



Equality Mainstreaming Report

April 2017

Success for Fife College at the Fife Business Diversity Awards

12 December 2016

Fife College is delighted to have won an award at the Fife Business Diversity Awards 2016 as a result of the continued support they have provided for staff member, Jacqueline Boyle.



Fiona Craig, Curriculum Manager for Hairdressing at Fife College with Jacqueline Boyle, Laundry Assistant and Jim Leishman, Fife's Provost

The College was awarded with a Certificate of Achievement in the Health & Disabilities Employer category at the prestigious award ceremony thanks to their on-going support to laundry assistant Jacqueline, who has autism.

The award ceremony, which was hosted by Opportunities Fife Partnership, was held at The Bay Hotel in Burntisland on Friday 9th December 2016 and saw a range of organisations from across Fife come together to celebrate diversity and equality in the workplace.

Jacqueline transferred from the former Cupar Campus to the St Brycedale Campus last summer and thanks to the help and support from her colleagues, she has adapted well to her new surroundings and has proved to be a great asset to the department and the College as a whole.

Jacqueline is thrilled to have played such a major role in the College winning this award and is excited to progress in her role within the hair and beauty department. Said Jacqueline: "I am really grateful for all the support I have received from my friends and colleagues at the College, particularly the hair and beauty department. I enjoy my role and feel what I am doing really benefits both the staff and students."

Curriculum Manager for Hairdressing at Fife College, Fiona Craig is delighted that the College has won the award and is proud to see the College getting the recognition it deserves. Fiona said: "I am so excited and proud of everyone at the College who has made winning this award possible. I am even more proud of how far Jacqueline has come since transferring campus in the summer. Her personal and social development has been immense and it really does show that with the right support you can make a difference."

Alison Boyle, Jacqueline's mother is extremely pleased and would like to express her gratitude to the hair and beauty department at Fife College for making Jacqueline feel so welcome at the new campus and for supporting her to feel more comfortable at work. Said Alison: "Jacqueline is very well supported in her role and thoroughly enjoys being part of the hair and beauty team. The job has completely changed her quality of life and she has proved to be a great asset to the team by ensuring the laundry is always carried out to a high standard."

The Fife Business Diversity Awards 2016 recognises the success of businesses and individuals in Fife who excel in promoting the employment of people who may be disadvantaged in the workplace due to personal issues, disability or health conditions or a lack of skills.

Energise Fife

Fife College, in conjunction with Fife Council Education and Children's Services, have developed a sector leading project called "Energise Fife" which aims to change the educational landscape by matching the key industries for Fife to future workforce requirements. The project commenced in September 2015 with the ambition of being able to develop an integrated,



high-quality workbased educational pathway from the senior phase of secondary school to college which also takes consideration of key local and national priorities.

A series of employer led consultation events have been running since September 2015. To date these have covered the following sectors; Engineering, ICT and Digital Media, Food and Drink, Care and Health and Enterprise. These events have gathered feedback and suggestions from a variety of stakeholders including pupils, teachers, guidance staff, lecturers, other local authority partners, and employer representatives. A set of common themes have emerged from the events and will form the basis of an enhanced school-college curriculum from 2016/17 onwards.

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I am delighted to present Fife College's second equality mainstreaming report as the Chair of the Health and Safety and Human Resources Committee of the Board of Governors.

I welcome the opportunity to report on the College's commitment to equality and diversity and how the Staff Survey has helped to shape the development of a Respectful College which sets the standards and Respect behaviours to support the College in meeting the general duty described in the Equality Act 2010. The aim of the Respectful College is to create one community across all the departments and campuses of the College for both staff and students and to:

- Help support good working relationships in an between teams;
- Enhance open and honest communication;
- Minimise conflict and enable any conflict that does arise to be quickly resolved without damaging relationships;
- Foster physical and mental wellbeing;
- Ensure decisions are owned by those making them and that people are accountable for what they do and how they do it;
- Embrace diversity and value difference; and
- Facilitate a culture of fairness which has due regard for each person.

This report highlights the excellent work that has been done in the past two years including:

- Introduction of self service for members of staff and its positive impact on the number of staff who declare across all protected characteristics;
- Staff Survey with a response rate of 61% and the subsequent confirmation of a zero tolerance approach to bullying and harassment as well as the development of a Respectful College;
- Adoption of a Learning and Teaching Strategy with its aim of developing independent learners equipped with the skills for learning, life and work and ready to progress; and
- Updating of the estate, including a new campus at Levenmouth, which has created more accessible learning services and working and learning environments.

The College has decided to continue with its current equality outcomes with a revised action plan to achieve these and to detail their impact. This will enable the College to focus on activities to make a real difference to those who already work and study here as well as to those who will do so in the future. It will also enable the College to ensure it better performs against the general duty in the Equality Act 2010. The key actions detailed in appendix two of this report are:

- Increase the percentage of students who declare across all the protected characteristics;
- Develop the student reporting side to enable analysis of student progression and attainment;

- Inclusion of gender equality in curriculum plans with objectives and targets to increase the percentage of minority gender students in the most unbalanced disciplines; and
- Organise a programme of CPD for staff to increase their awareness and understanding of equality and diversity issues including unconscious bias.

Whilst I know there is much to do, I remain proud of what Fife College has achieved and what it will achieve as we move forward.

I am looking forward to receiving the regular progress reports at the Health and Safety and Human Resources Committee and to be involved in supporting equality and diversity at the College.

I would like to express special thanks to the staff, managers, Trade Unions and the Senior Management Team for the excellent work they are doing.

I continue to believe that Fife College is and will carry on changing the lives of people in Fife.



Violeta Ilendo

1.0 Introduction

This equality mainstreaming report is the second for Fife College and it describes the progress of the College towards mainstreaming the general duties of the Equality Act 2010.

The general duty requires public authorities, of which Fife College is one, in the exercise of their functions, to have due regard to the need to:

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

The duty covers the protected characteristics of age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation. It also covers marriage and civil partnership with regard to eliminating unlawful discrimination in employment.

Fife College welcomes the opportunity to report on its commitment to equality and diversity, to describe the work already undertaken and how this will be developed further to enable the College to live up to the principles within its Equality and Diversity Policy of:

- Treating people with respect;
- Encouraging, maintaining and promoting good relations;
- Applying policies, procedures and processes fairly and with due regard to every individual;
- Welcoming the differences between each person and value the contribution that they make to the cultural and social wellbeing of the College's working and learning environment.

These principles have been augmented by the introduction of the Respectful College and Organisational Development themes including Respect, Professionalism and Wellbeing which result from the findings of the first Fife College Staff Survey which had a 61% response. The Respect theme sets the expected behaviours in terms of Respect for Self, Others, Difference and College.

A Respectful College, within the context of Fife College, will:

- Help support good working relationships in and between teams;
- Enhance open and honest communication;
- Minimise conflict and enable any conflict that does arise to be quickly resolved without damaging relationships;
- Foster physical and mental wellbeing;
- Ensure decisions are owned by those making them and that people are accountable for what they do and how they do it;

- Embrace diversity and value difference; and
- Facilitate a culture of fairness which has due regard for each person.

These standards and the Respect behaviours will be the cornerstone of actions and interventions that will support Fife College meeting the requirements of the general duty and the creation of one community across all the departments and campuses of the College for both staff and students.

2.0 Context: Organisation and Region

Fife College supports 19,830 learners, has a commercial client base of £7.3million and a total turnover of £43.5million, of which 72% of funding is from the Scottish Funding Council as detailed in the Regional Outcome Agreement for the academic years 2017-2020.

Since the last equality mainstreaming report, the College has reduced the number of campuses it has as part of rationalising the estate whilst maintaining further education provision in the Fife Region. The College now has campuses in Halbeath (Dunfermline), Levenmouth, St Brycedale (Kirkcaldy), Stenton (Glenrothes) and Rosyth as well as a number of local learning centres.

The College has seven curriculum departments, eight support functions and a commercial arm. As at the end of the academic year 2015-16, there was a total of 977 staff which equated to a Full Time Equivalent (FTE) complement of 796.82. This is a decrease from the last equality mainstreaming report when there was 1,143 staff with an FTE of 823.32 as at the end of the academic year 2013-14. This is a difference of 166 staff or 14.5% as a headcount and 26.5 or 3% FTE.

Student figures at the end of academic year 2015-2016 show Fife College totals were 14,988 enrolled, 930 withdrew, with 14,058 remaining for the duration of their courses.

Fife is Scotland's third largest authority and has a 6.9% share of Scotland's population and data zones. It has a varied socio-economic profile which reflects that of Scotland.

As detailed in a Regional Skill Assessment report published in January 2016, Fife's business base has continued to grow but at a modest rate and far lower than nationally. The largest sectors are professional, scientific and technical, retail and construction. Professional, scientific and technical businesses accounted for 14% of all businesses in 2014, marginally lower than the Scotland proportion, but higher than the 13% in 2013. As with Scotland, retail and construction are the next two sectors with the largest number of businesses. Fife's business base profile mirrors that for Scotland, with the exception of fewer agricultural, forestry and fishing businesses.

3.0 Vision and Values

Fife College has refreshed both its Vision and Values as a result of the outcome of the Staff Survey and members of staff were consulted on what these Vision and Values would be. The new Vision is:

To Inspire and Empower

To realise this Vision, Fife College has developed revised Values which recognise the importance of colleagues, customers, partners and communities in sharing these Values. The Values are embedded into the Organisational Development themes of Respect, Professionalism and Health and Wellbeing:

Achievement - Encouraging, recognising and celebrating success and excellence in all that we do.

Social Responsibility - Acting in the best interests of the College community financially, socially and sustainably.

Enterprise - Actively supporting enterprise, creativity and open-mindedness. In our staff through continuous professional development, shared practice and empowerment. In our students through curriculum design and targeted information, advice and support, ensuring we are responsive to the needs of our students throughout their journey.

Inclusiveness - Building and sustaining relationships with the diverse communities we serve providing a safe and welcoming place in which to learn and work.

Integrity - Acting with honesty and fairness in our relationships with each other, students and partners making principled and transparent decisions which are mutually beneficial.

Trust and Mutual Respect - Treating others with dignity and sensitivity to enable open communication and appreciation of other's choices and opinions.

These values are embedded into the Organisational Development Themes of Respect; Professionalism and Wellbeing

4.0 Leadership and Direction of Equality Mainstreaming

Fife College is led by a Senior Management Team (SMT) under the strategic direction of the Board of Governors. Oversight of equality and diversity is mainly through reporting to the Health and Safety and Human Resources Committee of the Board and relevant reports at Board meetings as required. This enables the Board to assure itself that equality and diversity is being embedded into the work culture and learning environment.

Each member of SMT has a specific remit they are responsible for and includes ensuring the values of Fife College and the principles within the Equality and Diversity Policy are realised. There are two members of SMT with a specific remit for equality and diversity, the Vice Principal with responsibility for the Curriculum and the Vice Principal with responsibility for Human Resources.

The Vice Principal with responsibility for the Curriculum realises the values and equality and diversity principles through the Learning and Teaching Committee. The Committee has members from across the learning and teaching services as well as representation from the Fife College Students Association. The remit of the Committee is to oversee the implementation of the Learning and Teaching Strategy launched in August 2016. Of particular relevance to this report is the principle of:

widening participation and equality which commits that students will experience equitable practice that meets and exceeds their needs and expectations and advances their understanding of equality, diversity and inclusion.

The Vice Principal with responsibility for Human Resources has oversight of equality and diversity both from an access perspective with responsibility for the current estates and also the staff of the College. This activity is supported by the Equality and Diversity Strategy Group, an overarching Group with membership from the staff and Fife College Students' Association. The agendas have a number of standing items which includes oversight of equality impact assessments, review of the College Action Plan and staff and student statistical reports.

5.0 Equality Mainstreaming in Practice

Fife College has seven outcomes which were formulated with reference to the Scottish Funding Council's requirements for Regional Outcome Agreements, the general duties of the Equality Act 2010 and the principles contained with the College's own Equality and Diversity Policy. The seven outcomes are:

1. Policies, procedures and processes have a positive impact and improve the experiences of staff and students;
2. 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;
3. 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;
4. Staff and students benefit from an estates and learning environment being accessible and supportive;
5. Provision of learning and services in the College are accessible, free from prejudice and stereotyping, positively promoting equality and diversity;
6. The College is engaged with the community and employers to increase awareness of equality and diversity within the Fife region; and
7. Leadership of the College is supported with sufficient resources to ensure the mainstreaming of equality outcomes.

Overall, the College has made significant progress against the equality outcomes as evidenced by the achievement of the actions and their impact between the period April 2015 and March 2017 as detailed in Appendix One. The highlights, in no particular order, are the:

- Introduction of self service for members of staff and its positive impact on the number of staff who declare across all protected characteristics;
- Staff Survey with a response rate of 61% and the subsequent confirmation of a zero tolerance approach to bullying and harassment as well as the development of a Respectful College;

- Adoption of a Learning and Teaching Strategy with its aim of developing independent learners equipped with the skills for learning, life and work and ready to progress; and
- Updating of the estate, including a new campus at Levenmouth, which has created more accessible learning services and working and learning environments.

The areas where progress has been more limited is in equality outcome one where further development work is required around equality impact assessments, HR metrics and student information. Similarly, for equality outcome six, more activity is required which can be evidenced as having an impact on the College and the wider Fife community. As a result of this, the College has decided to retain the equality outcomes in their current form to allow more time to ensure that each of the seven outcomes have been fully realised and support the College to better perform the general duty. There is however a new set of actions under each equality outcome for the period April 2017 to March 2019 detailed in Appendix Two to be taken forward in the period April 2017 to March 2019. The key actions are to:

- Increase the percentage of students who declare across all the protected characteristics;
- Develop the student reporting side to enable analysis of student progression and attainment;
- Inclusion of gender equality in curriculum plans with objectives and targets to increase the percentage of minority gender students in the most unbalanced disciplines; and
- Organise a programme of CPD for staff to increase their awareness and understanding of equality and diversity issues including for unconscious bias.

Staff Kick-off New Term with Learning and Teaching Event



Hugh Logan, Principal with guest speaker David Price and Anne Giblen, Head of Department – Learning, Teaching and Quality Enhancement.



The first ovation lunch was held in February 2017, this is to recognise individuals or teams who have made an outstanding contribution or who have gone the extra mile to support others in the College.

August 2016 – Saw the launch of the Learning and Teaching Strategy

Young Epilepsy

The college is delighted to have achieved Epilepsy Friendly status by national charity Young Epilepsy due to their on-going improvements with supporting students living with the condition. Karen Mitchell, Michelle Sweeney and Dawn Clark from the College's EDI team have recently completed training which allows the organisation to be recognised as 'Epilepsy Friendly'. The programme run by Young Epilepsy provides free training and resources for colleges and universities across the UK.

For more information on the programme you can visit [YoungEpilepsy](#) or contact Karen, Michelle or Dawn from the EDI team.



Dawn Clark, Michelle Sweeney, Gabbi Penfold and Karen Mitchell

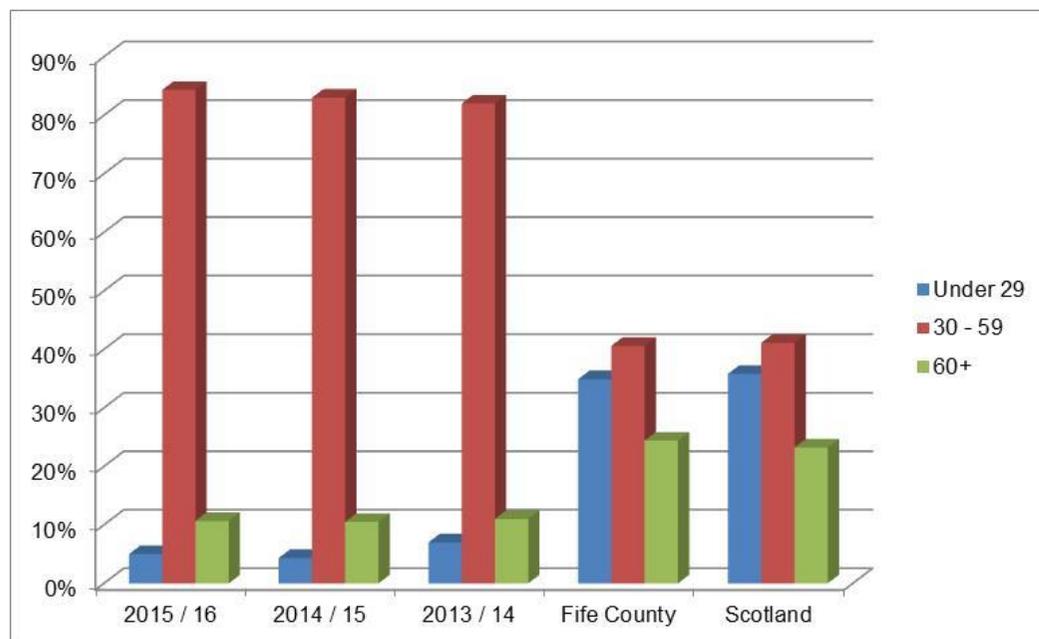
6.0 Staff Profile

The staff profile, as at the end of the academic year 2015-16, is detailed below for the relevant protected characteristics against the baseline dataset that was included in the first Equality Mainstreaming report. This dataset was as at the end of the academic year 2013-14. If comparison is not possible, this is reported against the protected characteristic.

6.1 Age

The majority of staff within Fife College are in the age bracket of '30 – 59' and the baseline dataset was 82% of total staff compared to 84% at the end of the 2015-16 academic year. For completeness, 7% of staff were aged 'under 29' at the baseline which decreased to 5% in 2015-16 and a constant 11% were aged '60+'. There has then been very little movement in the staff age profile between the equality mainstreaming reports. In making a comparison between Fife as a county and Scotland, Chart One, it can be seen that the College has a different profile to that of either. It is possible that the age imbalance may be improved upon as a result of the finding in Section 7.1 of this report which finds a consistent improvement from the baseline for academic vacancies to be filled by those aged 'under 29'. This will be monitored to determine if the number of staff aged 'under 29' is increasing as a result of recruitment activity or not, equality outcome two, action 15.

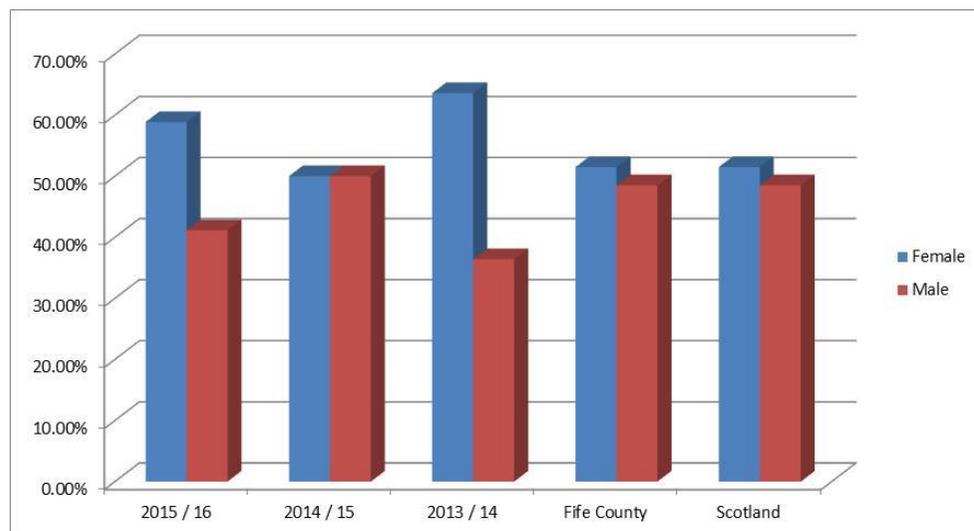
Chart One – Age Profile



6.2 Gender

The gender profile of Fife College at the baseline was 64:36, female: male and by the end of the academic year 2015-16 this was 59:31. There has been a decrease in the number of females between the two reports however this has corresponded with a decrease in the number of staff overall. This decrease reflects the number of staff leaving the College in the academic year 2015-16, where 120 females left the organisation as opposed to 70 males. The main reason for females leaving the College was resignation at 42 compared to 18 males leaving for this reason. Conversely, the main reason for males leaving the college was end of contract at 29 compared to 23 females. There will be a review of the resignation rates to determine if action is required to address this, equality outcome two, action nine.

Chart Two – Gender Profile



6.3 Disability

Fife College baseline data has 5% of staff declaring a disability and this has slightly reduced to 4% in 2015-16. If this is compared to data from the Office for Disability Issues which estimates a disability prevalence of around one million people in Scotland in 2011, the year of the last census and a population of 5,295,403 this would give a percentage of the number of people who might have a disability at just under 19%. Whilst this percentage figure should be treated with caution, it highlights that despite a recent Data Validation exercise, there may still be significant underreporting of disability or that the College is not recruiting people with disabilities.

The College has produced a leaflet to explain the importance of declaring protected characteristics and what they are used for. It is hoped that dissemination of this, alongside the development of the Respectful College will encourage more staff to make such declarations. The College has also been asking applicants who apply for posts and who subsequently withdraw to provide feedback on the process to identify if there are any improvements that can be made to the process to encourage more

applicants to declare protected characteristics. This monitoring of reasons why people withdraw from the recruitment process will continue, equality outcome two, action 13, with action taken to address any patterns or issues identified.

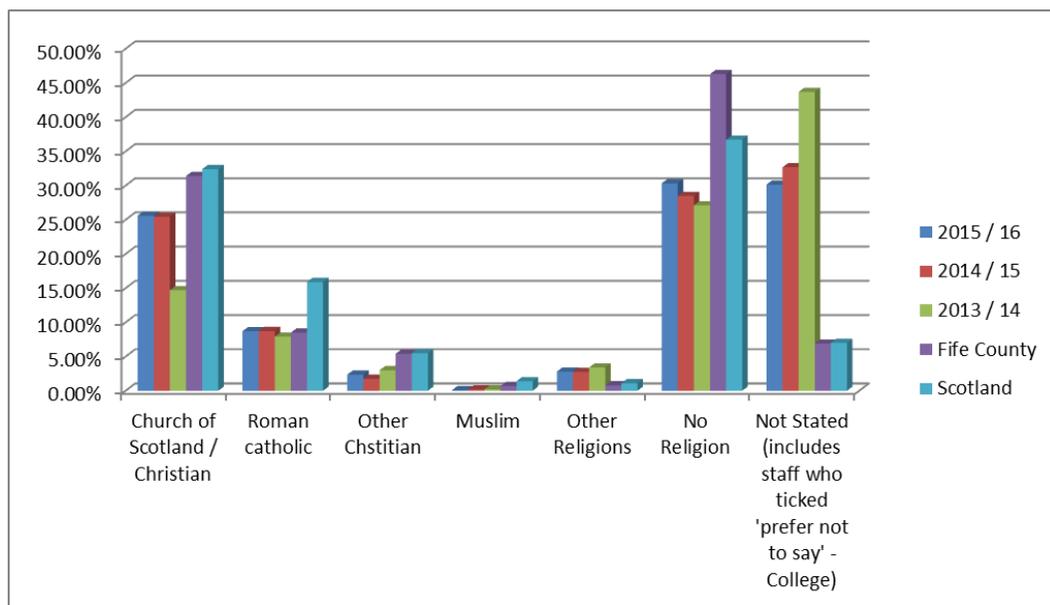
6.4 Race / Ethnicity

The Fife College baseline was 95% of staff with a race or ethnicity declared as White and at the end of 2015-16 this was 97%. This variance may be due to the Data Validation Exercise where the number of staff not declaring a race or ethnicity or have indicated they would prefer not to say is now 2.6%.

6.5 Religion / Belief

The baseline dataset had a high number of staff who preferred not to say or did not declare a religion or belief at 43.7%. This now stands at 7% as a result of the Data Validation Exercise. There remains a high percentage of staff who declare 'No religion' as can be seen in Chart Three however this is not as high a percentage as for Fife County or Scotland. Action will be taken to support more staff to declare their religion or belief, equality outcome two, action 7.

Chart Three – Religion / Belief Profile



6.6 Sexual Orientation

The baseline dataset has 3% of staff who declare themselves lesbian, gay, bisexual or other and at the end of the academic year 2015-16, the percentage was the same. There remains a high percentage of staff who either do not make a declaration or indicate that they 'prefer not to say'. Action will be taken to support more staff to declare their sexual orientation, equality outcome two, action 7.

7.0 Baseline Staff Recruitment Data

The following analyses the recruitment and selection data in the academic year 2015-16 and compares this to the baseline dataset. There is no data collected on religion or belief, gender reassignment, pregnancy or marital status. The analysis will be affected by the managing organisational change process to create a new organisational structure for Fife College following merger where some posts were advertised externally and therefore may not reflect a true picture of recruitment activity as we move to the next reporting period.

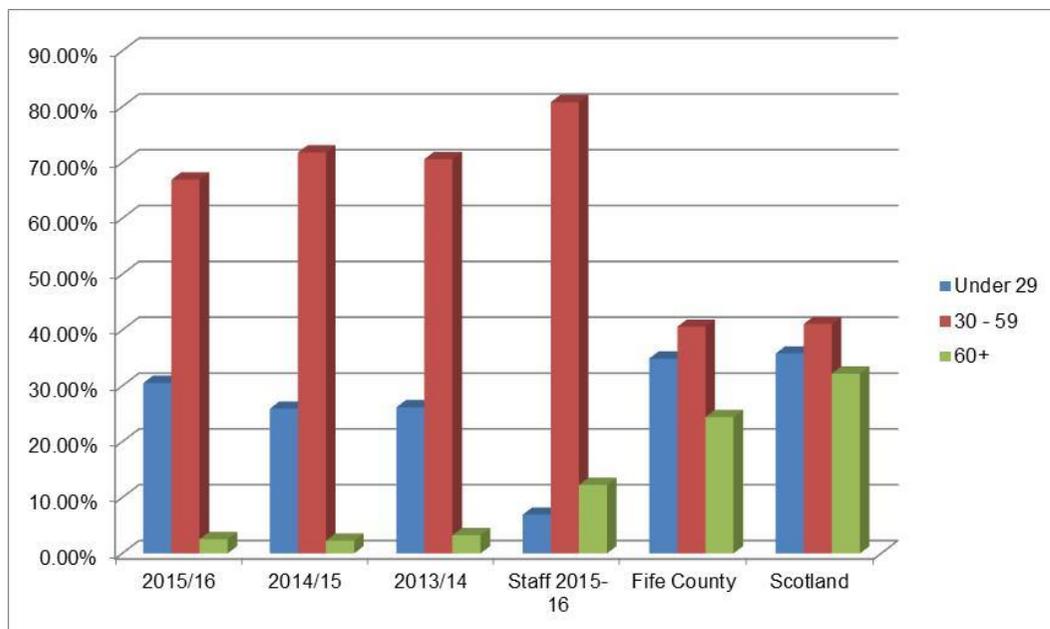
As part of the context to the data analysis, the highest percentage of applications were for support posts at 71% an increase from the baseline of 63%, followed by academic roles at 23%, a decrease from the baseline of 26% and 6% for management posts, again a decrease from the baseline of 11%. The largest number of vacancies externally advertised by group was support followed by academic and then management which differs from the baseline data when the number of vacancies advertised, highest to lowest, was academic, support and management.

7.1 Age

The College received the largest percentage of interest across the recruitment stages in the age range '30 – 59' and this reflects the pattern seen in the academic years 2013-14, the baseline and 2014-15, Chart Four. The profile of applications does differ from the staff of Fife College and is substantially different from the profile of the county and Scotland as a whole.

Looking at the data in terms of the prospect of a successful application by age, there is no consistent and clear pattern identified for management and support posts however there has been a consistent improvement from the baseline for academic posts being offered to applicants in the age range 'under 29'. The reason for this is not known however, should the trend continue, there may be a subsequent improvement in the number of staff in that age range, equality outcome two, action 15.

Chart Four Applications by Age



7.2 Gender

The majority of interest in posts is from females at 69% which is an increase from the baseline of 66%. The staff profile has shown a decrease in the number of females from the baseline to 59% at the end of the 2015/16 academic year and therefore the profile of applicants is different from that of staff. It also differs substantially from that found in Fife County and Scotland which has a more even gender balance with a slight bias towards females at just over 51.5%. There is an improvement in each year of the prospect of being offered a post if you are female within the academic and support posts advertised and this is not so clearly identifiable for male applicants. This will be monitored to determine if there is a clear trend towards more female than male applicants being successful and if so, to investigate the reasons for this and to determine any appropriate action to redress this, equality outcome two, action 16.

7.3 Disability

The majority of applicants do not declare a disability and it is not known whether the College is attracting applicants with a disability who do not declare or not. The College looked at the stages of recruitment for those who declare a disability for the baseline dataset and whilst the numbers were small, there appeared to be a high withdrawal rate and this appears to be a continuing pattern. As a result, all applicants who withdraw an application are being asked to participate in a survey seeking

the reason for the withdrawal. Early indications from analysis of the responses received so far have not highlighted any issues however where they do, action will be taken with a specific emphasis on reasons related to disability, equality outcome two, action 13.

7.4 Race / Ethnicity

The College received fifty nine applications from people with BME backgrounds which is just over 4% of total applications and is similar to the baseline of sixty six and 4%. This compares favourably to the BME staff profile which is 3%, Fife County at 2.4% and for Scotland as a whole at 4%.

7.5 Sexual Orientation

The numbers of applicants who declare as lesbian, gay, bisexual or other remains low as it did with the baseline dataset and as such there is no meaningful analysis that can be undertaken. The College will continue to monitor this protected characteristic.

8.0 Board Profile

The Board of Fife College consists of independent or non-executive members, members of staff, one of whom is the Principal, and students. The membership of the Board is detailed in legislation and in ministerial guidance on public appointments and allows for between 15 and 18 Board Members. At the end of March 2017, the Board had 18 members.

The majority of Board members were in the age range '30 – 59' at 66% and this is a decrease from the baseline in 2013/14 at 72%. This is lower than seen in the staff profile however the percentage of the Board who are aged '60+' is higher than the staff profile consistent with the baseline dataset. The age profile of the Board is inconsistent with that seen in Fife County or Scotland.

In relation to gender, the composition of the Board is the opposite of that found in the College with the majority of members recorded as male at 61% which is a decrease from the baseline where membership was 72%. Expressing this as numbers, in the first Equality Mainstreaming Report, it was reported that the gender balance in numbers was 6:11, female to male and this now stands at 6:12. The College intends to match the ministerial guidance on public appointments and have a male and female representation of at least 40% of members and the current percentage representation is 42:58, female to male, excluding the Regional Chair and staff and student members. The overall gender profile of the Board is inconsistent with that seen in Fife County or Scotland.

In relation to race / ethnicity, the Board has no representation from BME backgrounds and this was the same as at the baseline.

There is one declaration of a disability. In terms of religion or belief, 33% of members declared they were 'Christian' including 'Church of Scotland' which is in line with that seen in Fife County and Scotland however is higher than seen in the staff profile at 28% at the end of the academic year 2015/16 and at the baseline. In relation to religions categorised as 'Other', the membership is at 17% and this is higher than in the staff profile as well as Fife County and Scotland. The members whose religion is

declared as 'No Religion' is 22% and this is lower than in the staff profile as well as Fife County and Scotland. The members who did not specify a religion is 28% which is consistent with the staff profile, both of which are higher than for Fife County or Scotland.

The majority of the Board declared their sexual orientation as 'heterosexual'.

In terms of recruiting a balanced Board with representation from all protected characteristics, gender balance has been the immediate priority with advertising to specific networking groups and by offering to pay for childcare while members attend interview and / or meetings. To maximise the range of applications received, the Board has strengthened the positive statement to welcome applications from all underrepresented groups in its vacancy advertisements. The Board has also more clearly defined the role of a Board member and has amended selection criteria and interview questions to ensure that individuals from under-represented groups are given every opportunity to be successful in the process. Moving forward, the Board will consider which other protected characteristics should reasonably be reached out to and could consider using other specific networking groups for advertising. It will also consider good practice within and outwith the sector. Appropriate briefings and development opportunities will also be considered for those Board members actively involved in the recruitment process.

9.0 Staff Gender Pay Gap

The first equality mainstreaming report dated April 2015 indicated a gender pay gap of -15.49% based on the percentage between the average hourly rate of pay between females and males. This was an indicative gender pay gap whilst the College was managing organisational change to create a new structure with new posts and also whilst it was negotiating change to the grading structure as part of harmonisation of the terms and conditions following merger.

In June 2016, a gender pay audit was conducted specific to that date. The analysis excluded members of staff whose salaries were conserved to avoid affecting the overall equal pay difference. The overall gender pay gap at that date was -2.07%. This occurs as a result of the difference between the average hourly rate of pay between females and males in the Senior Management Team (SMT) and also there being no males in the lower points of support grades B, E, G and the Offender Learning Lecturer Grade.

The College has a significantly lower pay gap from that of Scotland as a whole. Official statistics from the Office for National Statistics report the gender pay gap in Scotland in 2015 for full-time workers equates to 7.3% with the overall pay gap being 16.8% for all workers.

Table One – Overall Gender Pay Gap

Female			Male			Mean Difference (£)	Median Difference (£)	Mean Difference (%)	Median Difference (%)
Average Salary	Mean Hourly Rate	Median Hourly Rate	Average Salary	Mean Hourly Rate	Median Hourly Rate				
£35,010.17	£19.24	£19.24	£35,733.89	£19.63	£19.63	-£0.40	-£0.40	-2.07%	-2.07%

10.0 Staff Occupational Segregation by Gender

Vertical Segregation - refers to the levels at which individuals with certain characteristics are clustered. In April 2015, it was reported that females dominated the personal contract and support grades with a more even balance between females and males in the academic grade and more males than females in SMT. In December 2016, a review was carried out of vertical occupational segregation which reveals that females continue to dominate in management and support grades however in the academic grade there are more males than females.

Reviewing the vertical segregation by gender, females dominate the first three support grades (Grades A – C), again in Grades F – G, in academic and management grades with males most dominant in Grade E.

Horizontal Segregation - refers to the types of jobs in which workers with certain characteristics are clustered. Fife College has a number of different functions within the organisation and it would be a recommendation to further split these functions down creating a more detailed analysis of horizontal segregation within the College.

The highest split between females and males comes from the Support, Academic and Management functions with 66.95%, 57.26% and 60.60% of females and 33.04%, 42.73% and 39.39% of males respectively. This is however reversed within the Head of Department function where there are slightly more males than females at 54.54% and 45.45% respectively. Within the Senior Management Team function, there are slightly more females and males with 57.14% and 42.85% respectively. Overall, the gender split between females and males is 61.79% and 38.20% respectively.

11.0 Staff Disability Pay Gap

There is no overall pay gap for members of staff who have declared a disability and they earn slightly more when compared to those members of staff who have made no such declaration as seen in Table Two below, data as at January 2017. Further work is required to consider in more detail this pay differential, equality outcome two, action 10.

Table Two – Overall Disability Pay Gap

Declared Disability			No Declared Disability			Mean Difference (£)	Median Difference (£)	Mean Difference (%)	Median Difference (%)
Average Salary	Mean Hourly Rate	Median Hourly Rate	Average Salary	Mean Hourly Rate	Median Hourly Rate				
£30,910.96	£16.98	£16.98	£30,462.64	£16.74	£16.74	£0.25	£0.25	1.45%	1.45%

12.0 Staff Occupational Segregation by Disability

Vertical Segregation - As expected, the majority of staff who declare a disability appear in the grade categories that have the majority of staff, the categories of lecturing and associated roles as well as support staff. In reviewing where staff with a declared disability appear within the actual grades, support grade C has 22% of the total

and the lecturing grade 38% with the remaining percentage split between the other grades. There are two grades where there are no staff have declared a disability, the Senior Management Team and support grade H. This data is as at December 2016.

Horizontal Segregation – The Academic and Support functions within the College have the highest percentage of staff who declared a disability at 5.68% and 4.08% respectively and within the function of Head of Department 0.10% of staff declared a disability. No staff within the Manager and Senior Management Team functions have declared a disability. 2.2% of staff has either refused to disclose or have not identified a disability.

The percentage of staff who has declared a disability is low at 5% and this influences the robustness and conclusions that can be drawn from any analysis.

13.0 Staff Race / Ethnicity Pay Gap

The number of staff who declare they are from a BME background is small and this limits the robustness of any data analysis and conclusions that can be drawn from that analysis. That said, there has been pay gap review undertaken in January 2017 which has shown that members of staff who have declared a race / ethnicity of 'White Other' have the highest average salary and hourly rate of all the race / ethnicities declared within the College at £32,007.94 and £17.59 respectively. For members of staff from a 'White' race / ethnicity, the average salary is £30,350.64 and an average hourly rate of £16.68, a pay gap of -5.18% compared to 'White Other'. For members of staff with a BME race / ethnicity, the average salary is £20,087.50, an hourly rate of £11.04 and a pay gap of -37.24% and for those with a race / ethnicity of 'Other', the average salary is £19,745.50, an hourly rate of £10.85 with a pay gap of -38.28%. Further work is required to consider this pay differential in more detail, equality outcome two, action 11.

14.0 Staff Occupational Segregation by Race / Ethnicity

Vertical Segregation - The percentage of staff who have declared they are from a BME background is 3% and this makes meaningful analysis problematic. In reviewing the data in December 2016, the staff who have declared a BME background appear in the grade categories that have the majority of staff, the categories of lecturing and associated roles as well as support staff. In terms of where staff from BME backgrounds are located within the grading structure, they appear in support grades C and D as well as the lecturing grade.

Horizontal Segregation - In terms of where staff from BME backgrounds are located within the functions, they appear within the support and academic functions.

In view of the small numbers of staff within the Occupational Segregation categories of Disability and Race/ Ethnicity both the horizontal and vertical data which can be published is limited, as individual members of staff could otherwise be identified.

15.0 Equal Pay Statement for Staff

Fife College reaffirms the principle that all members of 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:

- Ensure that all pay practice applies equally to all staff and is best practice;
- Communicate pay practice to help members of staff develop understanding of how pay is determined;
- Undertake equal pay audits in accordance with any legal obligations and in any case at least once every two years;
- Provide guidance and support to managers where they make decisions on pay and benefits for staff; and
- Work within the National Bargaining Framework for colleges in Scotland including implementation of any agreed job evaluation scheme.

New STEM Animation Project Takes Off

School - College Partnership Projects

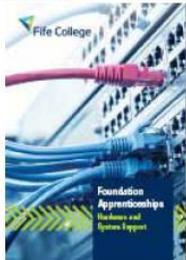


Foundation Apprenticeships

Fife College has been successful in securing funding for an expansion in the Foundation Apprenticeship scheme. From 2016/17 we will offer five Foundation Apprenticeship frameworks; Business Skills, Civil Engineering, Financial Services, Hardware and System Support and Software Development. In total funding for 80 Foundation Apprenticeship places has been secured.

The College has spent the last two years actively leading Scotland in the development of Foundation Apprenticeships, and we are delighted that after all of the hard work of the Engineering team, Marketing, and the Transitions and Future Skills team, we are now about to celebrate the successes of the first Foundation Apprentices in Engineering with a Graduation Ceremony. We expect 32 of the original 43 young people to graduate with the full suite of units on the Foundation Apprentice Programme, and of those who left before completion, several did so because of a progression to work or a Modern Apprenticeship.

Employers, school partners and SDS are delighted at the success of the students, and we are especially delighted with the support received from the three schools and a tight knit group of employers involved so far. Our current, much larger, first year group are about to move into their second year, and we are actively recruiting new starts for 2016-18. All going well, our framework might find a place in other Scottish colleges. One of the definite national outcomes of this model is the Industry Challenge Project, established and piloted here and now available in many other Scottish Colleges.



Transitions and Future Skills Team

On hand to implement and support the DYW activity are the Transitions and Future Skills team. The team, led by Curriculum Manager Freida Loughlan, is the key contact between Schools and the College and supports all departments in the co-ordination of any new DYW activity. More recently Jan Hamilton has been seconded to the new post of DYW Advisor, which will allow Fife College to work with our school partners in further developing our DYW activities.

Developing the Young Workforce (DYW) Update

Developing the Young Workforce is now in year two of its implementation and although most of us know the general thinking behind its purpose, what does this actually look like for the curriculum offering at Fife College?

A number of initiatives have been running over the course of the last academic session, some of which you will no doubt be aware of, but here is a summary of some key highlights to keep you all up to date.

Girls into Energy

We have introduced a number of gender specific events over the course of 2015/16. These events included a Women into Computing Event which staff, students and external participants attended on 10 June and also a Girls into Energy programme, sponsored by Shell. The Girls into Energy has run in collaboration with four Fife high schools and currently has 33 female S4 pupils. The pupils completed the Skills for Work Energy qualification and have been on several visits to a variety of Engineering companies including FMC in Dunfermline and 3M in Aberdeen. By participating in the programme the pupils have increased their employability skills, awareness of careers in the Energy sector, increased their self-confidence and gained a qualification too!



“The College holds the largest MA contract in Scotland and trains over 700 MAs each year.”

16.0 Baseline Student and Recruitment Data

The student profile, for academic year 2015-16, is detailed below for the relevant protected characteristics against the baseline dataset that was included in the first equality mainstreaming report. This dataset was as at the end of the academic year 2013-14. The College acknowledges that further work is required to increase declarations made by students against all the protected characteristics, to develop standard reports and to benchmark regionally and nationally. The following section should be read in that context.

16.1 Age

The majority of enrolments within Fife College were in the age band 25+ at 35%, this has decreased by 13% from academic year 2013-14, however age bands <16 and 16-19 have increased to 17% and 33% respectively, an increase of 9% and 4%. The age band 20-24 has remained the same at 15%. The largest proportion of withdrawals were in the age bracket 16-19 at 44%, an increase of 2% from academic year 2013-14. There has also been an increase in age banding <16 to 6%, an increase of 2%, however this age bracket has seen an increase in student enrolments. There has been a decrease by 5% in the number of withdrawals in age bracket 25+ whereas in the age bracket 20-24, this remains the same at 18%.

Student Profile - Age

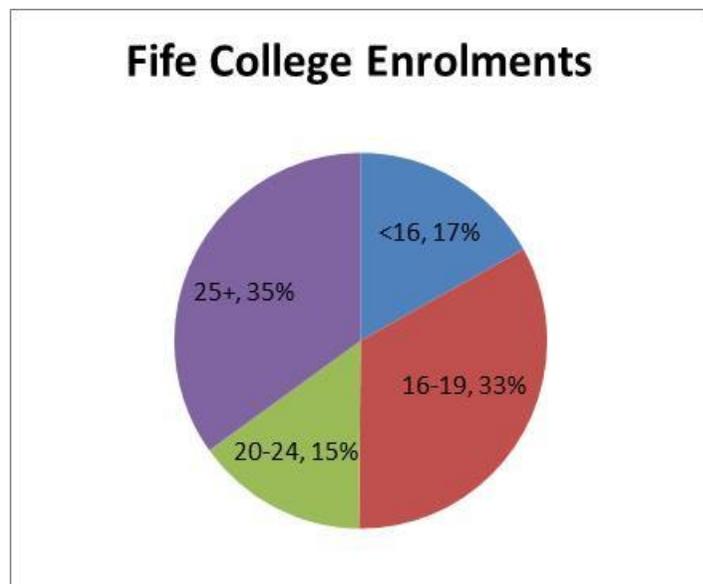


Figure 1: Enrolments by Age Band

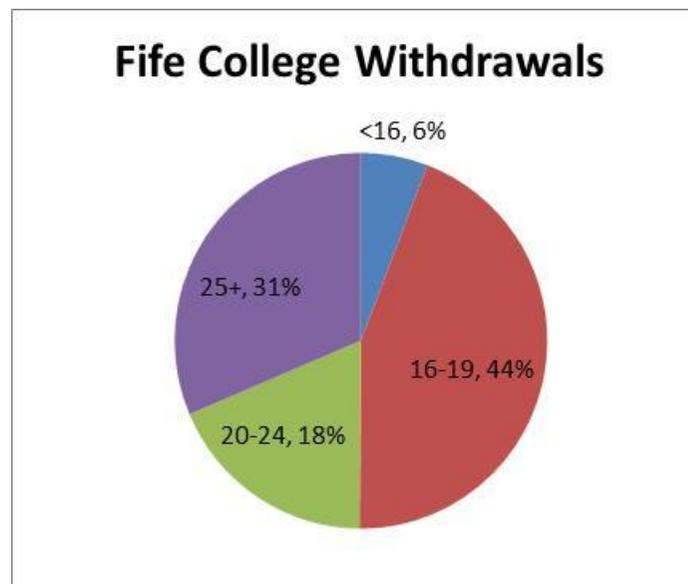


Figure 2: Withdrawals by Age Band

16.2 Gender

The gender profile of students is 51:49 male: female. This remains the same as academic year 2013-14 where there were more enrolments from males however, the percentage of male enrolments has decreased by 5%. The higher proportion of withdrawals remains the same as academic year 2013-14 being female students at 62% of withdrawals, an increase of 4% as compared to 38% of male enrolments, a decrease of 4%.

Student Profile - Gender

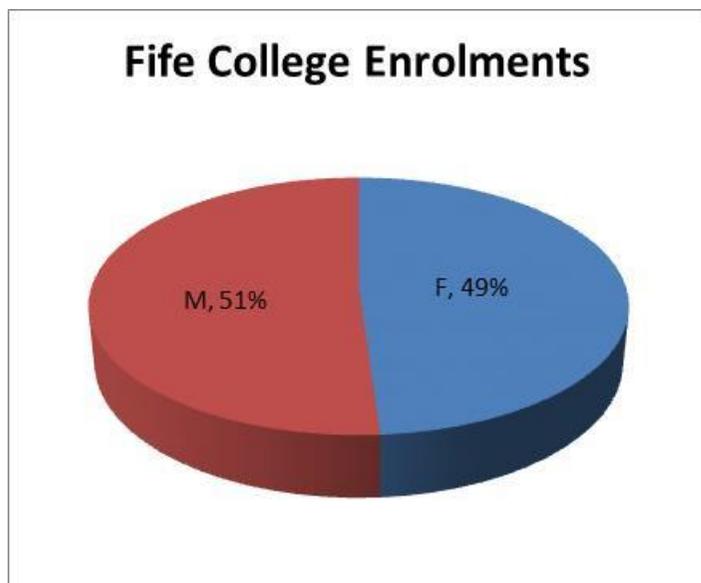


Figure 3: Enrolments by Gender

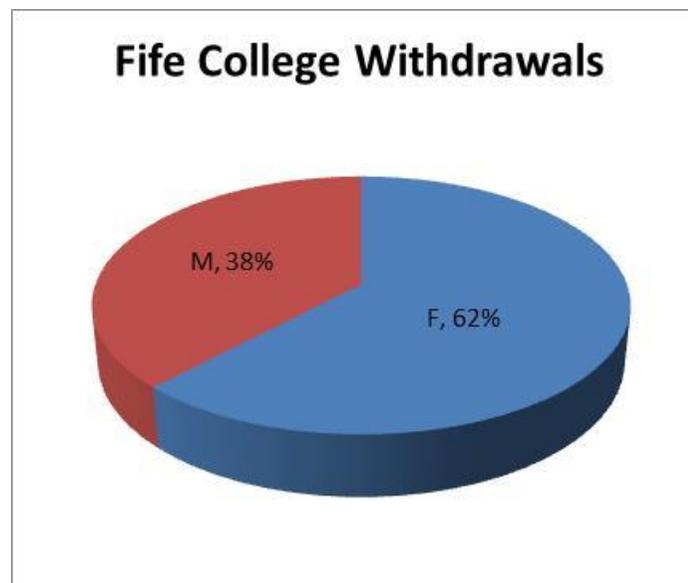


Figure 4: Withdrawals by Gender

16.3 Disability

98% of students completed the section regarding disability, an increase by 28% from academic year 2013-14. The majority of students did not declare a disability at 77%, an increase from the academic year 2013-14 where 49% of students declared not having a disability. In academic year 2013-14, the majority of students declared 'No Known Disability' at 49.3%. This has decreased significantly to 1.16%. 9.98% of student enrolments indicated a type of disability with multiple disabilities showing the highest number of enrolments at 2.9%.

The highest number of withdrawals for those indicating a disability was from students with a 'Mental Health Condition' at 35.7% of total withdrawals.

Student Profile - Disability

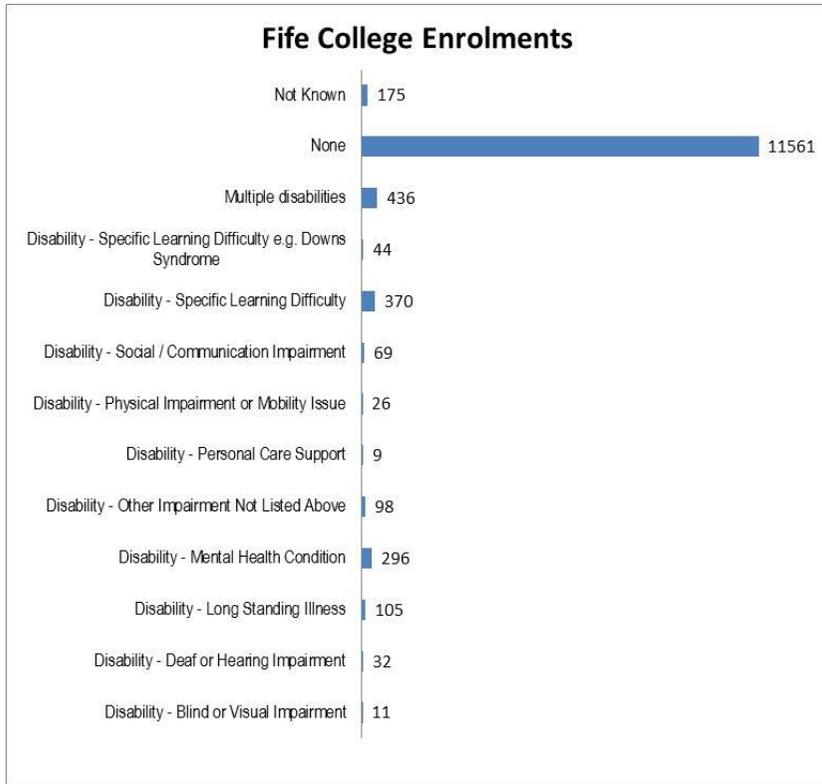


Figure 5: Enrolments by Disability Type

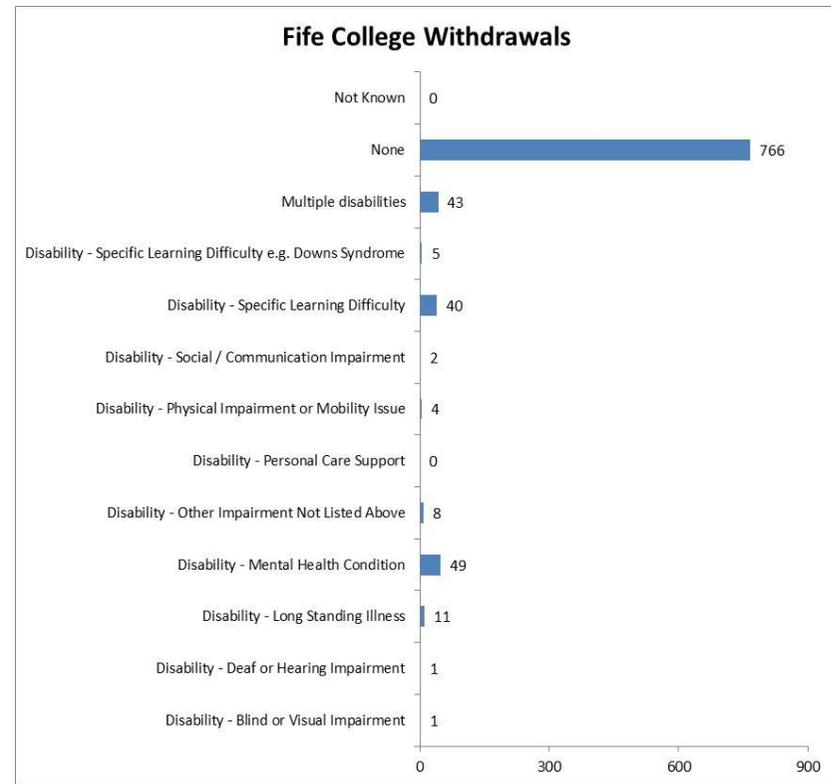


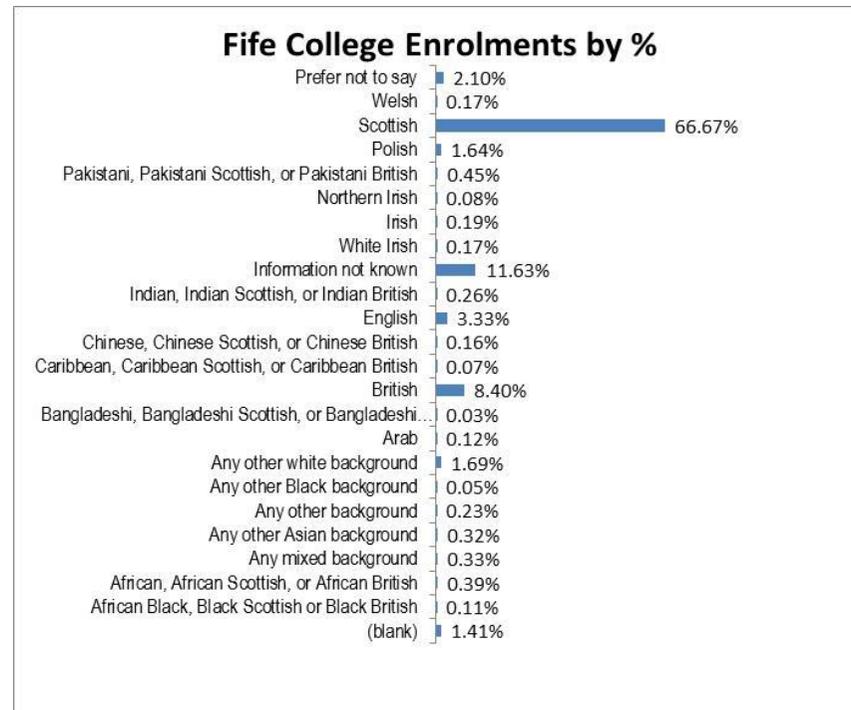
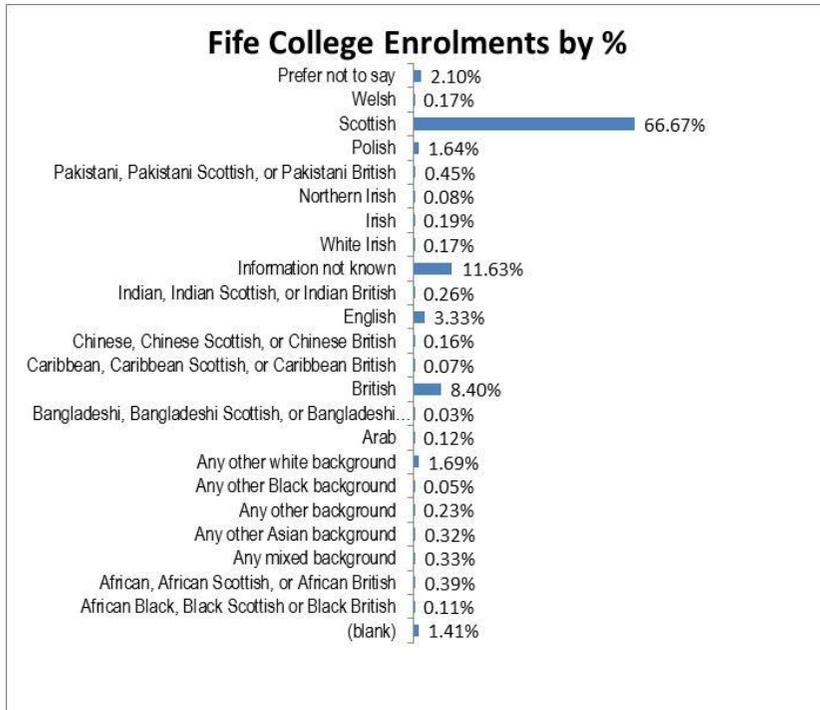
Figure 6: Withdrawals by Disability Type

16.4 Race / Ethnicity

The student profile was predominantly Scottish White with 66.67%, a decrease of 6.93% from the academic year 2013-14. The largest ethnic group for Fife College is Polish with 244 enrolments 1.64%, an increase of 1.07% from Academic Year 2013-14.

The largest ethnic group to withdraw from courses is Caribbean, out of the 11 students who enrolled 0.22% withdrew. Of the total number of withdrawals 74.30% of these come from a Scottish White background.

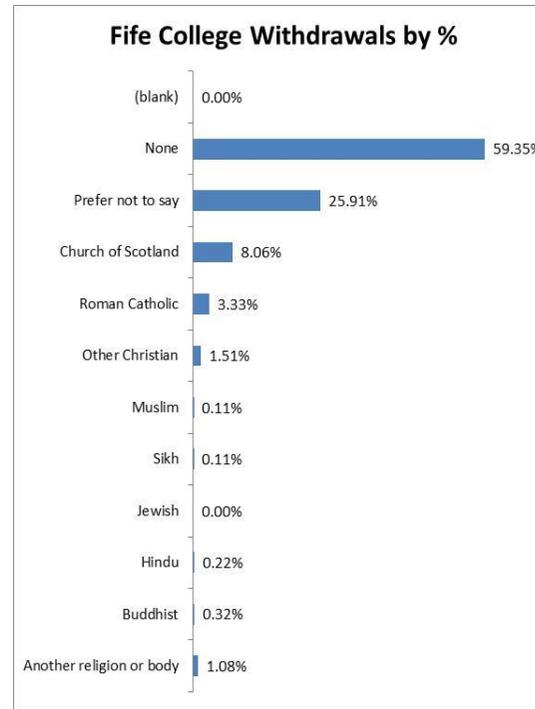
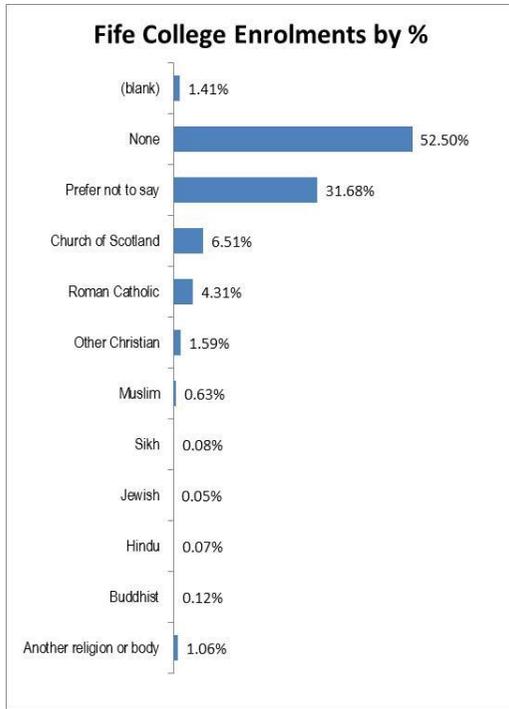
Student Profile – Race / Ethnicity



16.5 Religion / Belief

52.5% of the student enrolments declared no religion or belief. The highest number of students declaring a religion or belief is Church of Scotland with 6.51%. This religion or belief also has the highest withdrawal rate from students who declared a religion or belief at 8.06% of total withdrawals. There are no figures to compare this to as no data was available for academic year 2013-14.

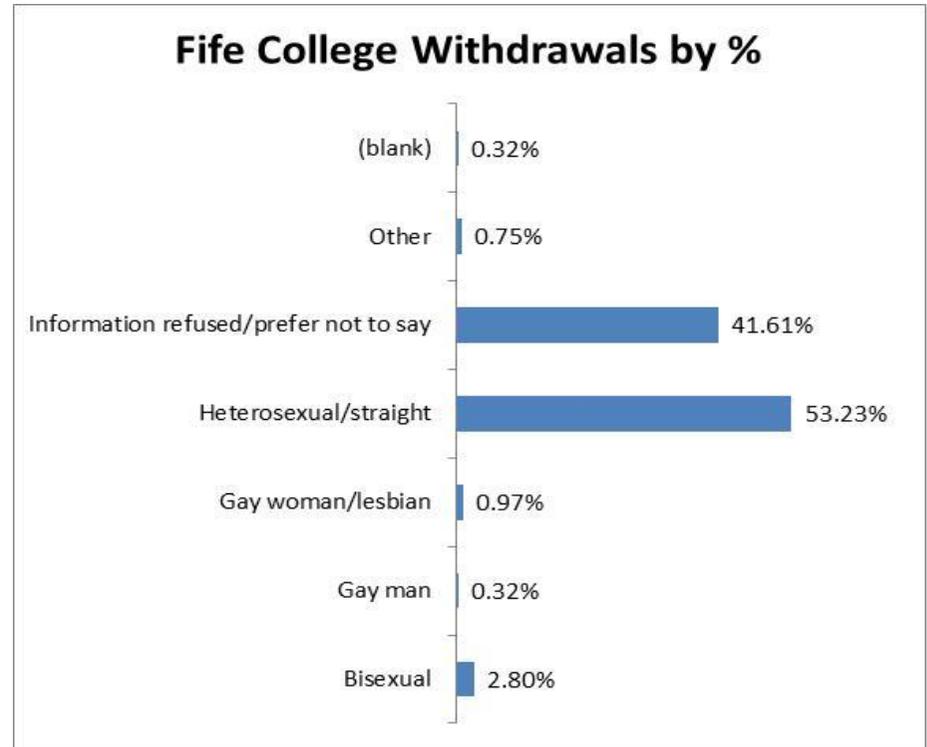
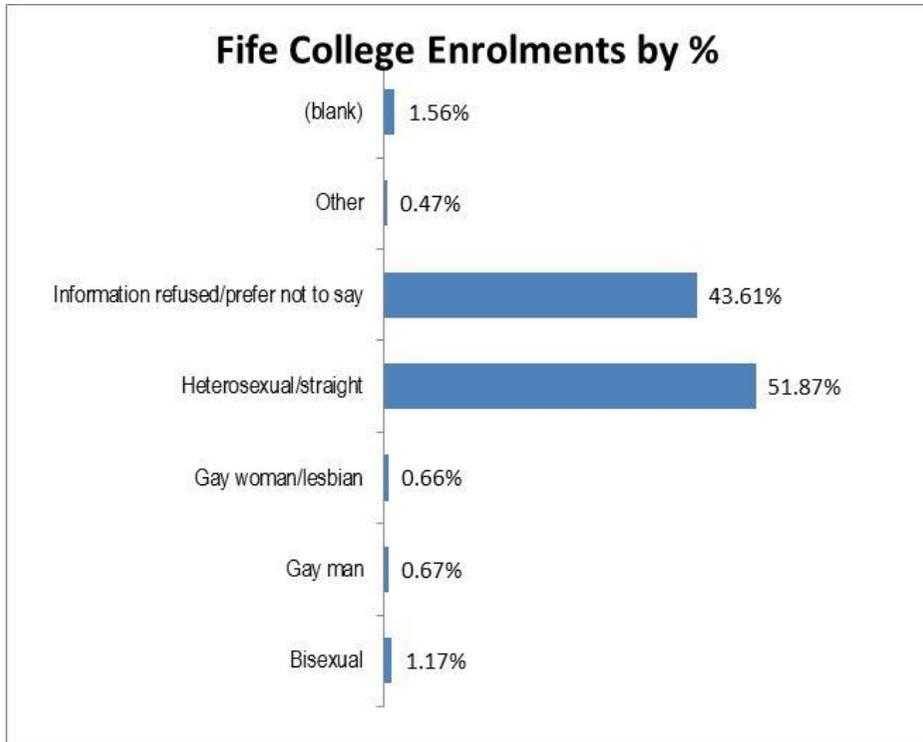
Student Profile – Religion / Belief



16.6 Sexual Orientation

51.87% of student enrolments are from a Heterosexual / Straight background and 43.61% of students refused / preferred not to disclose this information. This is also reflected in student withdrawals at 53.23% and 41.61% respectively. Again, there are no figures for comparison as this data was not available for academic year 2013-14.

Student Profile –Sexual Orientation



BUILDING BRIGHTER FUTURES

New Dunfermline Campus Update

Plans to build our new campus in Dunfermline have taken a further step forward recently with the approval of the planning application that was submitted to Fife Council in September.

This is great news as it means we can now continue the work to design our new campus. Staff and the general public submitted their comments during the consultation period which closed in September – a big thank you to all staff who contributed their views.

The Project Team continue to assist us with plans and processes. These ideas were shared with senior staff just before Christmas. Key highlights from their presentation looked at areas that could be included in the new campus and the proposed percentage space different areas will take up.



An initial concept for the main entrance



New Levenmouth Campus which opened in August 2016



APPENDIX ONE – REPORT OF PROGRESS TOWARDS EQUALITY OUTCOMES APRIL 2015 TO APRIL 2017

This appendix details the achievement and impact of the actions of the Equality Outcomes in the period from 1 November 2015 to 30 April 2017. There are two equality outcomes where further work is required, equality outcomes one and six, see comment in section 5.0 Equality Mainstreaming in Practice.

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?	Achievement as at April 2017	Impact of the Achievement
1.1	Review the Staff Recruitment and Selection Policy to ensure that it is fair, consistently applied, merit based and transparent taking into account the needs of all applicants.	Organisational Development Manager	July 2016 with time to monitor the impact of any changes between then and April 2017	The impact of any changes will be assessed through the data gathered during the recruitment and selection exercise. This will include whether there is an increase in the numbers of applications by protected characteristic who are underrepresented in the College either by comparison to the region or nationally; or a decrease in the number of withdrawals by protected characteristic who are underrepresented in the College either by comparison to the region or nationally;	A new Recruitment Portal was introduced in November 2016 which replaced the Portal previously used. As a result of this change, the Equality and Diversity section of the application form has been aligned to the categories within the HR System. This means that data can be transferred between this Portal and the HR Information System automatically improving data accuracy. Within the equality and diversity section of the	Between April 2015 and January 2017, there has been limited change to the number of applicants declaring across the various protected characteristics with the exception of applications from people declaring a BME background.

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?	Achievement as at April 2017	Impact of the Achievement
			<p>or a decrease in the number of applicants who chose not supply information related to protected characteristics</p>	<p>application form, a statement has been included explaining why the College asks for this information and assuring candidates that the information they provide will be treated in strict confidence within the HR Department.</p> <p>All vacancies advertised on the new Portal include a statement that the College supports equality in the workplace and encourages diversity.</p> <p>From December 2016, applicants who withdraw their applications receive an automatic e-mail which includes a questionnaire asking for the reasons why they have withdrawn their application. The information received from these is collated to identify any underlying issues with appropriate action taken to address these.</p> <p>The College has recently joined The Disability</p>	<p>From the information received from applicants in relation to a withdrawal of their application, it has been identified that the information on the Fife College Jobs website is clear and helpful; the on-line application form is user friendly; and candidates would consider applying to Fife College again.</p> <p>The main reasons applicants withdrew their applications was an offer of other employment or a decision not to apply for a full time position.</p>

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?	Achievement as at April 2017	Impact of the Achievement	
				Confident Committed Employer scheme and has achieved Level One. This enables the College to use the Disability Confident Logo which is now displayed on the new Recruitment Portal. The College aims to achieve Level Two by the end of the academic year 2016/17.		
1.2	Information sessions on equality impact assessments are available to all staff who have a responsibility for preparing these. This includes roles where policy making is a key responsibility, for example the Organisational Development Manager or where there is a key function performed, for example provision of key student services	Organisational Development Manager	July 2016	There is an increased awareness and knowledge of the purpose of equality impact assessments and the positive impact they can have on ensuring the College has fair, consistent, transparent and appropriate policies, procedures and processes	An Equality Impact Assessment presentation has been developed and distributed within the Equality and Diversity strand of the Respect theme. This presentation is available to all staff on both the iLearn learning platform and the Staff Gateway site. All Equality Impact Assessments are reviewed by the Equality and Diversity Strategy Group who monitor the quality of the assessments and make recommendations for action as appropriate. The Senior Management Team, which approves College Policy and Procedure, will not consider	There has been an increased awareness of the requirement and purpose of Equality Impact Assessments. It is recognised that further development work is required to ensure that all staff have an awareness of the process of equality impact assessments.

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?	Achievement as at April 2017	Impact of the Achievement
				<p>any new or revised Policy and Procedure without an adequate Equality Impact Assessment.</p> <p>Equality and Diversity staff meets were held at all main campuses and a number of staff dropped in to discuss Equality and Diversity including the Equality Impact Assessments and Equality and Diversity Data Monitoring.</p>	

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?	Achievement as at April 2017	Impact of Achievement
<p>2.1 Introduce a Self Service information system for staff that enables access to data related to themselves and for managers, their staff as appropriate. Members of staff will be asked to update their own data including related to protected characteristics</p>	<p>HR Operations Manager</p>	<p>March 2016</p>	<p>Self Service for staff will be introduced with a campaign focussed on the importance of the College understanding the profile of its staff and how it uses the data to improve the working experience for all.</p> <p>As a result of this, it is anticipated that there will be an increase in the number of staff who declare protected characteristics as they relate to them</p>	<p>Self Service was introduced in October 2016 following a staff validation exercise. The average number of staff who have declared protected characteristics is 813 staff members which equates to 93.41% of the total staff number of 975 as at January 2017.</p> <p>To support further improvement of this, the College has prepared a leaflet on why data monitoring is important to members of staff and the College.</p> <p>At the October 2016 Equality and Diversity Strategy Group, there was discussion on the information produced by</p>	<p>There is an increasing awareness amongst members of staff of the importance of declaring protected characteristics. There are however two characteristics where the level of declaration is substantially lower when compared to the others. These are sexual orientation and religion / belief.</p>

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?	Achievement as at April 2017	Impact of Achievement	
					Stonewall on the importance of declaring protected characteristics. This information, in its booklet form, is used in addition to the College's own leaflet and is available at all main receptions for staff and students to pick up a copy.	
2.2.	Introduce a staff survey and analyse the results to determine the experience of staff identifying areas for improvements and to use this staff survey as the baseline for future staff surveys	Organisational Development Manager	March 2016	<p>One measure will be the participation rate in the staff survey and then to use this as the baseline to assess participation rate in future surveys</p> <p>Analysis of the responses will identify areas where the College can improve the experiences of staff and which in turn will assist in making the College an employer of choice.</p> <p>Areas identified as concerns or good practice will be explored in more depth through focus groups. The results from these and the staff survey will form the basis of an action plan made available to all staff with progress regularly reported</p>	<p>A Staff Survey was conducted in December 2015 and the results were published in January 2016. The participation rate was 61% of total staff.</p> <p>A series of focus groups were organised on the three areas the Staff Survey Project Team felt the College should focus on going forward. These were Culture, Vision and Leadership, Communication and Health and Well-being. The purpose was to collect qualitative data on the experiences of members of staff. These were further supplemented with specific focus groups on vision and values and bullying and harassment.</p>	<p>The impact of this will ultimately be assessed by the participation rate and responses to the next Staff Survey. It is anticipated this will be held in December 2018.</p> <p>There is however evidence that the Respectful College and Respect theme has had an impact through the number of discussions that have been and continue to be had on what Respect means in the</p>

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?	Achievement as at April 2017	Impact of Achievement	
					<p>As a result of this feedback, a refreshed Vision and set of Values for the College have been introduced and members of Senior Management Team (SMT) held staff meetings in late November 2016 and December 2016 to highlight these. It was also agreed by SMT to adopt a themed approach to organisational development initiatives as well as a Zero Tolerance to bullying and harassment.</p> <p>The three themes identified mirror the priorities agreed by the Staff Survey Project Team of Culture, Vision and Leadership, Communication and Health and Well-being. The themes have at their heart the aim to improve communication generally and access to members of SMT. The themes are Respect, Professionalism and Well Being.</p> <p>The Respect theme sets the standards of behaviour for all members of staff and</p>	<p>College. There has also been an increase in the number of informal discussions that the Human Resources and Organisational Development Teams have had with members of staff.</p> <p>The opportunities to increase communications and meet with staff continue and there are a steady, albeit small number of people attending. The impact however of those attending can be seen in the progress that has been made against the issues and concerns raised.</p>

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?	Achievement as at April 2017	Impact of Achievement	
					<p>describes what Respect within Fife College means. There are four strands to Respect namely For Self, Others, Difference and the College each is linked to the refreshed Values. Leaflets describing each strand are available in hard and soft copy as are posters with information on each strand. There have been Staff meets on Respect and Equality and Diversity as well as a range of e-learning modules, a managers' pack and various activities that can be undertaken in teams on the Respect theme. This theme ran from September 2016 to December 2016.</p> <p>Professionalism builds on the Respect foundation. It is concerned with developing coaching and other skills to build a Respectful College and to deliver the programme of activities in support of the CPD requested as part of Professional Development Reviews. Such CPD is divided into professional activities,</p>	

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?	Achievement as at April 2017	Impact of Achievement	
					<p>for example attending conferences or obtaining qualifications, for example HNC/Ds or related to learning and teaching such as PDA / TQFE, ICT and health and safety.</p> <p>The final theme of Health and Well Being has a focus on Respect for Self. It is proposed that there will be a series of events where staff will be encouraged to think about eating healthily, exercising, relaxation, work / life balance and so on.</p> <p>In introducing Zero Tolerance, all managers have met with their teams to go through a bullying and harassment presentation and also to discuss the Respect Theme in general with their teams. Bullying and Harassment drop in sessions with the Human Resources Team were held in December 2016 where staff could come along and discuss any issues they may have.</p>	

2.3	Conduct an equal pay audit including by grade, grade category and across departments as well as the College as a whole against each protected characteristic	Organisational Development Manager	December 2016	<p>The Equal Pay audit will expand on the data provided in the Equality Mainstreaming Report April 2015 to provide a more detailed picture of occupational segregation across the protected characteristics.</p> <p>This will provide a baseline against which future audit results can be compared.</p> <p>The output of the audit can inform what action is required in relation to any identified pay gap or occupational segregation and there will be time for implementing recommendations of these prior to the second Mainstreaming Report in April 2017</p>	<p>An initial Equal Pay Audit has been completed as at June 2016. This showed there was an overall mean and median pay gap of -2.07%.</p>	<p>The Audit indicates that the College does not have a significant gender pay gap and that any pay gap will diminish in future years through incremental progression.</p> <p>Further work will be required to ensure that the College meets its responsibilities for Gender Pay Gap reporting as required by upcoming legislation due to commence in March 2017.</p>
2.4	Staff data is enhanced to include information on grievance and disciplinary processes to ensure that all groups are treated fairly, consistently and with respect	HR Operations Manager	December 2016	<p>HR metrics reported to relevant committees, including the Board of Governors, will include data on grievance and disciplinary processes identifying where these relate to matters between groups with different protected characteristics</p>	<p>The College has been reporting regularly to the Health and Safety and Human Resources Committee of the Board of Governors on the staff profile as well as the recruitment profile against the protected characteristics excluding marital status. These are compared to Fife</p>	<p>The reporting has enabled action to be taken in relation to recruitment and selection, see Equality Outcome One, action 1.1.</p>

				<p>If this data reveals any differences in the experience of staff from different protected characteristics, actions will be identified to address these. This could take the form of staff training / awareness raising or changes to the way policies, procedures and processes operate as they affect staff</p>	<p>County and Scotland using the census data from 2011 as well as data related to the student population of Fife using data from the Equality Challenge Unit.</p> <p>From August 2016, additional HR metrics will be collected for an academic year. This will enable a full picture of the staff profile to be developed and to consider if this information is useful in identifying patterns and trends against which action can be taken to improve practice.</p>	
2.5	<p>Student data is collected across all the protected characteristics and across the student journey against which increases in response rates can be measured and improved upon</p>	<p>Vice Principal Curriculum and Academic Planning</p>	<p>December 2016 to set the baseline Initiatives</p>	<p>Student data will include a percentage related to the number of students who have not declared a protected characteristic compared to those who have.</p> <p>Following this, initiatives will be introduced to increase the response rates which will include information on why declarations are important to the College, how the data is used and the impact of making positive declarations</p>	<p>This data is collected when students enrol on their course however, there is still a proportion of students who do not wish to provide the College with this information. This may be due to them feeling that they will be discriminated against, or feel that the college does need to know this about them. Baseline can therefore not be fully reliable</p>	<p>By the students providing the College with this information, the College will be able to accurately report data trends relating to applications, retention and attainment. An important factor in this is identifying if there are students with certain protected characteristics who</p>

				on the experience of all students		have low PIs in specific areas, the College can then focus on areas for improvement.
2.6	Student data will be analysed to identify priority areas for action across the student journey	Vice Principal Curriculum and Academic Planning	December 2016 to set the baseline Initiatives	<p>Student data will be analysed across the key stages of the student journey including applications, admissions, retention and attainment to identify if any groups with particular protected characteristics have differing outcomes.</p> <p>Where it is identified that there are differing outcomes, further work will be undertaken to identify the reasons why and how they can be addressed</p>	The PI Tool was available from December 2016 however this does not drill down to protected characteristics. The majority of the data is held in the Student Management Information System (REMS) however, further development work is required to enable easy access to the data via standard reports.	Once the standard reports are available, the College can actively drill in to specific areas of interest where there are identified issues, and look at targeted actions to provide tailored support.
2.7	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	Vice Principal Curriculum and Academic Planning	December 2016 to set the baseline Initiatives, would need at least a year to be able to measure the impact of this. Data reporting is still evolving.	<p>Student data will be benchmarked using relevant regional and national statistics to identify any differences when compared to the College across the student journey.</p> <p>Where it is identified that there are differences in the comparison, further work will be undertake to identify</p>	More reports are being developed in order for this to be monitored.	Once the reports have been developed, these will allow the College to benchmark themselves over the years and with other colleges across the sector. This information will be used to

				potential reasons and how these can be addressed e.g. by researching examples of good practice		allow the College to carry out strategic decision making and drill down to specific areas of interest e.g. specifically identified local issues
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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?	Achievement as at April 2017	Impact of Achievement
3.1	Equality and diversity requires further embedding within the curriculum, including blended learning	Learning and Teaching Committee	April 2016 There will be a programme of CPD for all academic members of staff related to e-technology and blended learning in the 2015-16 academic year. The impact of this will be measured by attendance at the events as well as the development and changes to learning and teaching methodology The Learning and Teaching Committee will consider equality and diversity at each of its meetings with decisions and outcomes documented in the notes	A wide range of CPD opportunities have been provided to ensure staff can consider alternative and varied approaches to delivery. Activities to encourage the design of online learning have included clear reference to ensuring materials and activities consider differentiation, accessibility and the promotion of the equalities agenda. The support materials for the PDA Teaching Practice in Scotland's	Through CPD events there is increased awareness of alternative approaches to blended/ online learning and the importance of ensuring materials are accessible and promote Equality and Diversity. All new PDA candidates have accessed the guidance on promoting Equality and Diversity. Further Evaluation of the impact of

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?	Achievement as at April 2017	Impact of Achievement
				<p>Colleges now make clear reference to encouraging staff to take opportunities to promote Equality and Diversity.</p> <p>Further guidance and links to resources have been provided for all staff through the LearnLearning and teaching iPortfolio resource.</p> <p>The new Learning and Teaching Strategy clearly states that 'Equality, diversity and inclusion are promoted in all aspects of curriculum design, teaching practice and learning materials'</p>	<p>this is will take place at the end of the academic year.</p> <p>All teaching staff were made aware of the revised Learning and Teaching Strategy when it was launched in August 2016. Over 50 staff are also engaged with the related Workstreams which have been established to consider implementation plans. Further evaluation of the impact of this action will be carried out as part of the overall review of the Learning and Teaching Strategy</p>

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?	Achievement as at April 2017	Impact of Achievement	
	STEM Strategy Refresh with SMART targets	Fife STEM Strategy Group, Chaired by Director of Projects (post ending in March 2017), Fife College	<p>March 2016</p> <p>The College has a robust STEM Strategy, developed and delivered in partnership with public sector partners in Fife. This strategy includes specific focus on addressing gender, disability and deprivation barriers to STEM.</p> <p>The new (partnership) targets for 2016-17 will be agreed by the reviewed STEM strategy group and focus on STEM qualifications from Senior Phase (in support of STEM progression), and for STEM graduates from Fife College at Level 6.</p>	<p>New governance arrangements are under consideration. Data collection is underway at College level to establish success rates. Further refinement of data available will allow for specific focus on participation and attainment rates for students with protected characteristics</p>	<p>Targeted marketing, supported recruitment and provision will be refined in order to support increase uptake and achievement of STEM qualifications for all students</p>	
3.2	Student Code of Conduct and Charter is reviewed and updated to be consistent with the Equality and Diversity Policy and the principles that support and underpin that	Heads of Department Student Support Services	January 2016	<p>Revised Code of Conduct and Charter for students are published with students made aware of how these apply to them and what is expected of them. This understanding and responsibility will be measured through questions built into existing surveys and questionnaires</p>	<p>The Charter has been reviewed and takes account of equality and diversity</p>	<p>Students are aware of what is expected of them through the Charter and what they can expect of the College in return</p>

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*.

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?	Achievement as at April 2017	Impact of Achievement
<p>4.1 The implementation of the Estates Strategy includes closure of campuses, for example Cupar and Nairn, as well as new builds such as Levenmouth and Dunfermline. Members of staff and students should be provided with opportunities to input into their working and learning environments to ensure they are accessible and meet need</p>	<p>Vice Principal with responsibility for Estates and Vice Principal with responsibility for new build</p>	<p>April 2017 and beyond</p>	<p>Members of staff and students have opportunities to participate in discussions relating to their working and learning environment through relevant surveys and focus groups. The outcomes from which are acted upon.</p> <p>The measurement will be in the implementation of the Estates Strategy where the working and learning environment has enhanced experience and outcomes. This would be seen through, by example, increased retention and attainment for students and increase positive reporting from staff surveys</p>	<p>Prior to 2016-17 session start, staff drop-in sessions were held at all campuses to update staff regarding progress and to answer questions in relation to the new West Fife Campus. The sessions held around the new "Vision and Values" included an opportunity for staff to be updated and ask any questions.</p> <p>"Professionalism" staff meets provided a further opportunity to engage with staff on the new West Fife Campus.</p> <p>Other developments</p>	<p>Staff have been and will continue to be kept up-to-date with latest developments in relation to the new West Fife Campus.</p> <p>There have been a number of changes and relocations to buildings to ensure that the working and learning environments in the College meet the needs of those who study and work in them.</p>

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?	Achievement as at April 2017	Impact of Achievement
				<p>include relocating staff and students from Media, Gaming and Animation Suites in the Nairn Campus, Kirkcaldy, to more accessible and suitable accommodation in Stenton Campus, Glenrothes, as well as a purpose built CAD Design suite being developed. Teaching areas have been enhanced for Supported Learning Programmes, including the Bistro and specialised washroom facilities, also at Stenton. Upgraded lighting was put in place in Stenton Library and Rosyth workshops.</p> <p>Levenmouth Campus was opened and which has accounted for the accessibility and other needs of those who work and study in it by design.</p>	

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?	Achievement as at April 2017	Impact of Achievement
				<p>Students relocated from Cupar Campus can access free travel to their new place of study, either Stenton or Levenmouth, to minimise the impact of the relocation.</p> <p>To improve the accessibility of services, reception areas at Stenton, and St Brycedale were created and new bases provided to support access to the Fife College Student Association across the College.</p> <p>Other campuses were closed including and relocated to more suitable and accessible accommodation.</p>	

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?	Achievement as at April 2017	Impact of Achievement
5.1	Students can access Student Service and Guidance in ways that meet their needs	Heads of Department, Student Support Services	March 2016 with monitoring of the implementation to April 2017 to ensure any changes meet the needs of all students throughout their learning journey	There are processes in place throughout the student journey that support and assist all students. This may include the format of information on services and guidance, multiple ways to access services, timely engagement with students at key points and data monitoring to identify any trends	Students are able to access services equally on all campuses. Various models of communication for enquiry and information have been established e.g. student portal, text messaging service, printed documentation and letters as appropriate	Students are able to make informed curriculum choices and are provided with all required information and support to ensure that the learning experience is fully supported (e.g. funding accessibility)
5.2	Learners are able to choose courses that match their aspirations without experiencing any stereotyping or prejudice and are encouraged and supported in achieving their aspirations	Vice Principal Curriculum and Academic Planning	April 2017	Curriculum is fit for purpose supported by high quality learning resources that are accessible and inclusive including the implementation of assistive technologies as appropriate.	An Assistive Technologist has been appointed, as part of their role they are responsible for the role out of Text Help Training for groups of students	As a result students are able to attend classes without the need of additional support which has promoted independent

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?	Achievement as at April 2017	Impact of Achievement
					<p>Introduced the time critical medication box within the Student Application, this enables the College to ensure that students are able to fully complete their chosen course safely and progress on to a positive destination.</p> <p>learning giving the students the confidence within the class room</p> <p>Researching library apps for students which can be downloaded for free and which can be accessed while attending College.</p> <p>Three students have successfully transitioned on to an achievable course with identified progression.</p>

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*.

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?	Achievement as at April 2017	Impact of Achievement
6.1	Students from Fife college are valued as skilled and employable good citizens	Vice Principal Curriculum and Academic Planning	April 2017	Skills related to employability are integrated in programmes and learners are encouraged to develop these skills Data on the destination of learners shows an increase in the percentage of learners achieving employment	Curriculum planning and design relates closely to identified local economic needs. Further curriculum planning and design takes full account of priority needs. Close partnership work with local authority and employers allow for better resourcing and support the future proofing of the curriculum offer	Students possess the relevant skills to enter and sustain employment. All students are provided with opportunities and appropriate support to enable them to contribute to economic development
6.2	Engagement with the community is across the region and at all levels with the equality and diversity ethos of the College being promoted	SMT	April 2017	A proactive approach to seeking opportunities with all communities across the region will be taken and this will lead to an increase in the number of communities the College	Equality and Diversity plans are in place for Modern Apprentices and Foundation Apprentices on SDS contracts.	Clarity and transparency around Fife College's expectations of employers and apprentices.

	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?	Achievement as at April 2017	Impact of Achievement
				has positive relationships with		
6.3	Engagement with employers aims to increase employment opportunities and participation for all students	Business Development	April 2017	Proactive approach to engagement with employers will increase the number of opportunities available for students for work placements and apprenticeships	<p>Employer interactions and opportunities for employment are recorded in the CRM system, Salesforce.</p> <p>Fife College is also participating in the PDMS work placement system pilot for Fife with Fife Council, local schools and SDS.</p> <p>The Business Development Team works with the Employability Team from Fife Council to create Academy7 models to attract new employers to take on Modern Apprenticeships utilising Fife Job Contract funding.</p> <p>Any potential MA jobs</p>	<p>Strong promotion of Modern Apprenticeship employment opportunities to student body leading to increased take up of MAs.</p> <p>PDMS pilot leading to likely Single Point of Contact database for stakeholders involved in work placements</p> <p>Successful promotion of the Fife Jobs Contract leading to new employers taking on Modern Apprentices in Fife.</p>

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?	Achievement as at April 2017	Impact of Achievement	
				<p>are successfully promoted to students through the academic departments and Support for Learning.</p> <p>New Foundation Apprenticeship frameworks have been offered to provide employment pathways for S5/S6 pupils in Engineering, Software Development, Civil Engineering, Financial Services and Business Skills. In 2017-18, we will focus on Creative and Digital Media, Civil Engineering and Scientific Technologies/ Laboratory Skills.</p>	<p>Positive destination statistics for the first Engineering Pathfinder pilot group – into Modern Apprenticeships, jobs, FE or HE programmes.</p> <p>Increase in the number of Modern Apprenticeship posts being created within Fife College itself for young people in the 16-19 year age group.</p>	
6.4	Sign off and delivery of the STEM Strategy by Fife Economy Partnership	March 2016	Director of Projects, Fife College, with support of the STEM Strategy Group	SMART targets for 2016-17 schools in having pupils with good entry requirement for STEM pathways at Fife College. SMART targets for Level 6	Issues have been addressed and have resulted in a very positive impact upon school partnership activity for STEM,	Following an increase in activity on a part-time basis the impact is beginning to be evidenced in full-

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?	Achievement as at April 2017	Impact of Achievement
			graduate numbers from STEM courses SMART targets on gender , disability and deprivation PIs	details of the Trend Information can be found in table One	<p>time post-school enrolments. Chart One shows activity levels at SCQF 7 and above, and shows evidence of an increasing trend in total enrolments, but also for female enrolments in STEM subjects. In order to study at SCQF 7 it is necessary to be qualified in STEM subjects at SCQF (Higher, or equivalent)</p> <p>However there has been a reduction in full-time STEM activity at SCQF Levels 4-6, for both males and females.</p> <p>Chart Two below illustrates the levelling of the Full-time STEM enrolments but</p>

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?	Achievement as at April 2017	Impact of Achievement
					proportionately larger numbers of females choosing STEM courses, particularly at HE (SCQF 7 and above).

Table One

Trend Information Part-Time FE STEM		
	Female	Male
2013-14	1317	1563
2014-15	324	463
2015-16	3372	5614
2016-17	2115	3141

Chart One

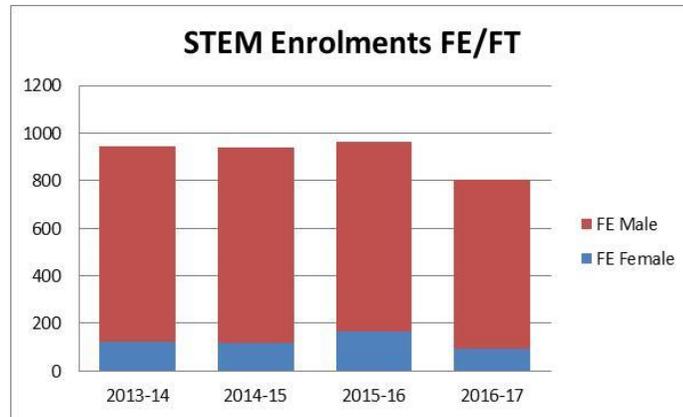
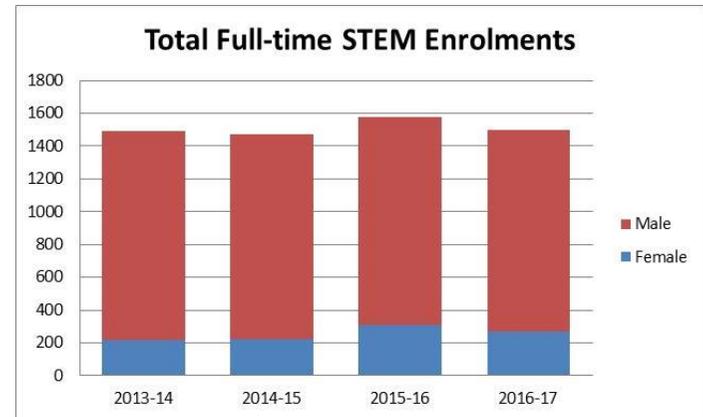


Chart Two



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*.

	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?	Achievement as at April 2017	Impact of Achievement
7.1	A network of Equality Champions are identified who will support managers and members of staff in ensuring equality and diversity is part of what everyone does everyday	Vice Principal with responsibility for Human Resources	December 2016	The network of Equality Champions is introduced and being regularly accessed as sources of knowledge and good practice	This action was part of the initial Organisational Development Strategy however to date has not been implemented. This reflects a refocus to refreshing of the Vision and Values, developing a Respectful College and the Respect theme.	Not applicable

APPENDIX TWO - EQUALITY OUTCOMES APRIL 2017 TO APRIL 2019

This appendix details the actions in the period 1 April 2017 to 31 March 2019 that will support the achievement of the equality outcomes . These outcomes are the same as for the last reporting period to enable the College a further period of time to fully realise the outcomes, see comment in section 5.0 Equality Mainstreaming in Practice.

There have been drop in sessions held on the Equality Mainstreaming report in February and March 2017 as part of the consultation with staff on these action. Further work is necessary and this might utilise the focus group format being adopted for development of themes from the Staff Survey as well as to support the introduction of the Organisational Development Strategy.

There will also be a requirement to consider how to involve the student voice and this could be developed through the Fife College Students' Association.

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?
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	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
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	Assistant Principal – Quality and Curriculum Partnerships	December 2017	Shared understanding of how student policies and procedures are applied equally and transparently with responsibility for their operation clearly defined

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?
existing student policy or procedure is amended which affects how it is operated			
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	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
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	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
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
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 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
1.7 Ensure the Access and Inclusion Strategy is fully implemented across the College	Vice Principal Curriculum and Academic Planning	December 2017	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.
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	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

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?
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.
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	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 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	Head of Student Information Management	December 2017	Student data will be benchmarked using relevant regional and national statistics to identify any differences when compared to the College across the student journey.

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?
journey with an action plan to address these as appropriate			Where it is identified that there are differences in the comparison, further work will be undertaken to identify potential reasons and how these can be addressed
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	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
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	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
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	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
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
2.8 Conduct further analysis of the staff profile, for example by department, grade and absence	Organisational Development Manager	December 2018	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
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	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

	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?
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 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
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 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
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	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
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
2.14	Continue to monitor the reasons why people withdraw their applications for posts and to respond to any patterns identified early to ensure that people are not lost through the recruitment pipeline	HR Operations Manager	December 2018	The level of withdrawals is actively considered to ensure 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
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'

	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?
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
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

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?
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	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
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
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
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	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 express this in what they do and how they do it
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

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?
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
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	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

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*.

	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?
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
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

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?
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	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
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
5.3	Equality and diversity continues to be embedded in learning and teaching	Vice Principal Curriculum and Academic Planning	December 2018	Learning and teaching approaches draw on a wide variety of role models, publications, events – topical and historical
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	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
5.5	Gender equality is specifically included in the curriculum plans produced by each Academic	Vice Principal Curriculum and	December 2018	There is a demonstrable increase in the minority gender share of the most imbalanced disciplines and the percentage targets

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?
Department with objectives and targets to increase the percentage of minority gender students in the most imbalanced disciplines	Academic Planning		set are being met. Where they are not being met, remedial action is put in place to address this
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.
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	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
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	The data from the baseline measurement to the end of the academic year 2017-18 shows a 3% increase
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	The data from the baseline measurement to the end of the academic year 2017-18 shows a 3% decrease

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*.

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?
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	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
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	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
6.3 Develop and promote entrepreneurial skills, mind sets and behaviours as essential skills within all substantive curriculum provision	Vice Principal Curriculum and Academic Planning	December 2018	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

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?
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	Increase both Male and Female full-time student enrolments in STEM Activity.
6.5 Increase the proportion of credits delivered to learners through school / college shared curriculum	Vice Principal Curriculum and Academic Planning	July 2018	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
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	The College supports the DYW outcomes within the region including in relation to equality and diversity
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 Fife's recent participation rates which are lower than the national average	Assistant Principal – Quality and Curriculum Partnerships	July 2018	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

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*.

	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?
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	The structures for equality and diversity consideration are clear to members of staff and students with clear lines of responsibility and resources attached

