strategy paper had been the focus of C Blake's Finance session.

G McGillivray noted that concerns around costs of any external appointments have been raised by members. S Taylor confirmed that modelling had been

done to assess impact of various scenarios and that no significant concerns around this existed.

G Ritchie noted that savings will be a continuing requirement, and challenges of funding will continue. It was noted a request would be made to SFC again for funding to support Kingsway Campus developments.

7. Academic Structure Update

S Taylor outlined that recruitment is progressing and this is roughly at its mid-point for the 84 applications were received for Level 1 roles. Outcomes of the current interviews will be confirmed on 10th May, with all appointments considered and announced together to give a single notification and to allow consideration where applicants may be considered for more than one area.

An updated timeline has been issued for ongoing recruitment arrangements. An event involving stakeholders to review the Sector Coordinator role will result in the Job Description for this being agreed. It was confirmed that this will be shared with support unions in advance of posts being advertised.

The Sector Development Lead role is the focus of another event to finalise the role and related commercial planning arrangements.

The Level 2 roles that were not appointed in the first round had been advertised with shortlisting and selection activities imminent.

Y Cargill and others noted a number of concerns surrounding the implementation of the new structure, particularly in respect of the delay in providing feedback to unsuccessful candidates, and the nature of some of the feedback provided.

Concern was also noted that the recruitment decisions were based solely on the outcomes of the selection interview and activities, rather than on assessment of previous College experience.

The concerns raised were discussed and S Taylor recognised the difficulty of balancing people issues as a result of the changes. It was noted that any specific concerns could be raised on a one-to-one basis with S Taylor.

All

Concern at some recent social media comments was noted and it was agreed that there was a need to revisit CPD/promotion of the Social Media Guidelines.

AM

8 2019-20 Regional Outcome Agreement (ROA)

S Taylor outlined the requirements for the ROA and the SFC's template for completing this. Based on SFC guidance, the ROA should be discussed and agreed with trade unions.

The purpose of the document was discussed, along with monitoring and evaluation of D&A's outcomes through the measurements outlined in the ROA.

9. Policy Review Group

The group has not met since the last JCF as the March meeting had to be postponed. Despite this, the gender Based violence (Gbv), Modern Apprenticeship, and Sabbatical and Secondment policies have been approved.

Information Security Policy is a requirement of Cyber Essentials and the PRG provided useful feedback on making it more user friendly, which will be actioned. It was noted that to remain compliant with Home Office regulations the Modern Slavery Statement has also been updated and published, but would still be reviewed by the group

AM

Work on the Terms and Conditions is progressing as per the minute of the last meeting and a further update will be provided at a future meeting.

AM

10. AOCB

Free Refreshments

N Steff raised that the volume of traffic through the service points during the week of free refreshments added some pressures to normal workload.

G Ritchie noted that discussions on these arrangements had been held with the managers, and noted that the arrangements were designed as a simple thank you for staff.

Arbroath Applications

S Taylor noted that whilst overall applications were up on the previous year, applications for the Arbroath campus were down. As a result, review of curriculum provision and local labour market needs will be undertaken. It was noted that school numbers were up, with more school pupils staying on until 6th year resulting in the need to look in more detail at provision for older learners and part-time provision.

11. Date of Next Meeting

Friday 7 June 2019 at 2.00pm, Seminar Room 5, Arbroath Campus



EQUALITY AND DIVERSITY STRATEGY GROUP

Wednesday 20 March 2019 at 10.00am
A214, Kingsway Campus

PRESENT:

S Taylor	B Scott
S Oliver	S McAvoy
S Thom	M Stewart
B Grace	S White (Student Representative)
K Baxter	J Beresford
R Hamid	

APOLOGIES

A Mawhirt	C Lynagh
N Steff	C Reid

1. Minute of Previous Meeting

Actions

The minute of the Equality and Diversity Strategy Group meeting held on 12 December 2018 was approved as an accurate record.

2. Matters Arising

All matters arising had been progressed, with updates included through the agenda with the exception of the following.

- Meeting with marketing team to progress equalities promotion. **ST**
- Trans Edu Scotland work had not yet been discussed by the working group. **ST**

3. Equalities Strategy – Key National Priorities

A further wide ranging discussion was held around the range of key equalities strands and strategies impacting on the College from the Scottish Government and Scottish Funding Council. From these discussions the following key points were noted.

• Gender Action Plans

Arrangements were progressing to better support 'contextualised admissions' approaches to optimise the number of applicants applying onto courses in areas where there was a significant gender split.

The importance of work with schools to promote alternative subject and career paths was noted and it was agreed that a member of the Academic Partnerships team be invited to join the group. **ST**

- **Widening Access**

Steps to promote and explain the new Gateway provision were noted. S Taylor highlighted recent data looking at the proportion of course applicants rejected by SIMD postcode. This was discussed and it was noted that analysis was at a very early stage.

- **BSL Plan**

Plans for further training in BSL for front facing staff were noted.

- **Mental Health Strategy**

An initial draft strategy and action plan had been developed by the working group. It had been decided that this was best included alongside the overall College Wellbeing Strategy, supported by a rolling 3-year Mental Health Action Plan. It was targeted for this to be completed by the summer.

The Students' Association Mental Health partnership agreement was near completion, with plans for this to be signed off by the SA and College after Easter.

ST

- **Counselling Services**

S Thom summarised partnership work being developed with Abertay University to expand counselling opportunities. The potential for additional funding from the Scottish Government for the sector for counselling was noted.

Issues over the current provision of counselling services were discussed and S Thom highlighted potential options to move supplier.

STh

- **TransEDU Scotland**

Current support and information for trans students and staff was discussed. The TransEDU recommendations would be discussed by the same group picking up on the mental health strategy.

- **Gender Based Violence**

S Thom and S Taylor outlined the range of work being undertaken to develop awareness of Gender based violence and to distribute the Gbv cards. Feedback on the approach taken by the College (from staff and externally) had been positive and it was noted that B Carmichael had been asked to speak at a Gbv event and to share some of the promotional materials developed with the wider college and university sectors.

Work would progress to ensure that all teams had received information and guidance around Gbv issues.

**STh,
BC**

A College policy and guidance on Gbv had been developed and was being discussed with the unions prior to final approval.

AM

- **Care Experienced Learners/Carers**

The new Care Experienced Commitment of guaranteed places for care experienced young people (similar to that in place for schools) was noted. It was highlighted that this had been launched 'softly' in the first instance, but was now ready to be promoted more widely. S Oliver noted that she was not aware of this, and it was agreed that a meeting be set up to discuss this and other equalities promotion.

ST

S Thom noted the development of new drop in support and services.

The need to further identify and 'flag' on College systems individuals that were designated as carers was noted, including creating information for staff on the types of support available. This would be further progressed.

STh

Outcomes for care experience students were discussed and it was noted that (although lower than for other student groups) D&A outcomes were the second highest in Scotland.

- **Diet/Weight**

Developments around this were being built into the overall wellbeing approaches and activities on offer. Issues, challenges and opportunities around the promotion of healthy eating across College catering outlets were discussed, and the need for a mix of high sugar and healthier drinks within vending machines was noted.

The need to support awareness raising and education around good diet as a part of an overall healthier lifestyle was discussed and K Baxter noted plans to extend the range of health and wellbeing work promoted by the Sports Union.

- **Veterans/Armed Forces Covenant**

Work to ensure that developments around the silver level armed forces covenant and student support/guidance were noted. This would be followed up between S Thom and B Carmichael.

**STh,
BC**

4. Child Poverty Project

K Baxter summarised the work developing through the Scottish Government funded Child Poverty Project. This was initial funding for 1 year of a 3-year project designed to improve educational and employment opportunities for young people, lone parents, carers and care experienced individuals.

5. Update on E&D Activities / Work / Issues

No further updates were noted.

6. Date of Next Meeting

12 June 2019 10.00am Kingsway Campus