Fife College

Equality Outcomes Progress
2017 - 2019

EQUALITY OUTCOME ONE

Policies, procedures and processes have a positive impact and improve the experiences of staff and students. This Equality Outcome supports:

- Scottish Funding Council's Regional Outcome Agreement of *Efficient regional structures;*
- Colleges' Equality and Diversity Policy of *Applying policies, procedures and processes fairly with due regard to the individual*; and
- General Duties in the Equality Act 2010 of *Eliminating unlawful discrimination and Advance equality of opportunity*.

	What are the actions required to achieve the outcome?	Who is responsible?	What is the timescale for achievement?	What are the measurements for achieving the outcomes?	General Comments / Specific Actions
1.1	Develop a matrix of key aspects of complex staff policies and procedures to support managers and members of staff understanding how they apply to them and who is responsible for which aspects	Organisational Development Manager	July 2017 Revised August 2018 Review date	Shared understanding of how policies and procedures are applied to all staff equally and the responsibilities of managers and members of staff in their operation	The purpose of this action is to support both staff and managers to quickly understand their rights and responsibilities, simplifying the policies and procedures to ensure all staff have an understanding of these. HR Masterclasses have been held on a range of employment legislation policies and procedures. These workshops have been aimed at Managers and it is expected that some of these masterclasses will be rolled out to staff.
1.2	Ensure that there is a system by which information and relevant training is provided to members of staff when a new student policy or procedure is introduced or an existing student policy or procedure is amended which affects how it is operated	Assistant Principal – Quality and Curriculum Partnerships	December 2017 Completed	Shared understanding of how student policies and procedures are applied equally and transparently with responsibility for their operation clearly defined	There has been a realignment of the internal communications to focus on employee engagement and this will include support for new policies and procedures. As part of this, the Principal has committed to the production of regular direct communication to all staff, as well as direct communication with directors where there will be a requirement to cascade information faculty wide.

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1.3	Review the current Professional Development Review (PDR) system and how this translates into a College wide Continuous Professional Development (CPD) Plan	Organisational Development Manager	September 2017 Revised timescale January 2019	Ensure the PDR system is meaningful for all staff who participate as well as providing appropriate information to support the College's annual CPD plan	New on-line CLPL System will be introduced during academic year 2018/19. The current PDR system has been amended slightly to include pulldown lists for part 3 of the PDR which should help with the completion of these. Free enrolment on Fife College courses for all staff has also been introduced. All Staff Essential Modules page has been created within iLearn. The College has been validated with GTCS registration, this means that CMs can sign off professional updates as part of the PDR process for individuals who are GTCS registered A new HR Information system will be introduced, this system will support and monitor the PDR Process.
1.4	Develop a Career Succession Planning process which takes into account equality and diversity issues facilitating all members of staff to progress their careers within the College	Vice Principal Organisational Development and Change	December 2017 Revised January 2019	Career succession is actively considered within the College and for key posts with development and support in place. It is anticipated that as this is implemented over the longer term, the College would have a balanced and management structure representative of the staff profile	A process has been drafted and once the Workforce Plan has been finalised, the career succession process will support its implementation to support career development.
1.5	Improve the health and wellbeing of members of staff through an evidence based review and working towards the Gold Award – Healthy Working Lives	HR Operations Manager	December 2018	The College achieves and maintains the Gold award – Healthy Working Lives and there is an improvement in the wellbeing of staff as measured by a range of metrics including absence, access to support services , turnover etc.	The Health Working Lives Silver award has been retained for 2017. It is envisaged that the College will gain the Gold Award by April 2019.

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1.6	Review the process by which support is provided to member of staff who have declared a disability and how their on-going needs are managed	HR Operations Manager	~~July~~ September 2017	The process of support is clear and is consistently applied to members of staff who have declared a disability which enables those staff to contribute fully and to their potential	The review has been undertaken and process improvements have been made. Further development work is required with the College Occupational health provider.
1.7	Ensure the Access and Inclusion Strategy is fully implemented across the College	Vice Principal Curriculum and Academic Planning	December 2017 Completed	Members of staff are aware of the Strategy and its implications for their work practices, adjustments are made to ensure effective implementation of the strategy.	The strategy has been updated following a review of roles and responsibilities and emphasis placed on more targeted support
1.8	Promote the effective use of equality impact assessments to improve and ensure that account of equality and diversity is given in decision making and policy development	Organisational Development Manager	July 2018 Review Date (completed)	Equality impact assessments are part of the process of developing policy, procedure and practices and this is evidenced through the level and quality of equality impact assessments reviewed by the Equality and Diversity Strategy Group	An Equality Impact Assessment Survey was issued to members of staff who are responsible in completing these. As a result of the feedback from the survey, training and information sessions will be arranged to help with the completion of these.

EQUALITY OUTCOME TWO

A comprehensive and robust dataset for staff and students (including for all protected characteristics) encompasses the employment cycle and learner journey enabling research and trend analysis. This Equality Outcome supports:

- Scottish Funding Council's Regional Outcome Agreement of *High Quality and Efficient Learning;*
- Colleges' Equality and Diversity Policy of *Applying policies, procedures and processes fairly with due regard to the individual*; and
- General Duties in the Equality Act 2010 of *Eliminating unlawful discrimination and Advance equality of opportunity*.

	What are the actions required to achieve the outcome?	Who is responsible?	What is the timescale for achievement?	What are the measurements for achieving the outcomes?	General Comments / Specific Actions
2.1	Increase the declarations made by students and potential students against all the protected characteristics to ensure there is a robust dataset against which the impact of initiatives can be measured. This will include the development of materials provided to students which detail the importance of providing the data and how the College uses it	Head of Student Information Management	December 2018	There will be an increased percentage of declarations over the reporting period.	The development of a new online application system (expected to be live in October / November 2018) will provide more guidance and further support applicants to declare this information and will appear more user friendly. This is still under development and is currently being tested prior to going live.
2.2	Develop standard reports by protected characteristics which enable the College to track the achievement and attainment of students including by pattern of attendance	Head of Student Information Management	December 2017 Completed	Student data will be analysed across the key stages of the student journey including admissions, retention and attainment to identify if any groups with particular protected characteristics have differing outcomes. Where it is identified that there are differing outcomes, further work will be undertaken to identify the reasons why and how they	Detailed reporting is now available

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				can be addressed with actions identified to address these	
2.3	Student data will be benchmarked against regional and national data to identify any significant differences across the student journey with an action plan to address these as appropriate	Head of Student Information Management	~~December 2017~~ July 2018 ongoing revised timescale July 2019	Student data will be benchmarked using relevant regional and national statistics to identify any differences when compared to the College across the student journey. Where it is identified that there are differences in the comparison, further work will be undertake to identify potential reasons and how these can be addressed	This will be part of ongoing developments in relation to college reporting of performance
2.4	Establish an evidence base for the impact of gender based violence on staff and students and where that evidence base suggests action is required, this is undertaken	Head of Student Services/ HR Operations Manager	July 2018 Completed	There is an evidence base that describes whether there is an impact of gender based violence as it affects those who work and study in the College. Where this is established, support is put in place to lessen that impact	A specific policy document is now in place to support this
2.5	Analyse further the data from the Staff Survey in 2015 to determine if there are groups of staff whose experience of working at the College differs from other staff	Organisational Development Manager	~~July 2017~~ December 2018 Review Date	This will result in further reports on working at the College and where these highlight that there are differences in responses, further analysis will be undertaken including consultation with members of staff directly	This will be completed in preparation for the next Staff Survey to enable comparison of responses by particular groups of staff, including those with protected characteristics.

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2.6	Re-run the Staff Survey in December 2018	Organisational Development Manager	December 2018 for the survey and then March 2018 for analysis of the results Review Date	Analyse the data from the Staff Survey 2018 to determine the experience of staff identifying areas for improvements and to compare the results against the baseline of 2015 to determine if things have changed and how	Planning in progress for December 2018 Staff Survey (Follow on action, include in next mainstreaming report)
2.7	Increase the declarations made by staff and applicants for posts against the protected characteristics of sexual orientation and religion / belief	Organisational Development Manager	December 2018	There is an increase in the percentage of staff who declare their sexual orientation and religion / belief aiming to achieve a 10% increase from the current position	Leaflets and posters have been produced and are in key public areas such as Receptions providing information on why disclosing protected characteristics supports the College. The leaflet is also included in the offer e-mail to all new staff members. The new Fife College website includes a full section on Equality and Diversity.
2.8	Conduct further analysis of the staff profile, for example by department, grade and absence	Organisational Development Manager	December 2018 Completed	The various analysis has been undertaken and action taken to address any areas where the data suggests there are differences in outcomes or underrepresentation of people from differing protected characteristics	Continue to monitor and report on Departmental Gender Profiles, identifying where necessary actions to be taken**.**
2.9	Review the resignation rate of females which appears to be higher than for males in 2016 and to determine if there is action required to address reasons for this that relate to College practices	Organisational Development Manager	July 2017 for the analysis and December 2018 for implementation of any actions identified Review Date	The resignation rate for women is proportionate to the number of women within the staff profile. The reason for resignations relate to positive destinations and choice as opposed to practices at the College relating to an aspect of gender	The resignation rate for females is still higher than that of males. This could be due to the higher female population within the College. It is recommend the introduction of exit questionnaire which would monitor the main reasons why individuals leave the College.

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2.10	Investigate further the finding that people with disabilities appear to earn more than members of staff who have not declared disability	Organisational Development Manager	~~July 2017~~ September 2017 for the analysis and where action is required December 2018 for their implementation	Identify possible reasons for this and to consider if there is any action required by the College to support further all members of staff	A further equal pay report for academic year 2018 has been produced. This report shows that there is a negative pay gap for members of staff who have declared a disability. This is not a robust finding due to the small number of individuals who have declared a disability.
2.11	Investigate further the finding that people who declare their ethnicity as 'White Other' appear to earn more than other ethnicities	Organisational Development Manager	~~July 2017~~ September 2017 for the analysis and where action is required December 2018 for their implementation	Identify possible reasons for this and to consider if there is any action required by the College to support further all members of staff	A further equal pay report for academic year 2018 has been produced. This report shows that there is a negative pay gap for staff that has identified an ethnicity as 'White Other'. This is not a robust finding due to due to the small number of individuals who have declared an ethnicity of 'White Other'.
2.12	Review the Recruitment Pay Policy on recruitment including how placement on salary scales is determined to ensure it is fair and transparent	HR Operations Manager	September 2017 Revised Date January 2019	New staff are paid fairly and consistently according to the skills and experience they have compared to the essential and desirable criteria for the post they successfully applied for	Further analysis of employees starting salaries to be completed. It has been recommended that a paragraph stating that all new staff will be offered the post at the lower point of the scale be included in adverts
2.13	Continue to monitor the level of applications received across protected characteristics, reviewing and introducing new ways to increase these reinforcing the positive image of Fife College as a place to work	HR Operations Manager	December 2018	Applications for posts are received from all members of the community of Fife and Scotland and are representative of these communities	Further analysis will need to be completed. Recommendations following the recruitment and selection board paper and equal pay / gender pay gap should be implemented. The new college website includes a section on Equality and Diversity. Further analysis on the impact of this will be completed during academic year 2018/19
2.14	Continue to monitor the reasons why people withdraw their	HR Operations Manager	December 2018	The level of withdrawals is actively considered to ensure	The monitoring process put in place is continuing and where patterns can be identified indicating

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applications for posts and to respond to any patterns identified early to ensure that people are not lost through the recruitment pipeline			that there continues to be a pool of people applying for posts and progressing through the process to appointment and that there are no barriers to that progression	people are exiting the recruitment pipeline early, action will be taken to address this
2.15 Continue to monitor the number of staff by age group to determine if there is an increase in the age range 'under 29' as recruitment and data selection for 2015-16 suggests there may be	HR Operations Manager	December 2018	There is an evidence base for an improved recruitment pipeline positively impacting on the age profile of the College specifically those aged 'under 29'	There has been a slight increase in applications within this age range 'under 29'. Further analysis and appropriate recommendations will be put in place during academic year 2018/19.
2.16 To monitor the finding that females have an improving prospect of being recruited compared to their male counterparts. If a trend is established, to identify the reasons of this and put in place appropriate action to redress this	HR Operations Manager	December 2018	Recruitment by gender is monitored and action is taken to ensure that the process is fair and transparent for all	With the introduction of new Recruitment System, further analysis will be undertaken in academic year 2018/19 to further establish if this is the case and recommendations implemented.
2.17 Achieve Level Two of the Disability Confident Committed Employer Scheme by academic year 2016/17	HR Operations Manager	July 2017	Work towards Level Two of the Disability Confident Committed Employer Scheme	Completed, audit to be completed academic year 18/19

EQUALITY OUTCOME THREE

Staff and students are knowledgeable about equality and diversity enabling them to promote good relations between people and fully participate in College life and beyond. This Equality Outcome supports:

- Scottish Funding Council's Regional Outcome Agreement of *Access for people from the widest range of backgrounds;*
- Colleges' Equality and Diversity Policy of *Encouraging and promoting good relations*; and
- General Duties in the Equality Act 2010 of *eliminating unlawful discrimination, Advance equality of opportunity and Foster good relations*.

	What are the actions required to achieve the outcome?	Who is responsible?	What is the timescale for achievement?	What are the measurements for achieving the outcomes?	General Comments / Specific Actions
3.1	Equality and Diversity is a key part of the Respect theme and developing a Respectful College. The themes will be continuing into the academic year 2017–18 and there will be a requirement for all staff to complete relevant e-learning modules	Organisational Development Manager	July 2018 Revised Date January 2019	All members of staff will have participated in equality and diversity training to support them in understanding the needs of all those they meet within the course of their duties	Equality and Diversity has been a thread throughout the 2017-18 OD Themes. This will continue for Academic Year 18/19. It would be a recommendation moving forward that a number of Equality and Diversity Modules be included within the All Staff Essential Modules page.
3.2	The CPD programme will include training relating to equality and diversity	Organisational Development Manager	December 2018	There will be a programme of training related to equality and diversity that staff attend and can implement within their roles	A number of learning nexus modules relating to equality and diversity are available on line for all members of staff to complete. Managers are required to undertake recruitment and selection e-leaning module before being involved in appointment processes. Twenty one individuals attended Unconscious bias training in August 2017.
3.3	CPD providers will be asked to ensure that equality and diversity is central to and part of programmes delivered to staff	Organisational Development Manager	December 2018	There is relevant and demonstrable focus on equality and diversity with learning outcomes that reflect this	The College uses limited suppliers in this regard however all tenders include specification related to equality and diversity.
3.4	All members of staff receive regular communications about the work of the College and how this links to mainstreaming of equality and diversity	Vice Principal Organisational Development and Change	December 2018 Completed On-Going	All members of staff consider equality and diversity as part of the everyday activity of the College and understand how it supports people to work together. They are able to	A number of reports have been published on the College's website for staff to access. Equality and Diversity continues to be a main thread within the OD Themes. An awareness calendar is available until the end of the academic year and further updates and information for the following academic year will

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				express this in what they do and how they do it	be included within this calendar. Work in conjunction with the Student Association and other partners within the College to promote key awareness days
3.5	There is specific CPD that helps those in the classroom to develop inclusive teaching practices	Vice Principal Curriculum and Academic Planning		Members of staff in the classroom have inclusive teaching practice which enables all students to participate in and develop their own learning	The main CLPL theme last year was Inclusive Teaching Practice.
3.6	There is further consideration of how to encourage people to work together across and within teams	Vice Principal Organisational Development and Change	December 2018	All members of staff work to the values of the College and for each other maximising their potential and creating a positive learning and working environment	This is being supported by the Workforce Plan 2018 – 2023 and the commitment to the Fair Work Convention.
3.7	Improve the religious literacy of members of staff and students through development of material related to the Respect theme and other initiatives	Vice Principal Organisational Development and Change	December 2018 Review Date	All members of staff and students have access to materials related to religion and belief and provide a relevant service to all those they support	This has been progressed through the OD activity and promotion of key religious days. This work will continue to embed appreciation and understanding of difference for everyone.

EQUALITY OUTCOME FOUR

Staff and students benefit from an estates and learning environment being accessible and supportive. This Equality Outcome supports:

- Scottish Funding Council's Regional Outcome Agreement of *Access for people from the widest range of backgrounds;*
- Colleges' Equality and Diversity Policy of *Welcoming difference between each person and valuing the contribution that they make to the cultural and social well-being of the College's working and learning environment*; and
- General Duties in the Equality Act 2010 of *eliminating unlawful discrimination, Advance equality of opportunity and Foster good relations*.

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4.1	The development and build of New West Campus takes account of the needs of all those who study, visit and work in the campus with stakeholders involved and consulted on the development	Vice Principal Finance and Planning	2020	A new campus which is accessible to all and supports a high quality learning and working environment which has taken into account the outcomes from stakeholder consultations	A new Business case is under consideration in line with revised guidance from SG and SFC
4.2	Existing campuses maintenance programmes and developments take account of the needs of all those who study, visit and work in the campus with stakeholders involved and consulted on the development	Head of Estates	December 2018	Existing campuses are accessible to all and support a high quality learning and working environment taking into account the outcomes from stakeholder consultations	This is being progressed with the programme of essential maintenance works.

EQUALITY OUTCOME FIVE

Provision of learning and services in the College are accessible, free from prejudice and stereotyping, positively promoting equality and diversity. This Equality Outcome supports:

- Scottish Funding Council's Regional Outcome Agreement of *Right learning in the right place;*
- Colleges' Equality and Diversity Policy of *Treating people with respect*; and
- General Duties in the Equality Act 2010 of *eliminating unlawful discrimination, Advance equality of opportunity and Foster good relations*.

	What are the actions required to achieve the outcome?	Who is responsible?	What is the timescale for achievement?	What are the measurements for achieving the outcomes?	What are the measurements for achieving the outcomes?
5.1	Key transitions from school to college and then college to university are monitored to ensure that there is no potential bias for those with protected characteristics	Head of Supported Learning and Curriculum Partnerships	December 2018 July 2018 Completed	There is monitoring in place with the data analysed to ensure at the key transition points, no group of people are disadvantaged. Where any disadvantage is found, action is taken to redress this and to improve the way transition is managed	Transitions processes and staff allocation / partnership arrangements have been reviewed to support this fully
5.2	Fully implement the Fife College Learning and Teaching Strategy that supports the development of engaging and high quality learning experiences. This has links to other equality outcomes for example equality outcome one, action 1.7	Assistant Principal – Quality and Curriculum Partnerships	December 2018	Evidence is available that demonstrates the core principles of the Strategy have been implemented and that makes a positive difference to the experience of everyone who studies at the College as well as increases the understanding of learners of inclusion, equality and diversity	Learner survey questions are constantly refined to capture feedback and evidence impact. This is complemented by local learner surveys conducted by the FCSA Engineering Faculty has Learning and Teaching as a standing agenda item on all team meetings to support inclusive teaching practices and for staff to better understand Gender Bias.
5.3	Equality and diversity continues to be embedded in learning and teaching	Vice Principal Curriculum and Academic Planning	~~December 2018~~ July 2018 On-Going revised Timescale July 2019	Learning and teaching approaches draw on a wide variety of role models, publications, events – topical and historical	The main CLPL theme last year was Inclusive Teaching Practice.

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5.4 Access to student support services is monitored to ensure that these are accessed and accessible to all students	Head of Student Support Services	December 2018 On-Going revised timescale July 2019	Monitoring demonstrates that services are accessible and accessed by students and where barriers to access are identified these are addressed by changes to the service offering	All student appointments recorded and monitored for those who have accessed the service (filtered by age, campus, gender as well as context) in order to analyse and look for any areas for improvement or development and address this accordingly.
5.5 Gender equality is specifically included in the curriculum plans produced by each Academic Department with objectives and targets to increase the percentage of minority gender students in the most imbalanced disciplines	Vice Principal Curriculum and Academic Planning	~~December 2018~~ July 2018 On-Going revised timescale July 2019	There is a demonstrable increase in the minority gender share of the most imbalanced disciplines and the percentage targets set are being met. Where they are not being met, remedial action is put in place to address this	Statistics evidence progress. Specific objectives are in place. Target setting is ongoing and reflects regional partnership developments (e.g. STEM strategy) Planned "Men into Childcare" courses running in 18/19. Analysis of gender success included in team evaluations to identify issues that affect gender PIs Promotion of male role models in L&T across faculty, through visiting speakers, and promotional materials.
5.6 Review the processes by which new curricula and course development are inclusive by design	Assistant Principal – Quality and Curriculum Partnerships	December 2017	The processes related to development of the curricula considers equality and diversity issues at the outset and this is an essential part of approval, taking full consideration of transition related issues and additional support needs.	The approval procedure includes full consideration of Equality & Diversity. Statistical reporting at course level focuses on specific categories / student groupings and informs action planning in relation to revision of course design and delivery as appropriate

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5.7	Review the Learning and Teaching Programme Review (LTPR) process to ensure that equality and diversity issues are core in programme delivery and increase opportunities for sharing good practice	Assistant Principal – Quality and Curriculum Partnerships	~~December 2017~~ July 2018 Partial completion revised timescale July 2019	The LTPR includes equality and diversity as a core consideration and this is captured at that level. The process is designed to ensure that information on good practice is shared within and across teams and this can be evidenced through changing practice	The new e4e evaluation tool takes full cognisance of gender based data now available to staff to allow for further action planning based on evidence
5.8	Increase the proportion of credits delivered to learners from the 10% most deprived (SIMD) deprived postcode areas by 3%	Vice Principal – Curriculum and Academic Planning	July 2018 Revised timescale July 2019	The data from the baseline measurement to the end of the academic year 2017-18 shows a 3% increase	Increase is lower than targeted. Further analysis and remedial action are required Faculty of Engineering offers Increased credits in Stenton and Levenmouth campuses which have a high proportion of deprived (SIMD) postcode areas. This involved additional Fabrication and Welding and Mathematics programmes. **CSSE** Faculty has a significant presence at Levenmouth Campus, and delivers both FT FE and SCP programmes. Effective targeting of secondary schools in SIMD areas, using practical workshops used to increase recruitment from these areas Increased credits offered in Levenmouth campus for Culinary Arts and Retail Programmes.
5.9	Decrease the proportion of learners from secondary school who are heading for a negative destination by 3% through a bespoke intervention model developed with CPP partners	Assistant Principal – Quality and Curriculum Partnerships	July 2018 Revised timescale July 2019	The data from the baseline measurement to the end of the academic year 2017-18 shows a 3% decrease	Full data is not available as yet

EQUALITY OUTCOME SIX

The College is engaged with the community and employers to increase awareness of equality and diversity within Fife region. This Equality Outcome supports:

- Scottish Funding Council's Regional Outcome Agreement of *A developed workforce;*
- Colleges' Equality and Diversity Policy of *Encouraging and promoting good relations*; and
- General Duties in the Equality Act 2010 of *eliminating unlawful discrimination, Advance equality of opportunity and Foster good relations*.

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6.1	Grow the College's SDS Modern Apprenticeship contract by 5% (18 places) including a focus on adding new frameworks aligned to the region's business needs as described in the Fife Workforce Modelling Report and the National Skills Investment Plans for example ICT	Vice Principal – Curriculum and Academic Planning	July 2018 Revised timescale July 2019	Modern Apprenticeships growth is achieved supporting those people who have been out of employment or who have found access to employment difficult, including within specific industries where people from certain protected characteristics are underrepresented	New MA frameworks are on offer 16 FA in Engineering in 2017-2018 and look to recruit 32 in 2018-2019, including increased female participation Despite bidding for an increase in Social Services and Healthcare MA places the College only has 8 places in 18/19 (14 – 17/18) Request to support MA Healthcare Clinical delivery in development Food and Drink MAs added to portfolio and recruited in this key sector.
6.2	Review the Fife Regional STEM Strategy in conjunction with the CPP groups, taking cognisance of DYW, regional and national STEM priorities. This will include addressing gender imbalance in some STEM subjects through earlier engagement with schools and further development of a College and employer led curriculum delivery such as Girls in Energy with SHELL and four Fife secondary schools	Vice Principal – Curriculum and Academic Planning	July 2018 Partial completion / revised timescale July 2019	The STEM Strategy for Fife has been reviewed. There is a positive change in the gender imbalance in the identified STEM subjects and there is evidence that the curriculum delivery has developed through project working with schools and businesses	The revised FIFE College STEM strategy has been adopted as the regional strategy, KPIs will be agreed in 2018/19, including targets for schools and College departments The Creative Industries Faculty actively promotes all STEM/STEAM curriculum areas in schools through project working with schools and businesses. The Faculty of Built Environment, Science and Sport deliver DEC courses DEC to S3/S4 pupils run and Crystal Growing competitions for P6 &P7 pupils

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6.3	Develop and promote entrepreneurial sills, mind sets and behaviours as essential skills within all substantive curriculum provision	Vice Principal Curriculum and Academic Planning	~~December 2018~~ July 2018 Completed	Students leave the College with a set of skills that enable them to take forward their learning and ideas into business and to do so in ways that are inclusive. This would be evidenced by utilising data on destination data following graduation	College Enterprise Strategy has been produced. Pilot activity has taken place with further roll out planned for 2018.19 e.g. In Faculty of Engineering All programmes offer Employability and Enterprise curriculum plus additional support such as the development of the T-Shaped Technologist. In Care Faculty Enterprise unit included in most FE courses Development and introduction of study skills /reflective units in most courses designed to encouraged growth of flexible mind sets
6.4	Investigate the reduction in full-time STEM activity at SCQF Levels 4-6, for both males and females, identifying actions to increase STEM Activity at these levels.	Vice Principal Curriculum and Academic Planning	~~December 2018~~ July 2018 on-going revised timescale July 2019	Increase both Male and Female full-time student enrolments in STEM Activity.	Statistical evidence and STEM strategy information is now available
6.5	Increase the proportion of credits delivered to learners through school / college shared curriculum	Vice Principal Curriculum and Academic Planning	July 2018 Partial completion / revised timescale July 2019	There is an increase in the proportion of credits to learners in schools which is evidenced through the data available and that young people have fair access to opportunities for employment	STEM numbers have increased with an increase of female learners accessing activities. A new "Men into Care" programme (national programme) has been introduced for 2018/19 SCP offer reviewed for 18/19 Workshops in healthcare, social care and childcare in development with SCP team
6.6	Play a central role in the delivery of Developing the Young Workforce (DYW) outcomes as a core member of the regional DYW Group	Head of Department - Curriculum Partnership and Supported Learning	July 2018 On-Going revised timescale July 2019	The College supports the DYW outcomes within the region including in relation to equality and diversity	Partnership work focuses on specific aspects e.g. development of the FA offering
6.7	Contribute to the development of a Fife-wide employability hub that will be focused on identifying and progressing those furthest from the workplace and those that for part of	Assistant Principal – Quality and Curriculum Partnerships	July 2018 In progress revised timescale July 2019	There is an increase in participation rates which increases from the baseline and which is aiming to at least be in line with the national average for participation	Partnership with West Fife Enterprise has increased and modified provision offered to learners who are furthest from the workplace Further partnership work continues to develop in Community Engagement

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	Fife's recent participation rates which are lower than the national average				

EQUALITY OUTCOME SEVEN

Leadership of the College is supported with sufficient resources to ensure the mainstreaming of equality outcomes. This Equality Outcome supports:

- Scottish Funding Council's Regional Outcome Agreement of *Sustainable institutions;*
- Colleges' Equality and Diversity Policy of *Welcoming difference between each person and valuing the contribution that they make to the cultural and social well-being of the College's working and learning environment*; and
- General Duties in the Equality Act 2010 of *Advance equality of opportunity and Foster good relations*.

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7.1	Review the governance, management and consultation structures to ensure that responsibility for equality and diversity is clear and transparent	Vice Principal Organisational Development and Change	~~July 2017~~ September 2017 revised timescale January 2019	The structures for equality and diversity consideration are clear to members of staff and students with clear lines of responsibility and resources attached	The structure to support equality and diversity are kept under review to ensure there are clear lines of responsibility.