

# **Mainstreaming the Equality Duty:**

## **A Report**

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# Mainstreaming the Equality Duty

## 1. Introduction

### 1.1 Purpose of the Report

The general equality duty requires public authorities, in the exercise of their functions, to have due regard to the need to:

- a. Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.
- b. Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
- c. Foster good relations between people who share a protected characteristic and those who do not.

For many years Adam Smith College, has placed “Equal Opportunity for All” as a central and driving theme to its strategy and delivery of learning.

Adam Smith College welcomes the opportunity to demonstrate their continued commitment to Equality, through presenting the coordinated work of staff and students, making ourselves accountable and being transparent to our stakeholders, students and staff.

### 1.2 Context: the Organisation and its Structure

Adam Smith College was established on the 1st August 2005, from two well established colleges within Fife, each with their own extensive curriculum portfolio and vibrant community interactions.

Adam Smith College statement of purpose highlights the college’s commitment to meeting the needs of individuals and, through this, to leading and supporting economic and social development in Fife and beyond. The college pursues this ambitious purpose from four main campuses. Two of these are located in Kirkcaldy (St Brycedale and Nairn campus) and one in each of Glenrothes and Levenmouth. Smaller centres of learning activity operate in Lochgelly and St Andrews, with the college also working from a number of community locations around Fife. The Leven campus provides a unique partnership approach, where a number of local agencies hire desks within the campus, with an open access approach, from which they provide a wide range of services for their clients, becoming a visible "Community Hub" of activity.

Recent campus developments have included the creation of the new *Future Skills Centre* on the Stenton Campus in Glenrothes. This £17.5 million centre opened at the beginning of the 2010-11 academic year, providing learners with further education (FE) and higher education (HE) programmes in manufacturing, engineering, construction, science and energy (including renewables). This centre of learning being designed with full recognition of a range of learner needs, paying specific attention to environmental sustainability.

The college delivers a range of FE and HE programmes between levels 1-9 on the Scottish Credit and Qualifications Framework (SCQF). Around 75% of this activity is at FE level and 25% at HE level. The college offers a number of courses for adults and younger learners with additional support

needs. Over 60% of school leavers in Fife moving into further education do so at Adam Smith College. The college is also the largest provider of HE programmes for Fife's school leavers, with one in five choosing to study at Adam Smith College. Over recent years, it has extended its range of access programmes and has increased the number of opportunities offered at degree level based on agreements with the Universities of Abertay, Heriot Watt and the Open University. This extensive portfolio of learning in both breadth and depth, allows a multiplicity of learning pathways. It is possible for a learner who joins the college with minimum school qualifications to successfully progress to degree study, while staying within the same centre of learning. This open accessibility to learning provides an inspiring and encouraging opportunity for our learners, to explore and succeed in their chosen area of study.

The geographic area served by the college has faced a number of economic challenges over the past two decades and, more generally, economic development in Fife has tended to lag behind other parts of Scotland and the United Kingdom. However, while the economic downturn has presented significant challenges, several developments in Fife suggest that the local economy may, in the medium term, fare better than a number of other parts of the country. These include the continuation of the carrier assembly contracts at Rosyth; developments associated with the low carbon economy, including renewable energy; planning for a new Forth crossing; and the extension of the Diageo plant in Leven.

The college values and actively participates in a range of partnerships, working closely with primary and secondary schools, Fife Council and NHS Fife within the context of the Fife Community Planning Partnership (CPP). Curriculum development and delivery is also carried out with partner colleges and universities and with Skills Development Scotland (SDS).

In 2011-12, the Adam Smith College enrolled over 13,800 students, of which 4,951 attended on a full time basis across its 4 campus locations and delivered 119,419 Weighted Student Units of Measurement (WSUMs) of learner activity, making the College one of the largest colleges in Scotland.

The College employs 831 staff, with some 415 academic and 416 Support staff. The College Board of Management are strongly committed to the delivery of high quality of learning and Teaching for all of College learners, to ensure relevance and facilitate progression to employment or further study. All College staff are required to engage in Professional Development, to ensure the continued development of new skills and knowledge in their own area of expertise, to encourage increased innovation in the delivery of learning. In addition, staff are continuously informed and trained in the cross-college issues that impact upon current and future learners, ensuring the college remains responsive and anticipatory to identified learner needs.

Adam Smith College is currently working towards a merger with Carnegie College to form a new Fife Regional college. The expected vesting day is 1<sup>st</sup> August 2013. The Learner Experience team, consisting of key staff from both colleges in, Admissions, Enrolment, Student Guidance, Learning Support, Student Finance and Libraries are progressing a number of tasks to ensure that no learner will be disadvantaged through geographic location following the formation of the new college on the 1st August 2013. Equality of service for all college learners is of paramount importance.

## **1.3 Vision, Mission and Values**

### **College Mission**

“Inspiring learning”

### **College Vision**

Adam Smith College – A regional centre of excellence and innovation in learning providing a comprehensive range of further and higher education, applied research and knowledge exchange services and support.

### **College Values**

The values to which we will work together are those of:

- Providing all learners with the highest quality learning experience
- Valuing clients and colleagues and treating them and others with respect and integrity
- Recognising that enjoyable learning is the most effective learning
- Nurturing and valuing enterprise, innovation and creativity
- Embracing diversity as a cornerstone of our learning community
- Accepting accountability and responsibility for our actions

## **1.4 Leadership and Direction**

### **1.4.1 Leadership**

A new Regional Principal has been appointed who will take up post for the 1st August 2013. Adam Smith College is currently being led by an Interim Principal, supported by 2 Vice Principals (Resources, Curriculum).

Reporting to the 2 Vice Principals:

#### **VP Curriculum**

2 Executive Directors

Director - Quality and Information Services

Director - Learner and International Services

1 Senior Managers – Curriculum

Senior Manager – E-learning

16 Teaching Managers

#### **VP Resources**

Director ICT

Director Business Development

#### **Diversity Committee**

Chair – VP Curriculum

Membership includes: Director Learner and International Services, 2 Executive Directors, Community Teaching Manager, Facilities Manager, Health and Safety Coordinator, Students Association, Human Resources, Marketing.

## **Student Services**

The Director Learner and International Services leads a team which includes: Student Guidance, Learning Support, Bursaries, Learning Centres, Reception, International.

### **1.4.2 Direction**

#### **Learning and Teaching Strategy 2012 – 2015**

The central function of Adam Smith College is the delivery of effective and enjoyable learning to its many learners.

The Learning and Teaching Strategy is an important document which links the college's Corporate Strategy with its core business of delivering successful learning. It was developed during 2011-12 through a series of workshops with staff engaged in the delivery of learning and teaching. It aims to be a live document to which all stakeholders can refer: if any activity does not support the delivery of this strategy, then we should not be doing it; if the strategy does not support activity which is new or different, then we must make amendments when we review the document.

The combined understanding and commitment of college staff led to the linking of the acronym INSPIRE to the college mission of "Inspiring Learning". The INSPIRE acronym represents the following fundamental principles behind the college's approach to learning and teaching which should be:

<b>I</b>	<b>INNOVATIVE</b>
<b>N</b>	<b>NURTURING</b>
<b>S</b>	<b>SUSTAINABLE</b>
<b>P</b>	<b>PROFESSIONAL in our PRACTICE</b>
<b>I</b>	<b>INFORMED</b>
<b>R</b>	<b>RESPECTFUL</b>
<b>E</b>	<b>EMPLOYABILITY-FOCUSED</b>

#### **Learning and Teaching Objectives**

Learning, Teaching and Assessment at Adam Smith College will be a student-staff partnership that actively encourages engagement with learning, including e-learning, and enhances student success. This will be achieved through the INSPIRE objectives:

##### **Innovative**

Objective 1: To develop a culture which supports and celebrates creative approaches which are based on a foundation of core and essential skills.

##### **Nurturing**

Objective 2: To create a flexible, welcoming and safe environment in which individuals can grow and where their success is recognised, celebrated and rewarded.

##### **Sustainable**

Objective 3: To manage a well-balanced curriculum that enables students to meet the needs of the regional and national economy.

##### **Professional in our Practice**

Objective 4: To ensure that staff are resourced to be skilled in teaching, assessing and supporting student learning.

**Informed**

Objective 5: To update our curriculum and streamline our procedures to assure and enhance the quality and standards of our learning and teaching while minimising bureaucracy.

**Respectful**

Objective 6: To facilitate respectful dialogue to promote good practice and develop shared resources.

**Employability-Focused**

Objective 7: To embed and make transparent within the learning and teaching culture the skills and learning opportunities that will enhance employability and encourage enterprise.

## 2. The Mainstreaming duty in practice

### 2.1 Policy, procedures and plans

What has to be done	By Whom	When	Progress
<b>Strategic Planning</b>  Embed equality objectives in strategic and operational planning to develop systemic change for those with protected characteristics.	Board of Governors/ PG/ Directors and Managers	In the annual planning cycle.	An Equality Impact Assessment has been undertaken by the Regional Partnership Board and actions identified have been devolved to the relevant work streams for consideration and implementation relating to protected characteristics.  The College Outcome Agreement is the working strategic plan for the new Fife College which is a joint document with Carnegie College.
Review the Equality Scheme and the Equality outcomes as a result of consultation and once there is clarity over the specific duties	Director Learner Services	December 2012 Sept. 2013, then every 4 months.	Equality Scheme and Equality outcomes reviewed, reporting in April 2015.
Lead the college in the promotion of equality practices and monitor action plans so that the equality outcomes are met.	Diversity Committee; Directors	In Diversity Committee meetings (3 times a year)	The Diversity committee met in March 2013 to review the action plan. Key themes around equalities were discussed within curriculum areas, including support for these curriculum areas. In addition committee members continue to take on a wider responsibility to ensure that an equality and diversity focus is kept at the forefront through their engagement with others in the college community as well as in their own roles.



Provide Employer Responsibility Training in relation to Diversity for members of the Board of Governors.	Board Secretary	Once per year	This is to be undertaken annually. This year however the Board have had to deal with a number of complex and interconnected issues that have meant this action has not been completed.
Consider the implementation of the EFQM framework for Equality and Diversity to ensure all areas of the college reflect on their role in developing a more inclusive college.	Director of Quality and all departments	In self evaluation reviews.	This is yet to be considered, and will now require to be reviewed in light of merger activity to create the new Fife Regional College.
Continue to undertake Equality Impact Assessments (EqIA) in line with review dates and when new activities are planned, and provide related staff training as necessary.	All Policy owners and staff implementing changes to curriculum or processes/ Director Learner Services	In line with annual schedule of review dates.	The EqIA continues to be considered when moving the college towards merger with Carnegie College. The College Outcome agreement is undertaking an EqIA during its implementation and review. There are changes to annual review scheduling due to the government proposal to develop a regional college for Fife.
Review policies and procedures to ensure these reflect the protected characteristics.	Directors and Policy owners	December 2013	The policies and procedures are reviewed based on the cycle for review. Due to the merger of the college with Carnegie on 1 <sup>st</sup> August and the host college being Carnegie re review of policies and procedures will be focused on the Carnegie documentation.
Participate in key networks in support of those with Protected Characteristics to improve engagement.	Diversity Committee	Throughout the year	Involvement in Equality related forums, disseminate good practice and embed in our practices.

Challenge inappropriate remarks and behaviours which target individuals with protected characteristic and build on the Celebrate Difference poster campaign	All staff.	As issues arise.	When issues arise these are dealt with so that inappropriate remarks are challenged and learners asked to comment on how they feel they are treated in college in terms of differences. Discussion of protected characteristics occurs during personal development classes. Celebrate difference poster is also discussed with learners in Guidance Classes. Respect campaign re-launched in March 2013.
Agree changes to the annual review process paperwork to make explicit the college's expectation that all staff promote equality and embed this in their working practice.	PG and Trade Union Members of CCNC committee	December 2013	This is on-going due to the merger of the college with Carnegie College. An agreed way forward between the PG's of each college and Trade Union members of both CCNC committees to be decided to ensure that the new Fife College's expectation that all staff promote equality and embed this in their working practice
Include discussions about diversity in the Annual Review meetings so staff development need can be identified	Staff with a line management role	During Annual Review	The induction checklist for all new staff continues to include current policies and procedures relating to equality. All new staff complete the on-line Equality and Diversity training
Introduce a Dignity / Respect campaign with a focus on the protected characteristics.	Marketing / Guidance/ Diversity/ Committee.	August 2012-13 Onwards	<p>The Respect campaign has been re-launched this year after its successful implementation last year. This involves linking the student community, Student association, guidance staff and the teaching/support staff of the college.</p> <p>Respect Posters, Talks to class groups, and a successful Respect campaign was</p>

			introduced. Learners took part in competitions, and feedback regarding the campaign was positive
Monitor complaints and raise issues to the Diversity Committee as well as to the functional areas, so positive action can be taken.	Director of Quality.	Annual report and as issues arise.	Complaints are monitored annually and any issues relating to diversity are reported to the Committee as they arise. There have been no such incidents in 2012/13 to date.
Work towards the achievement of an LGBT (Lesbian, Gay, Bi-sexual, and Trans-gender) Charter in partnership with LGBT groups.	Gender IDEA Group Diversity Committee.	January 2014	Ongoing
Implement an LBGT survey as part of the process of achieving the LGBT charter, and then respond if issues arise.	Students' Association/ Director Learner Services.	December 2013	Ongoing

## 2.2 Partnerships and networks

What has to be done	By Whom	When	Progress
<b>Marketing</b>  Ensure that promotion of equality covers the Protected Characteristics in all adverts, leaflets, flyers and publications and that this is done so it that does not reinforce stereotyping.	Marketing Manager	In line with Marketing schedules	This is embedded in all of our activity. It is achieved, in the main, through photography and case studies (as per below).
Build an inclusive “ethos” within all College marketing through the promotion of role model lecturers and students in at least six case studies/articles/adverts each year to reflect the Protected Characteristics.	Marketing Manager	In line with Marketing schedules	Student testimonials and case studies are frequently used within promotional literature, and <a href="#">our website</a> ensuring we meet this objective. Our new <a href="#">regional course directory</a> provides the most recent evidence of this
Target marketing information so it is issued to equality groups who work with those with Protected Characteristics.	Marketing Manager	In line with marketing schedules	This is embedded in our marketing activity. Our promotional materials are issued to a diverse range of audiences.

### List of Partnerships that work together with the Adam Smith College.

Organisation/ Agency	Focus of the Agency e.g. Disability, age, gender	Nature of our Relationship. e.g. Project partnership, advisory	Level of Relationship. e.g. who represents the college	Frequency of contact
Social Work service	Children and families	Partnership liaison re School- age children (work skills programme)	Curriculum Head: Angela Logan	Weekly
Education service	School aged children with behavioural support needs	Liaison = operational re school aged children (work skills) School staff	Curriculum head	Daily

(schools)		work with us in class re - behavioural support		
Barnardos	Children and Families	Operational re school aged children (work skills). Staff work with us in class on projects issue - based subjects.	Curriculum Head	Weekly
Care Homes	Children in care	Liaison on student progress	Curriculum Head	Weekly /or as required
Clued up	Drug education agency	Inputs to class programme	CH and Departmental Community Development Worker	As required
Fife Community Food Project	Food poverty/low income households/people in poor health	Significant input to class programmes	Department Community Development Worker	Weekly programmes activity and running of Community Kitchen
FIRST	Drug and alcohol dependency	Input to class programmes  Provision of emergency first aid training (re drug overdose) 2 way referral	Department Community Development Worker	Regular input to programmes
Scottish Christian Alliance	Homelessness and at risk of homelessness	Input to classes through practical activities leading to volunteering opportunities.	Department Community Development Worker	Regular input to programmes
NHS	Health promotion/self esteem development	Input to programmes that target people in SIMD areas	Department Community Development Worker	Regular input to programmes
Gateway Project(part of Gingerbread):	A holistic, preventative project, targeting families with Primary school aged children in Levenmouth area who require additional support with a variety of issues that may include financial, relationship advice and family learning.	Project development, partnership board member, operational management of aspects of family learning element of overall project:	Department Manager: Operational management and advisory board	Daily Contact as staff based in Levenmouth Campus.

## 2.3 Staff Development, awareness and understanding

What has to be done	By Whom	When	Progress
<b>Staff Development</b>  Revise the On Line Resource to ensure it reflects the new Equality Act	Director Learner Services	July 2013	Ongoing review
Ensure all new staff completes the online E+D resources training within the first 3 months of their start date.	HR / Line Managers/ new staff	As per probationary period	All staff complete online E&D when starting role at College. Staff have carried out the mandatory diversity training. A number have completed more than the basic training level
Managers to monitor staff participation in the on-line resource and arrange support through HR, if needed, to ensure there is a common understanding of Diversity matters.	Managers	In Non Teaching periods	Managers monitored staff participation in the on-line resource, and followed up to ensure all staff completed the on-line resource
The staff development provision will include mandatory diversity training for all existing staff linked to their participation in the on line diversity resource.	Quality Director /Staff Development/ Department Managers /teaching and non-teaching staff	In Non Teaching periods	Diversity training is a mandatory element of staff induction and regular events are included within ongoing staff development programmes. Completion of mandatory element is monitored by the Diversity Committee.  Managers monitored staff participation in the on-line resource, and followed up to ensure all staff completed the on-line resource.

Provide staff development sessions to raise staff awareness of the protected characteristics e.g. gender issues, LGBT, BME, Disability, Religion.	Director of Quality / Staff Development co-ordinator	In non-teaching periods	Each DELTA week programme contains various events relating to diversity and inclusion.
Supplementary staff development to support disability matters will be offered to meet needs of students.	Quality Director /Staff Development/Learning Support	Non teaching periods	Each DELTA week programme contains various events relating to diversity and inclusion and the programme is updated on demand.  Learning Support Staff provide sessions through college knowledge events. In addition external deliverers augment this too.  Staff development needs are identified and met through appropriate planning of events and CPD activities
Induction for new staff to include key information relating to Disability, Race and Gender Equality and protected characteristics.	HR staff/ Director Learner Services	At sessions organised by HR for new staff	Ongoing
Monitor and provide annual reports to the Diversity Committee on numbers of staff attending staff development events by sex. (Other protected characteristics can only be included if reports protect individual identities and confidentiality)	Director of Quality / Staff Development co-ordinator	May each year	Attendance at relevant CPD events is recorded and analysed on request.
<b>Human Resources</b> Extend the use of the Equal Opportunities data to monitor and provide annual reports relating to the protected characteristics to Diversity Committee on promotions and leavers	Assistant Principal OD	November each Year	Promotions and Leavers now have diversity statistics included -

Monitor areas and types of post in the College dominated by either male or female post holders; and consider ways of promoting non-traditional candidates due to sex; or the other protected characteristics	Assistant Principal OD	Throughout the recruitment process for each post.	Statistics produced - recruitment procedures standard for every role which are all inclusive
Provide annual reports to the Diversity Committee on numbers of female staff returning to work following maternity leave and data relating to staff with caring responsibilities.	Assistant Principal OD	May each year	Reports provided
Implement the Equal Pay review to address the Gender Pay Gap.	Assistant Principal OD; JNCC	August 2013	This will be addressed through the harmonisation of Terms and Conditions as part of Regionalisation commencing Aug 2013
Report on Equal Pay and the development of a revised pay statement every 3 years	Assistant Principal OD; JNCC	November 2013	Due November 2013
Consider the issue of role models in non-traditional areas as part of the interview process whilst remaining committed to the principle of equal opportunities.	Assistant Principal OD	Throughout the recruitment process for each post.	All interviews are carried out by Dept Heads
Monitor staff surveys for the protected characteristics and take action where issues are identified.	Assistant Principal OD	August 2012/April 2013	In Aug 2012 an action plan was developed from the results of the staff survey and nothing showed from anyone within the protected characteristics population. Another staff survey is being run April 2013 to identify where we are now and again qualitative comments will be reviewed from all groups
Monitor the e-recruitment process to ensure that the system meets the needs of people with protected characteristics.	Assistant Principal OD	Ongoing	Current e-recruitment data covers those with protected characteristics and data can be produced



<p>Monitor and provide reports to the Diversity Committee annually to show the diverse breakdown of staff with protected characteristics in relation to the following:</p> <p>Applications for:</p> <ul style="list-style-type: none"> <li>a. employment</li> <li>b. training</li> <li>c. promotion</li> </ul>	<p>HR Staff / Organisational Development Manager</p>	<p>May each year</p>	<p>Report will be available</p>
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## 2.4 Learning and teaching

What has to be done	By Whom	When	Progress
<p><b>Guidance and Support</b></p> <p>Provide additional support to students at risk of isolation due to being in a minority (e.g. female in engineering; BME student or person with a disability or other protected characteristic) to improve the retention of these students.</p>	Guidance staff/ Curriculum Heads.	Continuous ongoing activity	<p>Curriculum Heads continue to provide this support and work closely with Guidance staff and both teams ensure students are aware of the additional support that can be available.</p> <p>Group work is actively established, to ensure integration of all students, and one to one reviews are in place for all learners.</p> <p>If learners have a disability/support need students can make appointments themselves or can be referred to the Learning Support team.</p> <p>Focus groups, surveys, Student class representatives groups etc ensure learner's feedback is obtained so relevant action can be implemented</p> <p>Staff are aware of stereo-typing and work with the Marketing Team to promote their courses e.g. Women in Engineering; Males in Care providing extra support to reduce the risk of isolation.</p>
Promote respect for minority groups through Induction activities which focus on anti -harassment and bullying	Guidance staff/ Curriculum Heads.	Continuous ongoing activity	Established activities during the induction period actively promote anti-harassment and bullying. Guidance Staff, where appropriate, work with class groups emphasising the importance of equality for all learner

			<p>The respect campaign has been re-launched during 2012-13 academic year. It links to the Student Charter with a focus on covert bullying whether through isolating, commenting or name calling.</p> <p>Issues such as toleration, ethnicity and bullying are discussed frequently in PDP sessions. Students are made fully aware of the extreme importance of treating all members of the college community equally.</p>
Develop pastoral links across cultures in partnerships with local agencies and religious organisations.	Director Learner Services/ Guidance staff	Review Dec. 2013	The College continues to be represented on the LOEG (Lead Officers Equality Group in Fife. The College is also on the mailing list for the Chaplaincy/Spiritual Care in FE group.
Participate in key networks in support of those with protected characteristics to improve engagement with the college, and increase understanding.	Director Learner Services/ Diversity Committee/ Marketing	Throughout the year	College continues to work with key partnership groups in Fife and beyond.
Ensure that policies and procedures take full account of the needs of students with Protected Characteristics including those relating to behaviour and discipline.	Director Learner Services/ Guidance team	At review periods	This is embedded in our processes
Continue to raise staff awareness of the Additional Support Needs of students and how to be inclusive in the classroom	Learning Support staff	As part of PLSP planning	The Personal Learning Support Plan clearly identifies key strategies for staff, students and the Learning Support Team to ensure inclusion in all classroom activities.
Support staff development activities in relation to students with disabilities.	Learning Support staff/ Staff Development Co-	Non teaching periods / weekly clinics	Protected characteristics are well covered in all DELTA week programmes, delivered

	ordinator		by the Learning Support TEAM, during the Non Teaching Periods through academic year.  External courses are advertised for staff to attend.
Analyse and report on reasons for Disciplinarys to determine trends, and make recommendations if there are anomalies due to people's protected characteristics – when these are known.	Guidance Staff	September 2013	Ongoing activity
<b>Teaching Delivery</b>  Use the Adam Smith College Self Evaluation Checklist for Accessible/Inclusive Teaching and Learning Approaches to provide positive exemplars reflecting a diverse society	Lecturers/ Quality Unit/ Department Managers.	During E-moderation; During self evaluation reviews.	Self-evaluation checklist is used during both e-moderation and in internal moderation.
Utilise the Adam Smith Learning materials Template for the creation and review of learning and teaching materials and its related checklist, so that resources meet diverse needs.	Teaching Dept. Managers and staff.	When materials are being developed or reviewed.	Transfer of learning materials from Learning and Teaching Gateway to i-Learn (moodle e-learning site) and new materials are reviewed by the i-Learn team before uploading.
Promote Equality in the curriculum (e.g. making use of the College's Diversity calendar to focus activities, including those linked to the protected characteristics) and contribute to an annual report on activity to share good practice.	Dept Managers/ Curriculum areas.	Annual report linked to DELTA week.	New Learning and Teaching strategy, developed by all teaching/delivery staff, includes a strong diversity focus.  Inclusion of diversity discussion/reflection in subjects is ongoing, as are diversity events, e.g. Holocaust Memorial Day which reflects on all protected characteristics.
Reflect on diversity aspects within the Shared Teaching Practice model (Peer Observation) and classroom observation linked to PDA /TQFE to take account of the protected characteristics of learners	Peer Observers/ Professional Tutor/ Teaching Staff.	During the schedule of observation sessions.	STP is ongoing and supports practice through observation and feedback.  Staff undertaking PDA embeds equality awareness and contextualisation of

<p>– age, sex, transgender, race, disability, sexual orientation, religion and belief.</p>			<p>protected characteristics in their teaching.</p> <p>Staff undertaking TQFE, as part of their teaching practice development, embed equalities contextualisation in relation to protected characteristics when developing lesson planning.</p> <p>Staff undertaking Critical Skills training consider and embed individual student needs. This ethos is part of ensuring we engage with, respect and celebrate students as individuals.</p>
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## 2.5 Quality assurance and enhancement

What has to be done	By Whom	When	Progress
<b>Quality</b>  Ensure data monitoring takes place in the process of curriculum review, and the review of learning and teaching, to support staff and ensure appropriate action is taken if trends highlight areas of concern.	Executive Directors / Department Managers / Lecturers / Quality Unit	In June and October each year as part of the review cycle	Self-evaluation requires commentary and analysis of diversity data and action-planning as a result.
Analyse the retention and outcome results for diverse groups at the Curriculum Review meetings and Course Committee meetings to ensure there are no adverse practices in teaching approaches or materials.	Executive Directors/ Department Managers/ Lecturers.	As part of the review cycle	This is done at Course reviews and the Learning and Teaching review. Issues are discussed fully and resolution sought.
Consider inclusive practices for people with protected characteristics during the course review process	Director Quality/ Dept Managers/ Teaching staff	Course review cycle	This is done at Course reviews and the Learning and Teaching review. Issues are discussed fully and resolution sought
Complaints in relation to the protected characteristics must be monitored and reported to the Diversity Committee for consideration and action if necessary.	Diversity Committee/ Director of Quality/ Quality Manager	Annual report and as incidents occur	This is done on a regular basis and reported as required.
Provide support for the development of appropriate audit instruments relating to the embedding of equality and diversity, employability, learning to learn, and citizenship within vocational programmes.	Director of Quality/ Research Unit	As part of the review cycle	This is ongoing

## 2.6 Estates and facilities

What has to be done	By Whom	When	Progress
<b>Estates</b>  Internal and external access improvements to Stenton/Leven Campuses including drop kerbs, tactile surfaces and level crossings.	Estates Manager	April 2013	Complete
Alterations to staff break out areas (Future Skills Centre) to provide lowered counter tops for wheelchair access.	Estates Manager	January 2013	Complete
Provision of two DDA compliant toilets to the top floor of Nairn Building, Priory campus.	Estates Manager	July 2013	Consultation, planning agreed, awaiting building warrant from Fife Council
Provision of compliant disabled car parking bays at Leven campus, to ensure sufficient safe accessibility space is provided	Estates Manager	April 2013	Complete
Stenton campus. - An increased in the number of Compliant disabled car parking spaces are required, to comply with Fife Council planning requirements.	Estates Manager	March 2013	Additional car parking spaces have been made available.
Stenton campus rear car park and V1 building car park, needing to be surfaced to allow ease of access for wheel chair users.	Estates Manager	Stenton - July 2012 V1 Building November 2012	Complete Complete
Relocation of College HR Team to increase accessibility for all staff.	Estates Manager	May 2013	Building works commenced.

## 2.7 Student and staff engagement

What has to be done	By Whom	When	Progress
<b>Student Induction</b> Ensure that student induction activities emphasise diversity in relation to the protected characteristics.	Curriculum Heads/ guidance team	August and January each year	Curriculum Heads ensure induction activities clearly identify diversity issues in relation to the protected characteristics
<b>Student Engagement</b> Working with the Students Association, to actively promote the aims/objectives and work of the College Diversity Committee amongst the students.	Vice Principal Curriculum/ Learner Services	October 2013	Ongoing
The Disability Advisory Group (DAG) to be revisited to increase student representation and participation.	Director Learner Services	August 2013	Ongoing
Continuing to support the Students Association in their work of initiating specific student support groups within the college.	Director Learner Services	Ongoing	A LGBT Society existed for a short time within the college, but has since expanded and is now a Fife-wide group.
Data Monitoring to be undertaken to identify trends and investigate a set number of courses each year.	Director Learner Services	In November when data is available.	Ongoing
Support the S.A.A.D. (Student Assembly Against Assembly) agenda and raise awareness to the college of issues for students facing discrimination, and to promote the elimination of discrimination, harassment and victimisation.	Students' Association/ SAAD/ Director Learner Services	At key events- induction; fresher's/ college	Lack of a VP Equality & Diversity 2010 – 2012 prevented the development of SAAD. The SA hoped this would change 2012/13 but the resignation of this year's VPED prevented it once again. While the SA has since appointed two new VPEDs for semester 2 the decision was made in February 2013 not to pursue the formation of SAAD given the time constraint and increased workload resulting from merger.



			<p>The SA does however continue to promote various support groups and campaigns (through its social media) that raise awareness concerning discrimination such as the Sophie Lancaster Foundation and the NUS Liberation Campaigns.</p> <p>The SA continues to work with individual students facing discrimination and raises awareness with appropriate college officials where necessary.</p> <p>The SA has developed its own anti-bullying campaign 'Stamp Out Bullying'.</p> <p>The SA is committed to NUS Scotland's Think Positive, a campaign which raises awareness about support for student mental health and the elimination of the stigma attached to mental health. This includes a mental health partnership agreement between the SA and Guidance Department, which has resulted in a variety of activities to help raise awareness about mental health stigma and the support available to students, examples include a cross campus Mental Health Week stall and Scottish Mental Health First Aid Training for college staff and student officers.</p> <p>The SA continues to work with Guidance in relation to the promotion of its RESPECT agenda, including the annual RESPECT Showcase.</p>
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Equality Impact Assessment (EqIA) training for Students' Association (SA) to be done.	SA officers/ Director Learner Services	When SA Executive are elected	Comprehensive training took place in 2011/12. EqIA training was incorporated into the summer training programme for 2012/13 but was unable to be delivered. Officers however have general awareness of EqIA practice and what it entails.
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## 2.8 Student data collection and monitoring

What has to be done	By Whom	When	Progress
<b>Data Monitoring</b> Collect student data as per SFC (Scottish Funding Council) guidelines for the Protected Characteristics, and produce related reports, so that the monitoring of data can extend beyond Race, Disability and Gender and inform the Equality Impact Assessment process.	Director of Information Management/ ICT Business Support/ Diversity Committee/ Teaching Department Managers.	November 2013	Ongoing activity
Monitor retention and achievement for the Protected Characteristics as part of Curriculum Review and the Review of Learning and Teaching so appropriate action is implemented if trends highlight areas of concern.	Department Managers and Curriculum Heads/ Diversity Committee.	In June and October each year as part of the review cycle.	The College provides a 3 year trend data report which enables staff to consider how people in different groups compare to the majority. This is considered in learning and Teaching reviews, Course reviews and during Curriculum Action plans.
Monitor withdrawals from courses for students with protected characteristics and take appropriate action to resolve any identified issues.	Manager Guidance and Support / Funding Team.	Continuous ongoing activity."	<p>Guidance and Student Funding team and Learning Support teams work closely with Curriculum Staff identify and resolve concerns for all students.</p> <p>During the month of September, the teams run drop in sessions, to support students with attendance issues.</p> <p>Don't walk – talk" cards are provided for students at Induction.</p>

<p><b>Pre-Entry Recruitment</b> Follow SFC (Scottish Funding Council) guidance about the monitoring of student data, so that this can be used to work towards an e-solution for data capture allowing further analysis so we can monitor attrition rates and then take action, if needed, to change recruitment processes.</p>	<p>Director of Information Management</p>	<p>April 2011</p>	<p>Recruitment data is monitored by key characteristics and reported to SMT. Where trends or patterns emerge, these are referred for discussion and appropriate decision making to address.</p>
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## 2.8.1 Baseline Student Data 2011/12 - comparing 2009 to 2010 with 2010 to 2011

### Disability enrolment data

Student data	Enrolments		Enrolments		Enrolments	
	2009/10		2010/11		2011/12	
Visual Impairment	118	0.35%	118	0.38%	65	0.41%
Deaf /Hearing Impairment	215	0.64%	191	0.62%	151	0.95%
Dyslexia	1241	3.71%	1114	3.63%	825	5.18%
Personal Care	14	0.04%	10	.03%	4	0.03%
Mental Health Difficulties	299	0.89%	307	1.0%	254	1.59%
Wheelchair User/Mobility Difficulties	185	0.55%	156	0.51%	145	0.91%
Unseen Disability	1203	3.59%	1065	3.47%	650	4.08%
Multiple Disabilities	253	0.76%	222	0.72%	150	0.94%
Other disability not listed above e.g. Tourettes Syndrome, Dyspraxia, Scotopic Sensitivity	512	1.53%	568	1.85%	386	2.42%
<b>Totals</b>	<b>4040</b>	<b>12.06%</b>	<b>3751</b>	<b>12.21%</b>	<b>2630</b>	<b>16.51%</b>

### Students by Gender

Gender	Full Time/ Non Full Time	Level	Enrolments		Enrolments		Enrolments	
			2009/10		2010/11		2011/12	
Female	Full time	FE	2030	6.06%	2110	6.88%	1897	11.91%
Female	Full time	HE	944	2.818%	955	3.11%	1077	6.76%
<b>Female Full Time Totals</b>			<b>2974</b>	<b>8.88%</b>	<b>3065</b>	<b>9.99%</b>	<b>2974</b>	<b>18.67%</b>
Male	Full time	FE	1761	5.257%	1664	5.42%	1558	9.78%
Male	Full time	HE	875	2.612%	990	3.23%	1025	6.44%
<b>Male Full Time Totals</b>			<b>2636</b>	<b>7.87%</b>	<b>2654</b>	<b>8.65%</b>	<b>2583</b>	<b>16.22%</b>
Female	Non full time	FE	13185	39.363%	11794	38.429%	4540	28.50%
Female	Non full time	HE	1068	3.188%	814	2.65%	746	4.68%
<b>Female Non -Full Time Totals</b>			<b>14253</b>	<b>42.55%</b>	<b>12608</b>	<b>41.08</b>	<b>5286</b>	<b>33.18%</b>
Male	Non full time	FE	12305	36.736%	11404	37.159%	4143	26.01%
Male	Non full time	HE	1328	3.965%	959	3.125%	942	5.91%
<b>Male Non-Full Time Totals</b>			<b>13633</b>	<b>40.70%</b>	<b>12363</b>	<b>40.28%</b>	<b>5085</b>	<b>31.92%</b>
<b>Female Totals</b>			<b>17227</b>	<b>51.43%</b>	<b>15673</b>	<b>51.07%</b>	<b>8260</b>	<b>51.86%</b>
<b>Male Totals</b>			<b>16269</b>	<b>48.57%</b>	<b>15017</b>	<b>48.93%</b>	<b>7668</b>	<b>48.14%</b>
<b>Total</b>			<b>33496</b>	<b>100.00%</b>	<b>30690</b>	<b>100.00%</b>	<b>15928</b>	<b>100.00%</b>

## Students by Age

Age Range	Enrolments		Enrolments		Enrolments	
	2009/10		2010/11		2011/12	
< 16	14905	44.498%	13872	45.20%	4277	26.852%
16 - 17	3832	11.44%	3503	11.41%	2978	18.697%
18 - 25	5019	14.984%	4964	16.18%	1519	9.537%
26 - 40	4327	12.918%	3706	12.08%	3386	21.258%
41 - 65	4758	14.205%	4134	13.47%	3469	21.779%
> 65	655	1.955%	511	1.67%	299	1.877%
<b>Totals</b>	<b>33496</b>	<b>100.00%</b>	<b>30690</b>	<b>100.00%</b>	<b>15928</b>	<b>100.00%</b>

## Students by Ethnicity

Ethnicity	Enrolments		Enrolments		Enrolments	
	2009/10		2010/11		2011/12	
African	137	0.409%	81	0.26%	48	0.30%
Any Mixed background	123	0.367%	101	0.33%	53	0.33%
Any Other Black	64	0.191%	9	0.03%	8	0.05%
Any Other White	952	2.842%	734	2.39%	558	3.50%
Bangladeshi	7	0.021%	7	0.02%	7	0.04%
Caribbean	17	0.051%	7	0.02%	7	0.04%
Chinese	50	0.149%	33	0.11%	19	0.12%
English White	1279	3.818%	1154	3.76%	821	5.15%
Indian	79	0.236%	70	0.23%	31	0.19%
Information Refused	6867	20.50%	5816	18.95%	1262	7.92%
Information Unknown	2013	6.009%	3576	11.65%	725	4.55%
Irish White	77	0.23%	78	0.25%	55	0.35%
Other	151	0.451%	129	0.42%	149	0.94%
Other Asian	38	0.113%	51	0.17%	32	0.20%
Pakistani	127	0.379%	137	0.45%	88	0.55%
Scottish White	21468	64.089%	18672	60.84%	12025	75.50%
Welsh White	46	0.137%	35	0.11%	40	0.25%
<b>Totals</b>	<b>33495</b>	<b>99.97%</b>	<b>30690</b>	<b>100%</b>	<b>15928</b>	<b>100%</b>
<b>Total BME</b>	<b>793</b>	<b>2.35%</b>	<b>625</b>	<b>1.81%</b>	<b>442</b>	<b>2.77%</b>

### 3. Employment Information

#### 3.1 Composition of workforce (recruitment, development, retention)

##### 3.1.1 Staff Employment 2011/12 - comparing 2009 to 2010 with 2010 to 2011

###### Gender Profile

###### All Staff

	2009/10	2010/11	2011/12
Male	38.63%	37.71%	39.47%
Female	61.37%	62.29%	60.53%

###### All Staff by Support / Academic

	2009/10	2010/11	2011/12
Male Support	15.88%	13.85%	17.45%
Female Support	30.22%	30.72%	32.61%
Male Academic	22.75%	23.86%	22.02%
Female Academic	31.15%	31.57%	27.92%

###### Support Staff Profile

	Male			Female		
	2009 /10	2010 /11	2011 /12	2009 /10	2010 /11	2011 /12
MA	1	1	2	0	0	0
Grade 1	26	7	15	27	20	20
Grade 2	24	20	27	105	87	107
Grade 3	27	14	13	46	35	30
Grade 4	33	32	40	55	52	51
Grade 5	5	7	6	17	20	17
Grade 6	1	1	1	2	2	4
Hourly Support	18	18	25	28	23	27
Personal Contract	20	14	16	15	16	15
Vice Principal		1			0	
<b>Total</b>	<b>155</b>	<b>115</b>	<b>145</b>	<b>295</b>	<b>255</b>	<b>271</b>

###### Academic Staff Profile

	Male			Female		
	2009 /10	2010 /11	2011 /12	2009 /10	2010 /11	2011 /12
Hourly Non Vocational (Tutors)	29	26	12	48	33	17
Evening	5	6	4	10	7	9
Part Time Lecturer	62	52	63	113	96	97
Full Time Lecturer	69	64	54	59	55	42
Development Co-ordinator	1	0	1	1	1	0
Curriculum Head	42	39	39	53	54	54
Department Manager	7	5	6	12	10	8
Executive Director/ Personal Contract	5	4	3	6	6	3
Vice/ Assistant Principal	1	0	0	2	1	1
Principal	1	1	1	0	0	0
<b>Total</b>	<b>222</b>	<b>197</b>	<b>183</b>	<b>304</b>	<b>263</b>	<b>232</b>

## Age Profile

All Staff	2009/10		
	Female	Male	Total
< 29	72	55	127
30 - 49	292	134	426
50 - 59	176	138	314
60 >	59	50	109
<b>Total</b>	<b>599</b>	<b>377</b>	<b>976</b>

All Staff	2010/11		
	Female	Male	Total
< 29	44	29	73
30 - 49	258	112	370
50 - 59	167	132	299
60 >	48	40	88
<b>Total</b>	<b>517</b>	<b>313</b>	<b>830</b>

All Staff	2011/12		
	Female	Male	Total
< 29	33	35	68
30 - 49	235	107	342
50 - 59	171	130	301
60 >	64	56	120
<b>Total</b>	<b>503</b>	<b>328</b>	<b>831</b>

## Ethnicity

All Staff			2010/11		2011/12	
White	950	97.34%	808	97.35%	816	98.19%
Other	26	2.66%	22	2.65%	15	1.81%

	2009/10		2010/11		2011/12	
White Support	443	45.39%	365	43.98%	411	49.46%
Other Support	7	0.72%	5	0.60%	5	0.60%
White Academic	507	51.95%	443	53.37%	405	48.74%
Other Academic	19	1.95%	17	2.05%	10	1.20%

Support Staff	2009/10				2010/11				2011/12			
Grade	White	Asian	Black	Other/ Mixed	White	Asian	Black	Other/ Mixed	White	Asian	Black	Other/ Mixed
MA	1	0	0	0	1	0	0	0	2	0	0	0
Grade 1	53	0	0	0	26	1	0	0	34	1	0	0
Grade 2	126	2	0	1	104	1	0	2	132	1	0	1
Grade 3	72	0	1	0	49	0	0	0	43	0	0	0
Grade 4	87	0	0	1	84	0	0	0	91	0	0	0
Grade 5	22	0	0	0	27	0	0	0	23	0	0	0
Grade 6	3	0	0	0	3	0	0	0	5	0	0	0
Personal Contract	35	0	0	0	31	0	0	0	30	0	0	1
Hourly Rate	44	1	0	1	40	0	0	1	51	0	0	1
<b>Total</b>	<b>443</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>365</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>411</b>	<b>2</b>	<b>0</b>	<b>3</b>



Academic Staff	2009/10				2010/11				2011/12			
Contract Type	White	Asian	Black	Other/ Mixed	White	Asian	Black	Other/ Mixed	White	Asian	Black	Other/ Mixed
Tutor	69	3	0	5	52	3	0	4	27	1	0	1
Evening	13	0	0	2	12	0	0	1	13	0	0	0
Temp Part Time	71	1	0	1	63	1	0	1	74	1	0	1
Temp Full Time	4	0	0	0	5	1	0	0	17	1	0	0
Perm Part Time	102	1	0	3	92	1	0	1	85	1	0	1
Perm Full Time	223	0	0	3	196	0	0	4	166	0	0	3
Personal Contract	25	0	0	0	23	0	0	0	6	0	0	0
<b>Total</b>	<b>507</b>	<b>5</b>	<b>0</b>	<b>14</b>	<b>443</b>	<b>6</b>	<b>0</b>	<b>11</b>	<b>405</b>	<b>4</b>	<b>0</b>	<b>6</b>

### Disability Profile

All Staff	2009/10		2010/11		2011/12	
No Disability	949	97.23%	806	97.11%	804	96.76%
Staff with Disability	27	2.77%	24	2.89%	27	2.88%
No Disability Support	440	45.08%	359	43.25%	401	48.26%
Support Staff with Disability	10	1.02%	11	1.32%	15	1.44%
No Disability Academic	509	52.15%	447	53.86%	403	48.50%
Academic Staff with Disability	17	1.74%	13	1.57%	12	1.44%

Support Staff	2009/10		2010/11		2011/12		Academic Staff	2009/10		2010/11		2011/12	
	Disability		Disability		Disability			Disability		Disability		Disability	
	Yes	No	Yes	No	Yes	No	Contract Type	Yes	No	Yes	No	Yes	No
MA	0	1	0	1	0	2	Tutor	4	73	3	56	1	28
Grade 1	1	52	1	26	1	34	Acad Evening	0	15	0	13	0	13
Grade 2	1	128	1	106	4	130	Acad Temp Part Time	0	73	0	65	2	158
Grade 3	2	71	1	48	0	43	Acad Temp Full Time	0	4	0	6	4	92
Grade 4	4	84	4	80	2	89	Acad Perm Part Time	1	105	1	93	2	85
Grade 5	0	22	1	26	2	21	Acad Perm Full Time	10	216	7	193	7	162
Grade 6	0	3	0	3	0	5	Personal Contract	2	23	2	21	0	6
Personal Contract	1	34	2	29	3	28	<b>Total</b>	<b>17</b>	<b>509</b>	<b>13</b>	<b>447</b>		
Hourly Rate	1	45	1	40	3	49							
<b>Total</b>	<b>10</b>	<b>440</b>	<b>11</b>	<b>359</b>	<b>15</b>	<b>401</b>							

### 3.1.2 Staff Recruitment/Application

#### Gender by Application Stage 2011/12

	Female	Male	Unknown	Total
Registered not submitted	88	44	261	393
Application withdrawn	90	32	5	127
New submitted application	374	261	1	636
Shortlisted	0	1	0	1
Interview	1	0	0	1
Interview on hold	2	0	0	2
Interview failed	85	60	1	146
Bank staff	37	32	0	69
Offer	65	34	0	99
<b>Total</b>	<b>742</b>	<b>464</b>	<b>268</b>	<b>1474</b>

#### Age Band by Application Stage 2011/12

	Under 29	30 - 49	50 - 59	60 and Over	Prefer Not to Specify	Unknown	Total
Registered not submitted	37	58	31	5	0	262	393
Application withdrawn	29	57	32	4	0	5	127
New submitted application	222	282	111	18	3	0	636
Shortlisted	0	1	0	0	0	0	1
Interview	0	0	1	0	0	0	1
Interview on hold	1	1		0	0	0	2
Interview failed	26	77	36	6	1	0	146
Bank staff	13	38	16	1	1	0	69
Offer	21	47	29	1	1	0	99
<b>Total</b>	<b>349</b>	<b>561</b>	<b>256</b>	<b>35</b>	<b>6</b>	<b>267</b>	<b>1474</b>

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**Sexual Orientation by Application Stage 2011/12**

	Heterosexual (straight)	Gay Man	Gay Woman	Lesbian	Bi Sexual	Prefer Not to Specify	Other	Unknown	Total
Registered not submitted	120	0	0	2		10	0	261	393
Application withdrawn	105	4	0	1		11	1	5	127
New submitted application	586	7	0	4	3	32	4	0	636
Shortlisted	1	0	0	0		0	0	0	1
Interview	1	0	0	0		0	0	0	1
Interview on hold	1	0	0	0		1	0	0	2
Interview failed	134	4	0	3		5	0	0	146
Bank staff	59	0	1	1		8	0	0	69
Offer	90	1	0	1		7	0	0	99
<b>Total</b>	<b>1097</b>	<b>16</b>	<b>1</b>	<b>12</b>	<b>3</b>	<b>74</b>	<b>5</b>	<b>266</b>	<b>1474</b>

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**Disability by Application Stage 2011/12**

	Yes	No	Prefer not to specify	Total
Registered not submitted	8	115	270	393
Application withdrawn	6	106	15	127
New submitted application	38	562	36	636
Shortlisted	0	1	0	1
Interview	0	0	1	1
Interview on hold	0	1	1	2
Interview failed	7	135	4	146
Bank staff	5	60	4	69
Offer	2	92	5	99
<b>Total</b>	<b>66</b>	<b>1072</b>	<b>336</b>	<b>1474</b>

## Ethnicity by Application Stage 2011/12

	Registered not submitted	Application withdrawn	New submitted application	Shortlisted	Interview	Interview on hold	Interview failed	Bank staff	Offer	Total
White - Scottish	107	102	522	1	1	1	119	57	80	990
White - English	14	8	48	0	0	0	16	11	8	105
White - Welsh	0	0	5	0	0	0	2	0	0	7
White - Irish	1	3	7	0	0	0	1	0	4	16
Any Other White Background	5	4	20	0	0	0	3	1	5	38
Chinese	0	0	0	0	0	0	1	0	0	1
Pakistani	0	0	3	0	0	0	0	0	0	3
Indian	0	0	4	0	0	0	0	0	0	4
Asian, Asian Scottish, Asian British	0	0	4	0	0	0	0	0	0	4
Any other Asian Background	0	0	0	0	0	1	0	0	0	1
African	1	0	6	0	0	0	0	0	0	7
Caribbean	0	0	1	0	0	0	0	0	0	1
Black, Black Scottish, Black British	0	0	1	0	0	0	0	0	0	1
Any other Black background	0	1	0	0	0	0	0	0	0	1
Other ethnic background	1	3	9	0	0	0	2	0	2	17
Any mixed background	1	0	1	0	0	0	1	0	0	3
Prefer not to specify	0	1	3	0	0	0	0	0	0	4
Unknown	263	5	2	0	0	0	1	0	0	271
<b>Total</b>	<b>393</b>	<b>127</b>	<b>636</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>146</b>	<b>69</b>	<b>99</b>	<b>1474</b>

### 3.1.3 Staff Data – Leavers

2009/10					2010/11					2011/12				
Age category	Gender	Academic	Support	Total	Age category	Gender	Academic	Support	Total	Age Category	Gender	Academic	Support	Total
<29	F	3	14	17	<29	F	4	24	28	<29	F	1	6	7
	M	4	17	21		M	0	31	31		M	1	7	8
30-49	F	35	19	54	30-49	F	23	24	47	30-49	F	7	16	23
	M	10	8	18		M	8	8	16		M	4	3	7
50-59	F	15	14	29	50-59	F	10	8	18	50-59	F	13	2	15
	M	12	3	15		M	9	2	11		M	3	1	4
60>	F	14	7	21	60>	F	16	11	27	60>	F	6	12	18
	M	15	5	20		M	19	6	25		M	5	8	13
Total		108	87	195	Total		89	114	203	Total		40	55	95

### 3.1.4 Staff Data Maternity

Academic Year	Maternity Cases	Maternity Returners	Maternity Non Returners
2009/10	11	10	1
2010/11	6	6	0
2011/12	13	13	0

### **3.2 Gender pay gap**

Gender Pay gap will be addressed as part of an equal pay audit every 3 years but currently the College have more female than male staff (60.53 vs. 39.47) across a full range of job grades and the gender pay gap is 6.92.

### **3.3 Occupational segregation**

The College is committed to ensuring that all staff are treated equitably regardless of their age, race, colour, nationality, ethnic or national origin, disability, sexual orientation, gender (including staff who have undergone gender re-assignment), marital or parental status, religion or political belief.

Annual monitoring information where activities such as applications, appointments, staff development, conduct hearings, grievance and leavers are monitored in relation to gender, age, disability and ethnic origin is used to inform the equality impact assessment of HR Policies and Procedures.

### **3.4 Equal pay statement**

The College supports the principle of providing equal opportunities for all staff employed in its service, and that staff receive equal pay for the same or broadly similar work, for work rated as equivalent and for work of equal value.

The College will:

- Implement an Equal Pay review in line with Equal Opportunities Commission guidance for all current staff.
- Examine existing and future pay practices for all staff to ensure that they comply with best equal pay practice.
- Inform staff of how these practices work and how their pay is arrived at.
- Continue to utilise job evaluation initiatives and benchmarking, and to develop such initiatives throughout the organisation for all staff, where appropriate.
- Undertake an equal pay audit every 3 years.
- Provide training and guidance for managers and staff directly involved in making decisions about pay and benefits.

### **Composition of Workforce**

The College is committed to the principles of equal opportunities and aims to achieve the best possible match between the requirements of the vacant post and the individual skills and competencies of the applicant. Our Recruitment and Selection procedure is documented step by step to ensure a systematic approach is adopted and that timescales are adhered to and all individuals are given an equal opportunity of applying and being considered for vacancies. The College has been assessed to display the 'Positive About Disabled People' Logo where all disabled applicants who meet the person specification will be guaranteed an interview.

The recruitment process should:-

- Be objective and judge all candidates on their individual abilities and merits.
- Ensure that all staff involved in the selection process have relevant experience and are aware of their responsibilities in relation to current legislation and equal opportunities.
- Monitor each stage to check for possible discrimination.
- Be free from bias, in particular the job description and person specification.
- Should describe accurately the requirements and duties of the job.
- Ensure that all application forms are processed in a fair manner, and that application forms are assessed against the essential and desirable criteria for the job.
- Put in place reasonable adjustments to suit the needs of individuals.

The College has recently introduced the collection of information relating to sexual orientation and religion or belief to further inform the impact assessment process but it is expected that it will take some time for this development to inform the process in a meaningful way

#### **4. Monitoring and Review**

Adam Smith College will continue to demonstrate its commitment to Equalities by:

- Initiating general and specific actions to advance equality of opportunity for all
- Monitoring progress in eliminating all forms of unlawful discrimination
- Reporting on all required aspects of equalities.

There are various monitoring approaches already in place within the Quality framework of the college, with designated reporting mechanisms, (which are stated in this report). These monitoring approaches will continue to be used over the next 2 years, so progress can be assessed allowing changes to be made to ensure the Equality Outcomes are achieved.

Within the new Fife Regional College, it will be recommended that a sub-group of the equivalent existing Diversity Committee of Adam Smith College, will be formed (called the, "Equality Group"), to "own" and closely monitor progress towards the agreed Equality Outcomes.

#### **5. Communications and Publication**

It was agreed that Adam Smith College and Carnegie College, that the proposed Equality Outcomes should be jointly devised, agreed and published, to ensure complete harmonisation, pre-merger. This is perfectly logical, since the new Fife regional College will be reporting on progress towards achieving the Equality Outcomes in April 2015.

The Equality Outcomes for Adam Smith College and Carnegie are identical, whilst the Mainstreaming report reflects activity within each individual college.

The Adam Smith College Mainstreaming report and Equality Outcomes will be published on the College web site and made available upon request.