



equalities

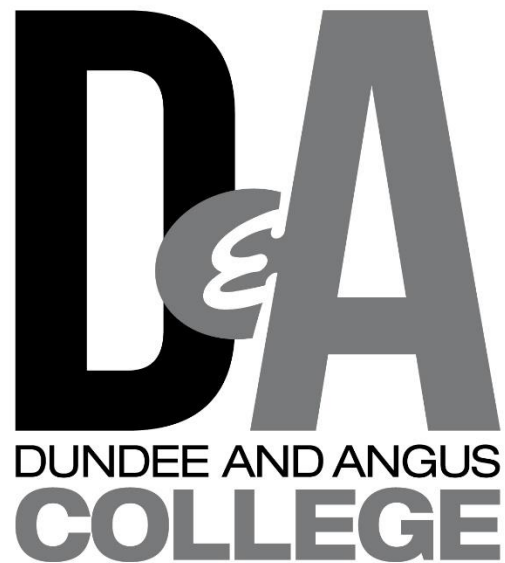
Mainstreaming Report

April 2021

RESPECT

D&A
DUNDEE AND ANGUS
COLLEGE

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on 01382 834834.**



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1. Message from the Principal



I am proud to share **Dundee & Angus College's Equality Mainstreaming Report 2021**. D&A College strives to be truly inclusive, with an environment and culture where equality is actively promoted, and diversity is welcomed.

We are committed to equal opportunities in all aspects of College life, and in the experiences and practices of our College community. This is reflected in this report, something we consider to be an accessible and coherent reference document for our students, staff and stakeholders.

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

As a place of learning, we're also committed to advancing equality of opportunity, fostering good relations and eliminating unlawful discrimination. Our students can help tackle economic and social challenges in our local communities and we therefore continue to embed equality and diversity within our curriculum, raising awareness both formally and informally. This 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 we always believe we can, should and must continue to ensure everyone feels respected and welcome.

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

Simon Hewitt
Principal, Dundee & Angus College



2. Introduction

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

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

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

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

Our Equalities Vision

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

Our Overall Equalities Aim

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

Our Equalities Objectives

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

Dundee & Angus College is an equal opportunities organisation.

3. Legislative Context

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

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

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

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

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

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

3.1 General and Specific Duties

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

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

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

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

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

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

We intend to continue to develop our commitment to equality, through the implementation of 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 & 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 & 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 & 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 & 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, online information, resources and learning materials for both employees and students.

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

4.2.2 The Social Model of Disability

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

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

4.2.3 LGBTQ+ Groups

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

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

4.2.4 Wellbeing Group

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

Staff from Student Services, Learner Engagement, Health and Safety and the People Team, amongst others, work closely to deliver a range of support, guidance and training around wellbeing, reviewing the various services offered on campus to ensure we work together well and identify any gaps in

provision. This includes examining how we provide staff with ongoing CPD to enhance and share their skills and knowledge to benefit students and other staff.

4.2.5 Equality & Diversity in the Curriculum

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

4.3 Partnership Working

Dundee & 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 partnerships include staff and students working, liaising and volunteering with organisations across all 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 Steering Group, the membership of which represents 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 & 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:

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

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 & Angus College employs a Business Intelligence Officer who oversees live data management and supports access to data through live dashboards

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

4.4.3 Reporting and Monitoring

The Equality and Diversity 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

Since August 2015, Dundee & Angus College has had access to an online E&D module which all staff are required to undertake, along with any new staff on joining. Other equality and diversity materials are available, as well as access to a comprehensive programme of Continuing Professional Development (CPD) courses and events which contribute to advancing equality of opportunity.

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

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 & 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 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 & 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 & Angus College to:

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

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

5.5 Occupational Segregation and the Gender Pay Gap

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

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

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

The overall percentage difference between men and women's average hourly pay (excluding overtime) as at March 2021 was 7.3%, with women being paid, on average, 7.3% less than men. 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 5.1%.

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 0.3% and among support staff male salaries were 9.0% 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 & Angus College takes its responsibilities under the Public Sector Equality Duty (2011) very seriously and is committed to equal pay regardless of gender, race, disability or other protected characteristic. It is in the interest of all employees and also the College itself to ensure all staff receive fair and equal pay.

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

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

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

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

In meeting these objectives, the College will commit to:

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

6. Information about Students

6.1 Marketing of Courses, Admissions and Induction

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

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

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

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

6.2 Student Services

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

6.3 Learning and Teaching Approaches

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

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

6.4 Learner Engagement / Students' Association

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

Examples of successful and embedded approaches include high profile community based LGBTQ+ 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 are central within the work of the D&A Students' Association (DASA) and Officers and elected Campaign Officers support and promote a wide range of equalities activities and events each year.

6.5 Student Data

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

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

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

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

6.6 Gender Split within Student Courses

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

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

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

Gender segregation within course areas is recognised as an issue 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 2019/20

For academic year 2019/20, Dundee & 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.

7.0 2021 Equality Outcomes

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

8. Dundee & Angus College Employee Data Analysis

The following staffing data and analysis relates to April 2021. Figures are based on a headcount of 1017 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	145	14.3%
36 to 50	394	38.7%
51 to 60	321	31.6%
Greater than 60	157	15.4%
Total	1017	100.0%

Disability	No.	%
Declined to specify	17	1.7%
Disabled	25	2.5%
Not disabled	440	43.3%
Not known	535	52.6
Total	1017	100.0%

Ethnicity	No.	%
Any other Asian background	1	0.1%
Any other background	1	0.1%
Any other ethnic group	2	0.2%
Any other Mixed background	1	0.1%
Any other White background	54	5.3%
British	466	45.8%
Caribbean	3	0.3%
Chinese	1	0.1%
Irish	9	0.9%
Not Stated	14	1.4%
Pakistani	2	0.2%
White and Asian	3	0.3%
White and Black African	1	0.1%
White and Black Caribbean	1	0.1%
Not known	458	45.0%
Total	1017	100.0%

Religion or Belief	No.	%
Agnostic	33	3.2%
Atheist	88	8.7%
Buddhist - Mahayana	1	0.1%
Christian - Orthodox	11	1.1%
Christian - Protestant	125	12.3%
Christian - Roman Catholic	70	6.9%
Islam - Shiite	1	0.1%
Islam - Sunni	1	0.1%
Not Specified	128	12.6%
Other	42	4.1%
Not known	517	50.8%
Total	1017	100.0%

Gender	No.	%
Female	658	64.7%
Male	359	35.3%
Total	1017	100.0%

Sexual Orientation	No.	%
Bisexual	10	1.0%
Declined to specify	42	4.1%
Gay	5	0.5%
Heterosexual	446	43.9%
Lesbian	5	0.5%
Not known	509	50.0%
Total	1017	100.0%

Data shows that where Ethnicity is known, the majority of staff are British (78% of known); predominantly female (64.7%); aged from 36-60 (70%); and with no disclosed disability (91% of known). Significant numbers of staff have yet to disclose information on religion/belief (51%) and sexual orientation (54%), although analysis would highlight that this pattern of disclosure is not atypical for public employers.

Actions:

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

8.2 Distribution of Employees and Employment Status

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

Age	No. FT	%	No. PT	%	Employee Distribution
Up to 35	49	11.9%	96	15.9%	14.3%
36 to 50	165	40.0%	229	37.9%	38.7%
51 to 60	164	39.8%	157	26.0%	31.6%
Greater than 60	34	8.3%	123	20.3%	15.4%
Total	412	100.0%	605	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
Declined to specify	8	1.9%	9	1.5%	1.7%
Disabled	11	2.7%	14	2.3%	2.5%
Not disabled	214	51.9%	226	37.4%	43.3%
Not known	179	43.4%	356	58.8%	52.6
Total	412	100.0%	605	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.

Ethnicity	No. FT	%	No. PT	%	Employee Distribution
Any other Asian background	0	0.0%	1	0.2%	0.1%
Any other background	1	0.2%	0	0.0%	0.1%
Any other ethnic group	2	0.5%	0	0.0%	0.2%
Any other Mixed background	1	0.2%	0	0.0%	0.1%
Any other White background	23	5.6%	31	5.1%	5.3%
British	229	55.6%	237	39.2%	45.8%
Caribbean	2	0.5%	1	0.2%	0.3%
Chinese	1	0.2%	0	0.0%	0.1%
Irish	5	1.2%	4	0.7%	0.9%
Not Stated	10	2.4%	4	0.7%	1.4%
Pakistani	0	0.0%	2	0.3%	0.2%
White and Asian	2	0.5%	1	0.2%	0.3%
White and Black African	0	0.0%	1	0.2%	0.1%
White and Black Caribbean	0	0.0%	1	0.2%	0.1%
Not known	136	33.0%	322	53.2%	45.0%
Total	412	100.0%	605	100.0%	100.0%

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

Dundee and Angus areas have a very limited racial mix (2011 census data highlights that only around 3.5% of Dundee and Angus residents are from BME groups). Staffing figures (where known) reflect the general population, including the known growth in eastern European migrant populations since 2001.

Religion or Belief	No. FT	%	No. PT	%	Employee Distribution
Agnostic	13	3.2%	20	3.3%	3.2%
Atheist	48	11.7%	40	6.6%	8.7%
Buddhist - Mahayana	0	0.0%	1	0.2%	0.1%
Christian - Orthodox	6	1.5%	5	0.8%	1.1%
Christian - Protestant	60	14.6%	65	10.7%	12.3%
Christian - Roman Catholic					6.9%
Islam - Shiite	0	0.0%	1	0.2%	0.1%
Islam - Sunni	0	0.0%	1	0.2%	0.1%
Not Specified	68	16.5%	60	9.9%	12.6%
Other	17	4.1%	25	4.1%	4.1%
Not known	163	39.6%	354	58.5%	50.8%
Total	412	100.0%	605	100.0%	100.0%

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

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

Sex	No. FT	%	No. PT	%	Employee Distribution
Female	209	50.7%	449	74.2%	64.7%
Male	203	49.3%	156	25.8%	35.3%
Total	412	100.0%	605	100.0%	100.0%

Current staff data shows there is a prevalence of female staff undertaking part time roles. 74.2% of 605 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
Bisexual	3	0.7%	7	1.2%	1.0%
Declined to specify	22	5.3%	20	3.3%	4.1%
Gay	3	0.7%	2	0.3%	0.5%
Heterosexual	217	52.7%	229	37.9%	43.9%
Lesbian	3	0.7%	2	0.3%	0.5%
Not known	164	39.8%	345	57.0%	50.0%
Total	412	100.0%	605	100.0%	100.0%

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

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 - TBC

Post Schedules	Number	Percentage
Full Time	0	0
Part Time	0	0
Hourly	0	0
No schedule	0	0
Age Ranges		
Up to 35	0	0
36 to 50	0	0
51 to 60	0	0
Over 60	0	0
Genders		
Not Disclosed	0	0
Male	0	0
Female	0	0
Disability		
No or Not Disclosed	0	0
Yes	0	0
Ethnicities		
Asian Any Other	0	0
Asian Indian	0	0
Asian Pakistani	0	0
Black Any Other	0	0
Black Caribbean	0	0
Mixed Race	0	0
Not Disclosed	0	0
Other Ethnic Origin	0	0
Unknown	0	0
White Any Other	0	0
White English	0	0
White Irish	0	0
White Scottish	0	0
White Welsh	0	0
Sexual Orientations		
Bi-sexual	0	0
Heterosexual (Straight)	0	0
Homosexual (Gay/Lesbian)	0	0
Not Disclosed	0	0

8.4 Distribution of Employees and Promotion 2020/21

Age	No. of Promotions	%	Employee Distribution
Up to 35	6	30%	14.3%
36 to 50	10	50%	38.7%
51 to 60	3	15%	31.6%
Greater than 60	1	5%	15.4%
Total	20	100.0%	100.0%

Disability	No. of Promotions	%	Employee Distribution
Staff with disability	0	0.0%	2.5%
No disclosed disability or Unknown	20	100.0%	97.5%
Total	20	100.0%	100.0%

Religion or Belief	No. of Promotions	%	Employee Distribution
Agnostic	1	5.0%	3.2%
Atheist	1	5.0%	8.7%
Buddhist - Mahayana	0	0.0%	0.1%
Christian - Orthodox	0	0.0%	1.1%
Christian - Protestant	2	10.0%	12.3%
Christian - Roman Catholic	1	5.0%	6.9%
Islam - Shiite	0	0.0%	0.1%
Islam - Sunni	0	0.0%	0.1%
Not Specified	4	20.0%	12.6%
Other	0	0.0%	4.1%
Not known	11	55.0%	50.8%
Total	20	100.0%	100.0%

Ethnicity	No. of Promotions	%	Employee Distribution
Any other Asian background	0	0%	0.1%
Any other background	0	0%	0.1%
Any other ethnic group	0	0%	0.2%
Any other Mixed background	0	0%	0.1%
Any other White background	1	5%	5.3%
British	9	45%	45.8%
Caribbean	0	0%	0.3%
Chinese	0	0%	0.1%
Irish	0	0%	0.9%
Not Stated	0	0%	1.4%
Pakistani	0	0%	0.2%
White and Asian	0	0%	0.3%
White and Black African	0	0%	0.1%
White and Black Caribbean	1	5%	0.1%
Not known	9	45%	45.0%
Total	20	100.0%	100.0%

Sex	No. of Promotions	%	Employee Distribution
Female	8	40%	64.7%
Male	12	60%	35.3%
Not Disclosed	0	0.0%	0.0%
Total	20	100.0%	100.0%

Sexual Orientation	No. of Promotions	%	Employee Distribution
Bisexual	1	5%	1.0%
Declined to specify	1	5%	4.1%
Gay	1	5%	0.5%
Heterosexual	6	30%	43.9%
Lesbian	1	5%	0.5%
Not known	10	50%	50.0%
Total	20	100.0%	100.0%

The total number of recorded promotions in the period was 20 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 up to 35 and 35 to 60 than other categories. There was one occurrence of promotion for employees over 60 and four in total aged over 50.

45% of occurrences of promotion were amongst employees with Ethnicity recorded as Not Known, 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 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 2020/21 (not including temporary employees)

Category		No. of Leavers	%	Employee Distribution
Age	Up to 35	60	44.4%	14.3%
	36 to 50	29	21.5%	38.7%
	51 to 60	24	17.8%	31.6%
	Greater than 60	22	16.3%	15.4%
	Total	135	100.0%	100.0%
Disability	Staff with disability	2	1.5%	2.5%
	No disclosed disability/Unknown	133	98.5%	97.5%
	Total	135	100.0%	100.0%
Ethnicity	Any other Asian background	0	0.0%	0.1%
	Any other background	0	0.0%	0.1%
	Any other ethnic group	0	0.0%	0.2%
	Any other Mixed background	0	0.0%	0.1%
	Any other White background	0	0.0%	5.3%
	British	10	7.4%	45.8%
	Caribbean	0	0.0%	0.3%
	Chinese	0	0.0%	0.1%
	Irish	0	0.0%	0.9%
	Not Stated	2	1.5%	1.4%
	Pakistani	0	0.0%	0.2%
	White and Asian	0	0.0%	0.3%
	White and Black African	0	0.0%	0.1%
	White and Black Caribbean	0	0.0%	0.1%
	Not Known	123	91.1%	45.0%
	Total	135	100.0%	100%
Religion or Belief	Agnostic	0	0.0%	3.2%
	Atheist	0	0.0%	8.7%
	Buddhist - Mahayana	0	0.0%	0.1%
	Christian - Orthodox	0	0.0%	1.1%
	Christian - Protestant	1	0.7%	12.3%
	Christian - Roman Catholic	1	0.7%	6.9%
	Islam - Shiite	0	0.0%	0.1%
	Islam - Sunni	0	0.0%	0.1%
	Not Specified	3	2.2%	12.6%
	Other	0	0.0%	4.1%
	Not Known	130	96.3%	50.8%
	Total	135	100.0%	100.0%
Sex	Female	88	65.2%	64.7%
	Male	47	34.8%	34.8%
	Total	135	100.0%	100.0%

Sexual Orientation	Bisexual	1	0.7%	1.0%
	Declined to specify	0	0.0%	4.1%
	Gay	1	0.7%	0.5%
	Heterosexual	10	7.4%	43.9%
	Lesbian	1	0.7%	0.5%
	Not known	122	90.4%	50.0%
	Total	135	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 (44%) far exceeds employee distribution (14%). This suggests the College has lost a disproportionate share of younger staff. The percentage of leavers by gender is in line with employee distribution. For other categories, the data is statistically insignificant.

8.6 Salary Distribution at April 2021 by Protected Characteristics

Category		£15,001- £20,000	£20,001- £30,000	£30,001- £50,000	£50,001- £75,000	£75,001- £100,000	>£100,000	Employee Distribution
Age	Up to 35	23.1%	21.5%	13.6%	0.0%	0.0%	0.0%	16.9%
	36 to 50	26.3%	37.0%	46.1%	66.7%	25.0%	100.0%	40.9%
	51 to 60	25.6%	31.3%	30.4%	8.3%	75.0%	0.0%	29.8%
	Greater than 60	25.0%	10.2%	9.8%	25.0%	0.0%	0.0%	12.4%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Disability	Declined to specify	1.3%	1.1%	2.1%	0.0%	Suppressed	Suppressed	1.7%
	Disabled	1.9%	2.6%	2.6%	0.0%	Suppressed	Suppressed	2.5%
	Not disabled	29.5%	48.7%	44.2%	50.0%	Suppressed	Suppressed	43.3%
	Not known	67.3%	47.5%	51.1%	50.0%	Suppressed	Suppressed	52.6%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Ethnicity	Any other Asian background	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.1%
	Any other background	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.1%
	Any other ethnic group	0.0%	0.4%	0.2%	0.0%	0.0%	0.0%	0.2%
	Any other Mixed background	0.0%	0.4%	0.0%	0.0%	0.0%	0.0%	0.1%
	Any other White background	3.2%	6.0%	5.7%	0.0%	0.0%	0.0%	5.3%
	British	32.1%	49.8%	47.0%	58.3%	100.0%	100.0%	45.8%
	Caribbean	0.0%	0.0%	0.5%	0.0%	0.0%	0.0%	0.3%
	Chinese	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.1%
	Irish	0.0%	0.8%	1.2%	0.0%	0.0%	0.0%	0.9%
	Not Stated	0.0%	1.1%	1.9%	0.0%	0.0%	0.0%	1.4%
	Pakistani	0.0%	0.0%	0.3%	0.0%	0.0%	0.0%	0.2%
	White and Asian	0.0%	0.4%	0.3%	0.0%	0.0%	0.0%	0.3%
	White and Black African	0.0%	0.4%	0.0%	0.0%	0.0%	0.0%	0.1%
	White and Black Caribbean	0.0%	0.4%	0.0%	0.0%	0.0%	0.0%	0.1%
	Not Known	64.7%	40.4%	42.3%	41.7%	0.0%	0.0%	45.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Category		£15,001- £20,000	£20,001- £30,000	£30,001- £50,000	£50,001- £75,000	£75,001- £100,000	>£100,000	Employee Distribution
Religion	Agnostic	0.0%	3.8%	3.8%	0.0%	Suppressed	Suppressed	3.2%
	Atheist	3.8%	10.6%	8.5%	25.0%	Suppressed	Suppressed	8.7%
	Buddhist - Mahayana	0.0%	0.0%	0.2%	0.0%	Suppressed	Suppressed	0.1%
	Christian - Orthodox	0.0%	1.5%	1.2%	0.0%	Suppressed	Suppressed	1.1%
	Christian - Protestant	10.9%	14.0%	11.7%	16.7%	Suppressed	Suppressed	12.3%
	Christian - Roman Catholic	7.1%	7.9%	6.4%	8.3%	Suppressed	Suppressed	6.9%
	Islam - Shiite	0.0%	0.0%	0.2%	0.0%	Suppressed	Suppressed	0.1%
	Islam - Sunni	0.0%	0.0%	0.2%	0.0%	Suppressed	Suppressed	0.1%
	Not Specified	9.6%	11.3%	14.2%	0.0%	Suppressed	Suppressed	12.6%
	Other	4.5%	3.8%	4.3%	0.0%	Suppressed	Suppressed	4.1%
	Not Known	64.1%	47.2%	49.4%	50.0%	Suppressed	Suppressed	50.8%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Sex	Female	79.5%	67.5%	59.9%	50.0%	50.0%	0.0%	64.7%
	Male	20.5%	32.5%	40.1%	50.0%	50.0%	100.0%	35.3%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Sexual Orientation	Bisexual	2.6%	1.1%	0.3%	0.0%	Suppressed	Suppressed	1.0%
	Declined to specify	4.5%	4.2%	4.1%	0.0%	Suppressed	Suppressed	4.1%
	Gay	0.0%	0.0%	0.9%	0.0%	Suppressed	Suppressed	0.5%
	Heterosexual	26.3%	49.4%	45.8%	50.0%	Suppressed	Suppressed	43.9%
	Lesbian	0.0%	0.4%	0.7%	0.0%	Suppressed	Suppressed	0.5%
	Not known	66.7%	44.9%	48.2%	50.0%	Suppressed	Suppressed	50.0%
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 has been suppressed for Data Protection reasons, due to small numbers of employees in these salary segments.

No employees are earning £15,000 or less. Employees aged up to 35 are more likely to be in the £15k-£20k and £20k to £30k segments. Employees who are aged 36 to 50 and 51 to 60 are the largest groups earning £20k to £30k and £30k - £50k.

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

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

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

Discussion with post holders has highlighted that almost all have been attracted to these posts specifically because of the part time (and / or term-time) nature of many of these posts and the flexibility this allows in relation to family 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 2019/20	20
Of which returned to work	20
Return rate	100%

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

There were no employee absences recorded which were related directly to disability.

8.8 Grievance, Disciplinary and Protected Characteristics

8.8.1 Grievances

There were no employment grievances related to equality and diversity issues.

8.8.2 Disciplinary Action

There were no occurrences of disciplinary action in relation to equality and diversity issues.

9. Dundee & Angus College Student Data Analysis (2020/21)

9.1 Student Population

The following data is based on information held in the College's student records database. It is based on the actual number of unique enrolled students in attendance at Dundee & Angus College in 2020/21, regardless of mode of attendance, level of study or outcome.

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

The number of students on which these tables are based is 10,994.

9.1.1 Student Population by Age Group

Age Group	Students	% Students	% Credits
Under 16	857	8.1%	3.5%
16-19	4,360	39.6%	48.6%
20-24	2,000	17.1%	20.6%
25 & over	3,777	35.2%	27.3%
Total	10,994	100%	100%

The predominant Age Groups in attendance were the '16-19' (39.6%) and '25 & over' category (35.2%) with 75% of the population between them, however the majority of students (52%) are over 20.

In terms of credits delivery, the predominant group is the 16-19 year old category with 49%.

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
Male	5,061	46.0%	45.3%
Female	5,764	52.4%	53.5%
Other/NK	169	1.6%	1.2%
Total	10,994	100%	100%

Female students continued to form a higher proportion of the student population at 53.5% with Male students at 45.3%. Female students accounted for a slightly disproportionately higher proportion of credits at 53.5%.

9.1.3 Student Population by Disability

Disability	Students	% Students
No Known Disability or DND	9,315	84.7%
Has a Disability	1,679	15.3%
Total	10,994	100%

This table demonstrates the spread of Student enrolments in 2020/21 by Disability. 84.7% of students declared that they have 'No Known Disability' or 'Did Not Disclose' the information and the information is unknown.

Of the remaining c. 15% of students, the largest Disability category is 'Specific Learning Difficulty', with around 978 students or 7.3% 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	Students	% Students	2011 Census Dundee & Angus
White	9,950	90.5%	85.9%
Asian	366	3.3%	1.9%
Information Refused or Not Known	432	3.9%	6.3%
Black	117	1.1%	1.1%
Other	43	0.4%	N/A
Mixed	86	0.8%	0.9%
Total	10,994	100.0%	100.0%

This table shows the spread of Student population in 2020/21 by Ethnic group. The largest group is 'White-' accounting for 90.5% of student enrolments.

"Non-White" groups account for 5.3% of College enrolments in 2020/21 compared to 3.9% of the Dundee & Angus populations according to the 2011 Census.

Information was refused or is not known for 6.3% of enrolments

9.1.5 Student Population by Religion

The table below shows the whole student population regardless of mode and level of study, by religion. It shows the largest selected category of religion is “None” at 70.8% of students, compared to just 40% of the Dundee & Angus population. This may be indicative of the decline in religious association among younger people. In the categories Muslim, Buddhist, Sikh, Jewish and Hindu, the percentage of students is comparable to the local population – the largest differences between local population and student population are Christian / Protestant and Roman Catholic categories.

Religion	Count	Percentage	2011 Census Dundee & Angus
01 - None	7,779	70.8%	40.4%
02 – Christian/Protestant	683	6.2%	32.1%
03 - Roman Catholic	895	8.1%	13.2%
04 - Other Christian	462	4.2%	5.1%
05 - Muslim	352	3.2%	1.6%
06 - Buddhist	34	0.3%	0.2%
07 - Sikh	6	0.05%	0.06%
08 - Jewish	6	0.05%	0.03%
09 - Hindu	25	0.2%	0.31%
10 - Another religion or body	108	1.0%	0.31%
11 - Prefer not to say	624	5.7%	6.6%
Information not known	20	0.2%	0
Total	10,994	100%	100%

9.1.6 Student Population by Sexual Orientation

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

Sexual Orientation	Count	Percentage
1 - Heterosexual	9,322	84.8%
2 - Gay Man	117	1.1%
3 - Gay Woman/Lesbian	114	1.0%
4 - Bisexual	436	4.0%
5 - Other	151	1.4%
6 - Prefer not to say	836	7.6%
Unknown or Not Captured	18	0.1%
Total	10,994	100.0%

9.1.7 Student Population by Gender Identity

The table below shows the student population by Gender Identity.

Gender	Students	% Students
Same as at birth	10,191	92.7%
Not same as at birth	158	1.4%
Prefer not to say/unknown	645	5.9%
Total	10,994	100%

There is no population data available for comparison.

9.2 Student Outcomes

Data relating to Student Outcomes is based on SFC's Sector PI information published in January 2021. 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

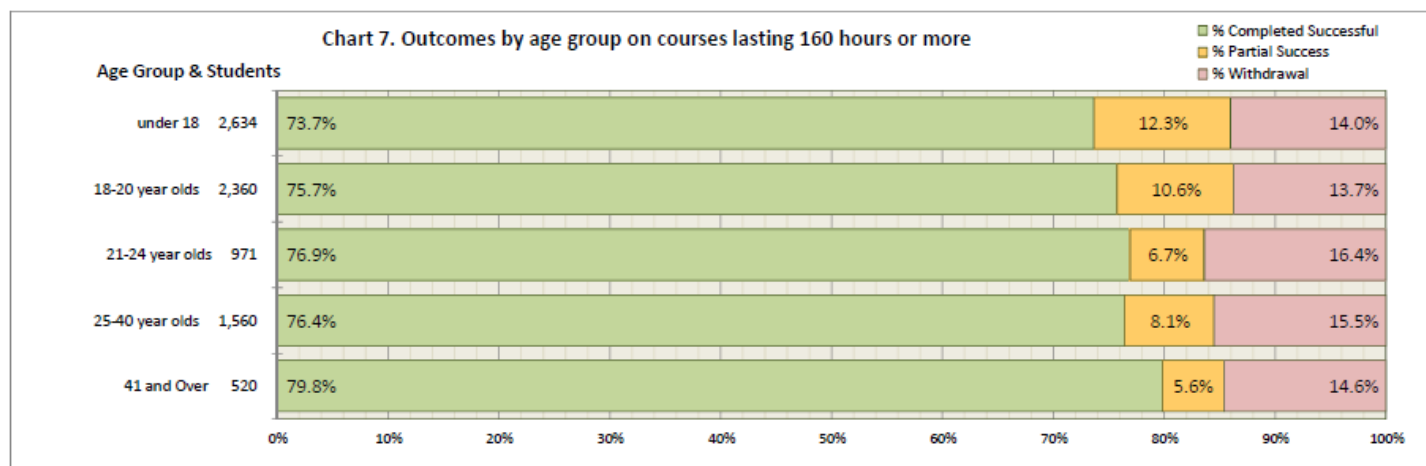
Characteristic	Dundee & Angus
All Categories, modes, levels	76.9%
FE/FT	72.2%
HE/FT	74.5%
<18	73.7%
18-20	75.7%
21-24	76.9%
25-40	76.4%
41+	79.8%
FE Fem	75.6%
FE Male	76.0%
HE Fem	77.1%
HE Male	72.8%
Ethnic Minority	74.1%
Disability	72.1%

This table represents the Successful Completion percentage for students falling into each category against the overall successful completion for the whole student population of 76.9%.

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

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

9.2.2 Performance Indicators by Age Group

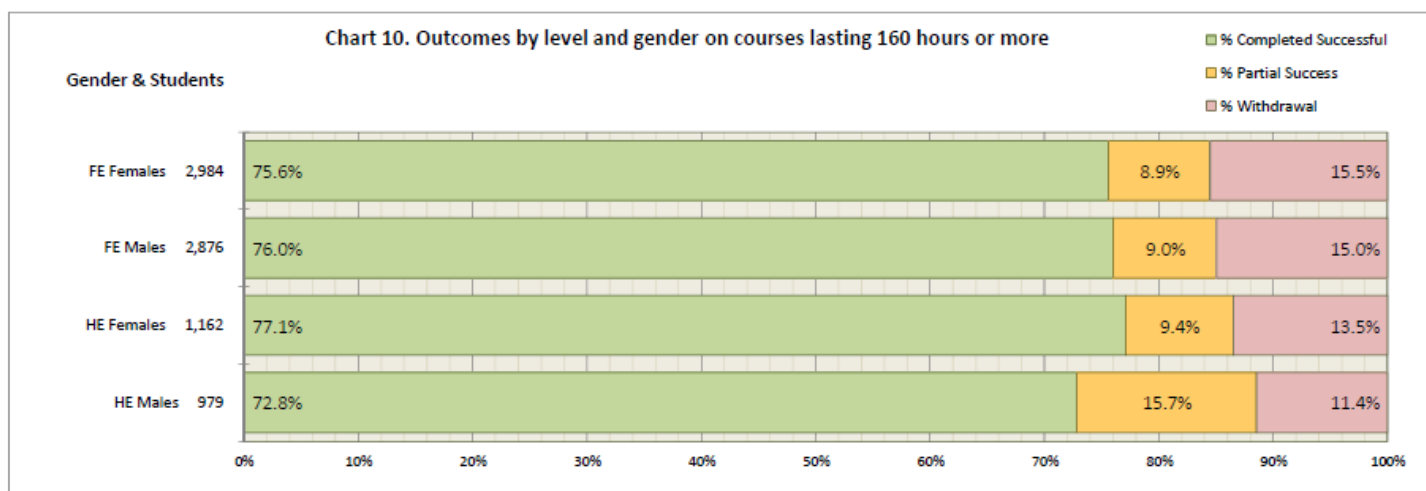


This chart shows the Performance Indicators for courses lasting more than 160 hours, by Age Group.

It shows that Successful Completion is more likely in the older Age Groups with the 41 and over category achieving the highest (79.8%) Successful Completion rate, with the lowest Successful Completion rate among the 'under 18' group at 73.7%.

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

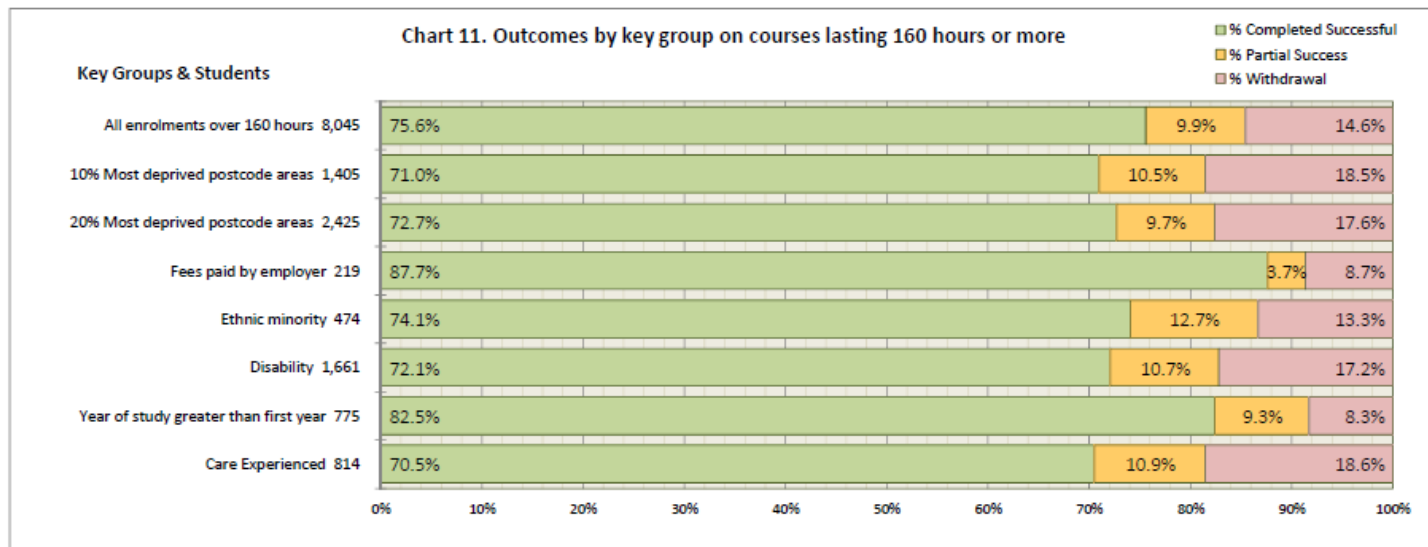


This chart shows the Performance Indicators for courses lasting more than 160 hours, by Gender and level of study.

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

The total Positive Outcome rate in FE is almost identical between Male and Female students, where in HE, female students have performed better.

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 2019/20 than average while Successful Completion and Positive Outcome are marginally lower 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 Vice Principal Curriculum and Attainment will ensure that these are communicated effectively to all course teams and consider ways to incorporate them in operational / actions plans, which will be monitored and evaluated.

Induction & Course Planning

- Create an environment where equality and diversity permeate every College activity the learner comes into contact with
- Learners explore equality and diversity issues that will affect their role in vocational area
- Lecturers are encouraged to identify opportunities where equality and diversity can be specifically highlighted in lessons and encouraged to embed equality and diversity into lessons wherever possible
 - *Sometimes sessions allow for 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 self-evaluation system allows staff to reflect, evaluate and tag work related to equalities.

Vice Principal Curriculum and Attainment, April 2021

Appendix 2: 2021 - 2025 Equality Outcomes Plan

EQUALITY OUTCOME 1

Related Regional Outcome Agreement Aims:			Efficient Regional Structure; High Quality and Efficient Learning		
Related Education Scotland's Quality Framework Principles:			High Quality Learning; Learner Engagement; Quality Culture		
<p>Context <i>Dundee & Angus College is a strong, vibrant and successful regional college. We have student outcomes that are consistently amongst the highest in Scotland. Underpinning this we have a strong commitment to advancing equality and welcoming diversity and we have built upon this practice and ethos of equality and inclusion in recent years. We continue to inform and educate our students and staff to better understand the College's duties and aims, as well as our expectations of them in contributing to these. Senior managers recognise their role in fostering good relations and leading an organisation where everyone can thrive.</i></p>					
Equality Outcome	General Duty Addressed	Activities/Actions	Indicators/Measures	Progress as at 2022	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	The Senior Leadership Team / Executive will lead Equality & Diversity	Awareness raising on Equality Act: Public Sector Duties to: <ul style="list-style-type: none"> E&D Group Senior Leadership Team Academic Board/ Leadership Development Forum Students and staff 		
	Foster good relations	Embed Equality & Diversity in all College planning.	E&D information, analysis & planning is presented annually to Academic Board / HR & Development and Quality Enhancement committee. 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 E&D knowledge and service to the College community.		

EQUALITY OUTCOME 2

Related Regional Outcome Agreement Aims:			Right Learning in the Right Place, High Quality and Efficient Learning		
Related Education Scotland's Quality Framework Principles:			Learner Engagement		
Context: <i>Dundee & Angus College takes a proactive stance in liaising with schools and external organisations to publicise services for students with protected characteristics. Disclosure and referral opportunities and encouragements are in place within student recruitment, admissions, guidance, interview processes and student induction.</i>					
Equality Outcome	General Duty Addressed	Activities/ Actions	Indicators/ Measures	Progress as at 2022	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 Eliminate unlawful discrimination, harassment and victimisation Foster good relations	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.		
		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. Further engagement with schools, careers services and other stakeholders to		

		Develop and deliver on requirements of gender action plan.	<p>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	Ongoing development opportunities and awareness raising.		

		of students with protected characteristics in all aspects of the course design.			
		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:			High Quality and Efficient Learning; Right Learning in the Right Place		
Related Education Scotland's Quality Framework Principles:			High Quality Learning; Learner Engagement; Quality Culture		
Context: <i>Feedback from the vast majority of student interviews, surveys and engagement activities provides strong evidence that staff demonstrate positive and professional values and approaches in supporting and promoting equality. Staff are encouraged and supported to attend regular equalities awareness training sessions. Progress on raising awareness of equality issues has been made with College staff attending a range of equality and diversity training sessions. It is recognised, however, that development and supporting professional practice in respect of all aspects of equality and diversity should be ongoing.</i>					
Equality Outcome	General Duty Addressed	Activities/ Actions	Indicators/ Measures	Progress as at 2022	Activity/ Action status
Inclusiveness is an embedded culture within all aspects of college life, resulting in positive promotion of equality and all students and staff with protected characteristics being treated with dignity and respect.	Advance equality of opportunity	The positive promotion of E&D is fully embedded in learning, teaching and service delivery.	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	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		
			Programme of awareness raising CPD for curriculum staff.		

		induction, course development, 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 Steering Group	Remits, membership and minutes of meetings and Students' Association remit / constitution		

EQUALITY OUTCOME 4

Related Regional Outcome Agreement Aims:				Efficient Regional Structures	
Related Education Scotland's Quality Framework Principles:				Learner Engagement; Quality Culture	
<p>Context: <i>Dundee & Angus College provides staff with significant opportunities to enhance their skills, knowledge and careers through an extensive range of continuing professional development (CPD) activities, events and services. All staff are encouraged to engage with these opportunities and to develop their skills relative to College objectives and personal career aspirations. Analysis highlights that part-time staff, staff on shorter fixed-term contracts and staff within particular age group bands are less likely to engage with these opportunities. Whilst for part-time and short-term contract staff this is not necessarily unexpected given the nature of these posts, there is a need to encourage greater engagement in CPD activities to enhance skills and the overall quality of service offered by the College.</i></p>					
Equality Outcome	General Duty Addressed	Activities/ Actions	Indicators/ Measures	Progress as at 2022	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:			Efficient Regional Structures		
Related Education Scotland's Quality Framework Principles:			Quality Culture		
<p>Context: <i>Dundee & Angus College is committed to delivering equal treatment and eliminating discrimination for all staff. Although identified pay gaps are minimal, and effective arrangements are in place to ensure equity in salary and conditions of service arrangements, the College recognises that it cannot be complacent in respect of these issues. Dundee & Angus College will continue to achieve, and openly demonstrate, the provision of equal pay for all post holders across the College.</i></p>					
Equality Outcome	General Duty Addressed	Activities/ Actions	Indicators/ Measures	Progress as at 2022	Activity/ Action status
Gender pay equality is evident and appropriate steps are taken to address any significant identified gaps.	Eliminate unlawful discrimination, harassment and victimisation. Advance equality of opportunity. Foster good relations.	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.		
		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. Recruit and appoint staff on individual merit, ensuring effective assessment of the	Analysis of occupational segregation data to identify and address any College specific reasons trends. Review is conducted and any relevant actions implemented.		

		abilities of 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 2022 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		

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