



## **Equality Mainstreaming Report**

**27 April 2015**

I am delighted to present our first equality mainstreaming report as the Chair of the Equality and Diversity Short Life Working Group.

Equality and diversity matters to Fife College. The aim of the College is to support our students to bring real improvements to our communities in Fife and lives of people, and those most in need.

Fife College welcomes the opportunity to report on its commitment to equality and diversity and to describe the work already undertaken and describe 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 well being of the College's working and learning environment.

As part of this commitment we adopted seven Equality Outcomes and an Action Plan to underpin our work. We expect all our students and staff to share our commitments to those principles:

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

It has been agreed that with effect from 18 March 2015, the work of this Group is subsumed into the work of the main Sub-committee as the Group was of the view that good progress had been made in all areas of the College's work in relation to equalities and were confident that equality had been embedded into the core functions of the College's work.

From my own experience, I am aware that disadvantaged students have fewer opportunities than most people in the society around in respect of one or more aspects of their lives for example, employment, education or health. Disadvantage is often linked to poverty and varies from community to community, and within.

The law recognises that certain groups of people in our society may experience discrimination and seeks to protect them.

I am very proud of Fife College's achievements in the past 18 months since joining the Board of Governors. There are still challenges and areas for improvement that we are currently working on, for example we need to work on three areas we identified.

To address the findings in age, gender and disability, the College will review external recruitment and selection activity once the organisational change process is complete, auditing the criteria defined for posts to identify those that are the minimum required, i.e. the essential and the desirable criteria as well as the process of recruitment and selection, ensuring that there are no unintended factors that prevent applicants with protected characteristics being more or less successful than others except on merit or withdrawing at higher rates.

The College will also review where posts are advertised to ensure that they attract interest and applications from a wide diversity and are worded in such a way as to be inclusive to all.

I would like to express special thanks to the staff, Unions, Senior Management Team and the Board of Governors for the excellent work they are doing. Thirty years ago Brixton Further Education College in London offered me an opportunity to go back to education, learn the English language and gain professional qualifications in IT and management. This changed my life.

I trust Fife College is changing the lives of thousands.



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## **1.0 Introduction**

This is the second equality mainstreaming report and the first for Fife College following the merger of Adam Smith, Carnegie and the non-landbased elements of the former Elmwood College. This report builds on that first report and describes the progress of Fife 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 and to describe the work already undertaken and describe 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 well being of the College's working and learning environment.

## **2.0 Context: Organisation and Region**

Fife College vested on 1 August 2013 formed through a merger between the legacy colleges of former Adam Smith, Carnegie and the non landbased elements of the former Elmwood College. The College supports 26,651 students, has a commercial client base of £7.7million and a total turnover of £47.4million.

The College has campuses in Cupar, Halbeath (Dunfermline), Leven, Priory and St Brycedale (Kirkcaldy), Stenton (Glenrothes) Robert Purvis House and Rosyth as well as a number of local learning centres.

The College is organised into eight academic departments, nine support functions and a commercial arm. As at the end of the academic year 2013/14, there was a total of 1,143 staff with an FTE of 823.32.

Student figures at the end of academic year 2013 show Fife College totals were 27,579 enrolled, 2783 withdrew, with 24,796 remaining for the duration of their courses.

Fife is Scotland's third largest authority and has a 7% share of Scotland's population and datazones. It has a varied socio-economic profile which reflects that of Scotland.

Fife has a large number of people employed within tourism – an industry that brings in around £274million, generates over 13,000 jobs and supports some 800 businesses. It is positioning itself as a centre of excellence for renewable and green energies. Manufacturing and engineering is a specialist core strength albeit that heavy manufacturing is being succeeded by the 'Silicon Glen'. There are some 19,000 people employed in business and financial services within Fife. There are several major house builders and construction companies who have their headquarters in Fife.

### **3.0 Vision and Values**

As part of the formation of Fife College, there was a focus on how to enhance the well being of the people in Fife and this is contained in the vision statement:

- Providing lifelong learning opportunities to promote employability, develop personal and employment skills and encourage achievement and progression; a provision which primarily for the people of Fife will not be constricted thereto since supporting business and commercial activity outside Fife will enhance our capacity and thus enhance opportunities for the people of Fife;
- Contribute in strategic partnerships, closing the opportunity gap by providing programmes which facilitate improve life choices for communities; and
- Being a dynamic and responsive organisation committed to professional training and development of our staff.

This is supported by values to achieve the vision which are shared with colleagues, customers, partners and communities:

- **Integrity** – Acting with honesty and fairness.
- **Trust and Mutual Respect** – Treating others with dignity and sensitivity.
- **Social Responsibility** – Acting in the interests of society.

- **Innovation** – Actively supporting enterprise, creativity and open-mindedness.
- **Achievement** – Encouraging, recognising and celebrating progress.
- **Cultural Diversity** – Welcoming and valuing the rich diversity of the community we serve.
- **Health and Safety** – Providing a healthy and safe environment is a core entitlement of the whole College community.

#### **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. 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 Students Association and members from the student body. The Committee approves the strategy of the College in relation to development, evaluation, quality assurance and enhancement of learning, teaching and assessment as well as supporting the development of a culture and framework that encourages, supports and shares innovation, flexibility, accessibility and interdisciplinary initiatives.

The Vice Principal with responsibility for Human Resources chairs an Equality and Diversity Strategy Group whose remit is attached at Appendix One. This is an overarching Group with membership from the staff and 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.

The Group reported to the Equality and Diversity Short Life Working Group, a Sub-committee of the Health and Safety and Human Resources Committee of the Board of Governors. This Group had a remit to assure the Health and Safety and Human Resources Committee and the Board of Governors that Fife College has undertaken equality impact assessments of its core functions and in so doing has embedded equality and diversity into the work culture and learning environment.

The Group ratified the Equality Outcomes for Fife College which had been agreed by Equality and Diversity Strategy Group. The outcomes are based on the SFC Regional Outcome priorities as well as the equality and diversity principles. The Equality Outcomes are:

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

It has been agreed that with effect from 18 March 2015, the work of this Group is subsumed into the work of the main Sub-committee as the Group had been of the view that good progress had been made in all areas of the College's work in relation to equalities and were confident that equality had been embedded into the core functions of the College's work.

## **5.0 Equality Mainstreaming in Practice**

The legacy colleges of Adam Smith and Carnegie worked together to produce Equality Outcomes and an associated Action Plan with seven top level Outcomes. This was produced in consultation with staff in August 2012, an online survey to students in January 2013 and a joint equality consultation event in November 2012 with public authorities in Fife. The top level Equality Outcomes were published on both the College websites on 30 April 2013 with the Action Plan remaining a work in progress. During the period from that publication to 1 August 2013, Adam Smith and Carnegie Colleges merged along with the non-landbased provision of SRUC Elmwood Campus to form Fife College.

The formation of Fife College provided the opportunity for a review of the original Equality Outcomes and associated Action Plan and for this to be used as the foundation to produce a more detailed plan based on the principles of equality and diversity. It also enabled the Action Plan to reflect the mission, values and priorities and structure of Fife College.

The Action Plan below was consulted upon and approved by the Fife College Board of Governors. It forms the base from which the College can create and maintain an environment that is open, welcoming and positive in which everyone feels valued and supported.



## EQUALITY OUTCOME ONE

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

1. Scottish Funding Council's Regional Outcome Agreement of *Efficient regional structures*;
2. Colleges' Equality and Diversity Policy of *Applying policies, procedures and processes fairly with due regard to the individual*; and
3. 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 to date
1.1	Review equality impact assessment processes and recording systems to ensure the process is informing decisions on the impact of new policies, procedures and processes or revisions to existing ones and that this is being recorded centrally	Equality and Diversity Strategy Group	July 2014	The process and recording systems are fit for purpose within Fife College meeting guidance and best practice	The Equality and Diversity Strategy Group has received equality impact assessments regularly. The form has been updated to clarify what is required. The Secretary of the Group is currently the central repository for the completed assessments
1.2	Develop toolkits and information provided in support of the equality impact assessment processes and recording systems	Vice Principal (Organisational Development and Change) and Assistant Principal with responsibility for quality	August 2014	The toolkits and information are supportive of the process enabling people to undertake review of policies, procedures and processes effectively and consistently across Fife College	Information is available on the College iLearn portal on equality impact assessments
1.3	Information sessions on equality impact assessments and other related training are available to all staff who may be in roles where policy making is a key function for example Organisational Development Manager or Head of	Vice Principal (Organisational Development and Change) and Assistant Principal with responsibility for quality	September 2014	Attendance at the information sessions is appropriately targeted to staff who have a role in conducting assessments. It is expected that 90% of staff who have a role in assessment will have attended a session by July	Equality sessions have been held in CPD weeks at the College. These include Equality in a College Setting on 24 November 2014, Autistic Spectrum Disorders (ASD) with Learning

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	Quality		2014	<p>Disabilities on 12 March 2015 and Scotland's Mental Health First Aid run in November 2014, February 2015 and March 2015. Key managers have been provided with opportunities to develop and maintain their understanding of equality and diversity. There is further work required to ensure that those who have a role in equality impact assessment have attended an information session</p> <p>Learning Centre Managers within the Scottish Prison Service estate attend the local SPS equality and diversity meetings which promote practice and events</p>
1.4	A qualitative and quantitative review of the equality impact assessments undertaken within the academic year 2013/14 to ensure it continues to be fit for purpose and is uniformly applied	Vice Principal (Organisational Development and Change) and Assistant Principal with responsibility for quality	December 2014	<p>The review results in refinements to the assessment process and demonstrate it is being applied across the College</p> <p>It is anticipated that there will be a higher number of assessments undertaken within the period</p> <p>The review has not been undertaken however there are plans in place to ensure that this is completed and any further refinements to the process are implemented for the academic year 2015-16</p>

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				<p>reflecting Fife College being established on 1 August 2013 and there will be a process of standardisation/ harmonisation</p> <p>It is not practical to place a quantitative measure on the number of assessments that should be undertaken within an academic year however as an indicative measure between 1 August and 30 November 2013, there have been seven assessments undertaken</p>	
1.5	Review the procurement practice to ensure that it meets the best practice and guidance	Vice Principal (Finance and Planning)	July 2014	Procurement practices are enhanced resulting in goods and services being suitable for purpose, value for money and support corporate social responsibility	There is a robust procurement process in place with support available to all those who are involved in procurement tenders. The College also has a secondee from APUC to enhance procurement practice

## 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:

1. Scottish Funding Council's Regional Outcome Agreement of *High Quality and Efficient Learning*;
2. Colleges' Equality and Diversity Policy of *Applying policies, procedures and processes fairly with due regard to the individual*; and
3. 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 to date
2.1 The data collected on staff and students in 2013/14 includes all the protected characteristics and this will be used to create a baseline against which progress can be measured	Vice Principal (Organisational Development and Change) and Head of Data and Information Management (Curriculum)	November 2014	Baseline information is available and accessible to staff, students, regulatory bodies and the general public. This baseline data will include analysis of percentage response rates with the aim of increasing this year on year	There have been regular reports provided to the relevant Committees within the College and these are being used as the baseline to measure progress. These include the Senior Management Team, Equality and Diversity Strategy Group, Joint Consultative Committee and the Health and Safety and HR Committee of the Board of Governors
2.2 Data for 2013/14 related to staff and students will be analysed to identify priority areas for action within the employment cycle and learner journey	Equality and Diversity Strategy Group	November 2014	Action Plan is evidentially based and using SMART measurements addresses any issues or imbalances identified within the College	The staff data has been analysed and there are a series of actions for implementation in 2015/16. These are contained within this report in the appropriate section. Data related to the learner journey has been collated using the legacy

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				systems from two of the merging colleges. Once the new student record system (REMS) is introduced, further analysis can be undertaken which will identify priority areas for action	
2.3	Data for 2013/14 related to staff and students will be analysed against regional and national statistics to identify any significant differences with an action plan to address any such differences	Equality and Diversity Strategy Group	September 2014	Action Plan is evidentially based and using SMART measurements addresses any significant differences when comparing the College data to external information	<p>The staff data analysis includes comparison against Fife County, Scotland and compares with the student population. The student data has been analysed by regional and national data. This will continue to be undertaken in line with the publication of such reports by the SFC</p> <p>Students are members of the system implementation workstreams for the introduction of a new students information system and their feedback is used to review and improve processes</p>

2.4	Data for 2013/14 related to staff will be provided to the Health and Safety and Human Resources Committee and will be routinely reported to that Committee	Vice Principal (Organisational Development and Change)	September 2014	There is a record of discussions in the Health and Safety and Human Resources Committee on the staff data	The data has been presented to the Committee on a regular basis and this is recorded within the relevant minute
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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:

1. Scottish Funding Council's Regional Outcome Agreement of *Access for people from the widest range of backgrounds*;
2. Colleges' Equality and Diversity Policy of *Encouraging and promoting good relations*; and
3. 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 to date
<p>3.1 The learning and teaching strategy is inclusive in the design of curriculum, delivery and assessment which increases students' understanding of equality and diversity helping them contribute to the life of the College and be responsible citizens</p>	<p>Vice Principal (Curriculum) and Assistant Principal with responsibility for quality</p>	<p>December 2014</p>	<p>Equality and diversity is considered in the design, approval and review of curriculum and programmes</p> <p>Learning and teaching materials are inclusive, avoiding stereotypes and assumptions, and there is a quality process in place to assure the College this is the case</p> <p>Embedding equality and diversity into programme delivery is a key part of the lecturer role and this is written into the job description</p> <p>Assessment processes are fair and equitable and adjustments are made according to need</p>	<p>The Learning and Teaching Committee has primary responsibility for ensuring the effective implementation of the Learning and Teaching Strategy which includes the aim of "employing a range of teaching and assessment approaches which are appropriate to the needs of specific groups of learners and learning contexts"</p> <p>The Fife College Learning and Teaching Strategy was implemented in November 14. This has five core themes – one of which is to ensure there is equity of access to learning opportunities. A workstream has been set up to implement this within curriculum teams and is</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 to date	
				<p>reported back via the Learning and Teaching Committee. Recent Education Scotland review has highlighted the need to undertake significant development activity to incorporate equality and diversity within the curriculum. Staff development is planned for June 15 to address this. Also e-learning modules are currently being procured to also provide CPD for staff in this area</p>	
3.2	<p>Staff, through the design of the recruitment, induction, performance management, development and promotion processes understand and behave in ways that support equality and diversity principles</p>	<p>Organisational Development Manager</p>	<p>December 2014</p>	<p>The employment life cycle includes information and briefings on equality and diversity. HR metrics and complaints are monitored by the Health and Safety and Human Resources Committee with any matters of significance reported to the Vice Principal (Organisational Development and Change) for action as appropriate</p>	<p>The data has been presented to the Committee on a regular basis and this is recorded within the relevant minute. There is further work to be done with regard to complaints and also the design of systems. There are recommendations contained in this report that demonstrate that where issues are identified, action is taken</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 to date
3.3 Codes of Conduct are reviewed and updated to be consistent with the Equality and Diversity Policy as well as the values that support and underpin that	Vice Principal (Organisational Development and Change) and Vice Principal (Curriculum)	September 2014	Revised Codes of Conduct are published with staff and students updated on the values of the College and the principles of the Equality and Diversity Policy understanding how that applies to them. This understanding will be measured through questions being built into existing surveys and questionnaires and monitoring statistics	The Code of Conduct for staff has been updated and refers to the Equality and Diversity Policy and the principles therein. The Code of Conduct for Students is currently being revised and will be published in May 2015, however the Student Charter and Induction information make reference to expectations under the terms of the Equality and Diversity Policy

## EQUALITY OUTCOME FOUR

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

1. Scottish Funding Council's Regional Outcome Agreement of *Access for people from the widest range of backgrounds*;
2. 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
3. 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 to date
4.1	Review condition surveys and other audits of the campuses and identify if there are any issues related to access and support of individuals	Head of Estates	June 2014	Review is completed with an action plan developed with SMART outcomes and which is communicated	A member of staff relocated to improve access and a another provided with specialist support to meet individual requirements
4.2	Staff, students and relevant stakeholders are involved in any future campus developments to ensure they are accessible and meet the needs to all those who use them	Head of Estates	September 2014	The processes for campus development have embedded within them consultation and communication with all stakeholders which can be evidenced	The College has introduced an estates change request form which includes an equality impact assessment which is then considered by the Senior Management Team

## 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:

1. Scottish Funding Council's Regional Outcome Agreement of *Right learning in the right place*;
2. Colleges' Equality and Diversity Policy of *Treating people with respect*; and
3. 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 to date
5.1 Students can access Student Services and Guidance in ways that meet their needs	Assistant Principal with responsibility for quality	September 2014	<p>Information on services and guidance is provided in multiple ways, e.g. written, electronically</p> <p>Access to services and guidance is through multiple means, e.g. tutor support, Students' Association etc</p> <p>Timely engagement with learners in course reviews is effective, enabling information to be gathered on the opinions and insights of students</p> <p>Monitoring of data including numbers accessing support, complaints, attainment and achievement to identify any trends or issues with action plans developed to address. The new LTPR tool allows curriculum teams to reflect on progress made in comparison to reported metrics</p>	<p>In HMYOI Polmont, the College piloted with the SPS a screening tool for learning difficulties and disabilities. This allows the individual to be understood as a whole and enable staff to better support the needs of the learners</p> <p>The Creative Industries Department recently undertook a postcode analysis of their students and through this discovered that a large number of FE students live in the lowest quintiles in Fife. As a result, linkages with guidance, finance and learner support were strengthened to ensure that they were supported through their studies</p>

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			<p>The new REMs system will also allow for the recording of specific learner needs at the application stage. An electronic PLSP system is also currently being devised.</p> <p>these</p>	<p>A student has been given additional support for their studies despite their family disapproving of them being at College so the student can achieve what they set out to achieve</p>
5.2	<p>Throughout the employment cycle, applicants and members of staff can access support and information in ways that meet their needs</p>	August 2014	<p>Recruitment and selection processes are fair and equitable with adjustments made according to need</p> <p>Information is available from a variety of sources, e.g. managers, human resources, electronically</p> <p>Development opportunities are available to all staff with equality and diversity embedded within programmes offered</p> <p>Disciplinary and grievance processes are objectively and consistently applied with adjustments to processes made as required</p> <p>Promotion is based on fair and objective criteria</p> <p>Monitoring of data including</p>	<p>The College has agreed a full range of policies and procedures for the employment life cycle and these reference equality and diversity. This ensures that equality and diversity is embedded within practice</p> <p>There is further work to ensure that monitoring of staff data includes pay audits, disciplinary and grievance as well exit interviews. Otherwise the reporting is well established</p> <p>The Hair and Beauty Department has been proactive in supporting a member of staff with autism and this support has led to the College receiving an award in</p>

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			recruitment and selection, salary, disciplinary and grievances, absence and exit to identify any trends with action plans developed to address these	October 2014. The students have benefited from the interactions they have with the member of staff
5.3	Relevant external and internal datasets will be analysed to identify any barriers or issues that affect the ability of individuals to access provision or services and in consultation with staff, students and stakeholders these will be addressed	November 2014	Monitoring of data, including external benchmarking, is considered by the Group and any action plans proposed are agreed with achievement monitored to ensure that it is improving both access and quality of provision and services	The Equality and Diversity Strategy Group receives regular equality reports relating to staff and students which identify issues and make recommendations on the findings
5.4	Review of marketing and communications, whether electronic or printed, to ensure that they represent positive images of diversity, role models and highlight the College principles with regard to equality and diversity	August 2014	Visible presence in marketing literature and other materials. An increase in interest and applications from under-represented groups  Marketing materials are accessible and inclusive	The College uses images from the corporate image library for all of its marketing materials. This library represents positive images of diversity  The College continues to monitor the website to ensure that phrases such as 'click here' are not used and replaced with information on what the link refers to (to support screen readers). The Marketing team is also working with the Inclusion and Support team to review their

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				<p>pages on the website to make them more user-friendly</p> <p>Materials can be made available in other formats when requested</p> <p>The College actively highlights positive stories through PR and share these on the website, through social media and distribute these to the local press (or national where appropriate)</p>
5.5	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	August 2014	<p>Demonstrable increase in the number of learners from under-represented groups across the curriculum</p> <p>Curriculum is fit for purpose, supported by high quality resources with learning materials that are accessible and inclusive</p>	<p>A Fife College Learning and Teaching Strategy was implemented in November 14. This has five core themes – one of which is to ensure there is equity of access to learning opportunities. A workstream has been set up to implement this within curriculum teams and is reported back via the Learning and Teaching Committee. Recent Education Scotland review has highlighted the need to undertake significant development activity to</p>

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				incorporate equality and diversity within the curriculum. Staff development is planned for June 15 to address this. Also e-learning modules are currently being procured to also provide CPD for staff in this area
5.6	<p>The recruitment and selection process is free from stereotyping and applicants are chosen on merit</p> <p>HR Operations Manager and Organisational Development Manager</p> <p>Vice Principal (Curriculum)</p>	August 2014	<p>Revised process enables recruitment decisions to be merit based with adjustments made to the process to meet people’s needs. The impact of the revised process in terms of increasing the numbers of staff from under-represented groups can be monitored</p> <p>The process for recruitment and admission of students is equitable with adjustments to the process to meet people’s needs. The impact of the revised process in terms of increasing numbers of students from under-represented groups can be monitored</p>	<p>A new recruitment and selection process for the College has been negotiated and agreed with the recognised Trade Unions. This has equality and diversity embedded within the various stages of the process</p> <p>Monitoring of the data has resulted in a number of recommendations that are contained in this report and that the College will action to ensure recruitment and selection processes are fair, equitable and transparent with applicants considered on merit. The Fife College Admissions Policy has been updated for applicants for academic year 2015/16. 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 to date
				<p>policy takes into account the need to take into account the diverse range of student needs. An electronic Personal Learning Support Plan (PLSP) system is currently being developed to streamline the disclosure of additional support needs. Furthermore the on-line application process for the new student records system (REMS) has also been developed to capture additional support requirement information at source</p> <p>The audition barrier for Level 5 and 6 students has been removed for courses within Performing Arts. The audition had previously impacted on the ability of some students to be admitted to a performing arts course</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:

1. Scottish Funding Council's Regional Outcome Agreement of *A developed workforce*;
2. Colleges' Equality and Diversity Policy of *Encouraging and promoting good relations*; and
3. 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 to date
6.1 Students from Fife College are valued as skilled and employable good citizens	Vice Principal (Curriculum)	June 2015	<p>Skills related to employability are integrated in programmes and learners are encouraged to develop these skills</p> <p>Data on the destination of learners shows an increase in the percentage of learners achieving employment</p>	<p>The Chocolate Enterprise project held in HMP Open enabled learners to take part in a range of activities to foster and develop their core skills through enterprise. The project ran over four weeks and included writing a business plan, hand crafting boxes, crackers and chocolates in the training kitchen. Products had to be promoted and sold, with a total of £151.26 being raised for the Common Good Fund</p> <p>Students undertaking beauty and hair assessments are required to factor in all hair and skin types as well as age and gender. This results in the students being able to treat a wide range of clients when</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 to date	
					they enter the world of work
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	Director - Projects	June 2015	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 has positive relationships with	The Conference Centre which is linked to the College is organised to enable anyone to attend its events without barrier or prejudice. There have been a number of civil ceremonies held at the Centre for same sex couples
6.3	Engagement with employers aims to increase employment opportunities and participation for all students	Vice Principal (Commercial Development) and Director – Projects	June 2015	Proactive approach to engagement with employers will increase the number of opportunities available for students for work placements and apprenticeships	The College has a large number of modern apprenticeships and this requires partnership working with employers. The College prides itself on the managed service that it provides to employers ensuring that all modern apprenticeships are successful

## EQUALITY OUTCOME SEVEN

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

1. Scottish Funding Council's Regional Outcome Agreement of *Sustainable institutions*;
2. 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
3. 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 to date
7.1	The Board of Governors, through the work of the Health and Safety and Human Resources Committee, has oversight of the activity across the College and assures itself that this is sufficient to meet its legal obligations	Chair of the Board of Governors	October 2014	There is a Short Life Working Group (SLWG) of the Health and Safety and Human Resources Committee which has a more detailed remit in terms of oversight of the College's response to the Equality Act 2010. The SLWG will report the level of assurance to the Health and Safety and Human Resources Committee and on to the Board of Governors through the minutes of their meetings	The Working Group was disbanded from 18 March 2015 due to the good progress made in relation to all areas of the College's work in relation to equalities. The Working Group was confident that equality was embedded into the core functions of the College's work and therefore monitoring by the Health and Safety and Human Resources Committee moving forward would be sufficient
7.2	There are named roles that have core responsibilities for equality and diversity and have associated budgets	Vice Principal (Finance and Planning)	August 2014	The College has assigned roles for mainstreaming equality and diversity and these roles have sufficient access to finance to fulfil their responsibilities	The Vice Principal with responsibility for HR has an overall remit for equality and diversity. The Organisational Development Manager has a responsibility for staff related

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 to date	
				<p>actions and a budget related to CPD</p> <p>The Vice Principal for the Curriculum has responsibility for a new management information system (REMS) and a budget associated with this</p>	
7.3	The Board of Governors reflects the diversity within the region and of the College	Chair of the Board of Governors	June 2015	The composition of the Board represents the population of Fife and of the College and if there is under-representation, action is put in place to address that when recruiting new Board members	The Board has ensured that its recruitment and selection process is fair and based on merit. There were steps taken to address the gender imbalance and 45% of Board members are female as at 31 March 2015. This meets the 40% target of the Ministerial Guidance on College Sector Board Appointments
7.4	The Equality and Diversity Strategy Group monitors the Equality Outcome Action Plan to ensure that progress is being made and that actions are developmental	Equality and Diversity Strategy Group	June 2015	<p>The Equality and Diversity Strategy Group meets regularly with minutes accessible to all in the College</p> <p>The Equality and Diversity Strategy Group considers the Equality Outcome Action Plan at each meeting, monitoring progress and</p>	<p>The Equality and Diversity Strategy Group meets at least once per term and reviews the Action Plan at key points within the academic year.</p> <p>There is further activity to ensure that the Action Plan is refreshed and considered at</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 to date
			considering new or revised actions to ensure the College makes incremental and positive progress	least once per year in the light of information from staff and student metrics as well as focus groups and other sources

## **6.0 Baseline Staff Data**

The legacy colleges of Adam Smith and Carnegie provided a baseline of data for the academic year 2011-12 in their first mainstreaming report for each of their organisations. This dataset has been used for comparison against Fife College for the start of the 2013-14 academic year and the end. If comparison is not possible, this is reported against the protected characteristic.

### **6.1 Age**

Adam Smith College reported age across a range of age bands that do not match to that reported by Carnegie College and as a result comparison with Fife College is not possible nor is it possible to analyse the data by staff category.

The majority of staff within Fife College are in the age bracket of '30 – 59' at 83% and there is little change from the start of the 2013-14 academic year to the end where it was 82%. For completeness, 6% of staff were aged 'under 29' at the start of the academic year and 7% at the end and a constant 11% were aged '60 plus'. The analysis highlights that there are no staff aged 'under 29' in the management staff category.

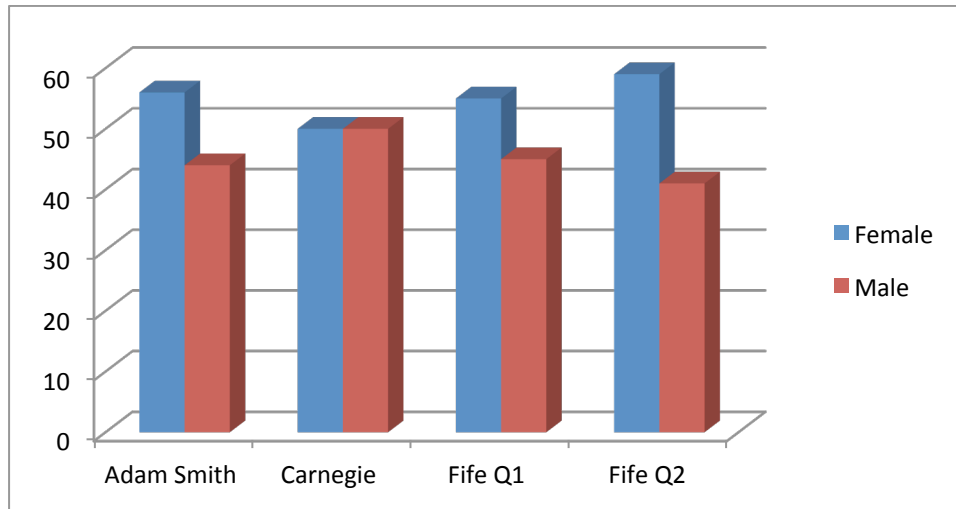
The reasons for this latter finding are unclear and it is likely to be a combination of the College, or its predecessors, requiring certain qualifications for posts which take time to acquire or that there is a certain level of experience needed to perform some posts and this impacts on the number of people 'under 29' who can apply compared to other age bands. It may reflect low turnover of staff where staff remain employed within the College, or its predecessors, or that there was a period of significant recruitment, possibly when there was an injection of government funding. The low numbers of staff within the '60+' plus age range may reflect recent voluntary severance schemes where staff with longer service receive more severance pay.

### **6.2 Gender**

Both Adam Smith and Carnegie Colleges reported a female: male split of roughly 60:40. Fife College gender profile is 62:38 at the start of the 2013-14 academic year and 64:36 at the end indicating a slightly increasing female staff profile over the period and from the previous legacy colleges.

The gender profile can be split by the staff categories of academic, support and manager and compared against the legacy colleges reported figures. Considering the academic staff, it can be seen that the female population, in percentage terms, has increased and continues to do so, see chart one.

**Chart One - Academic Staff**

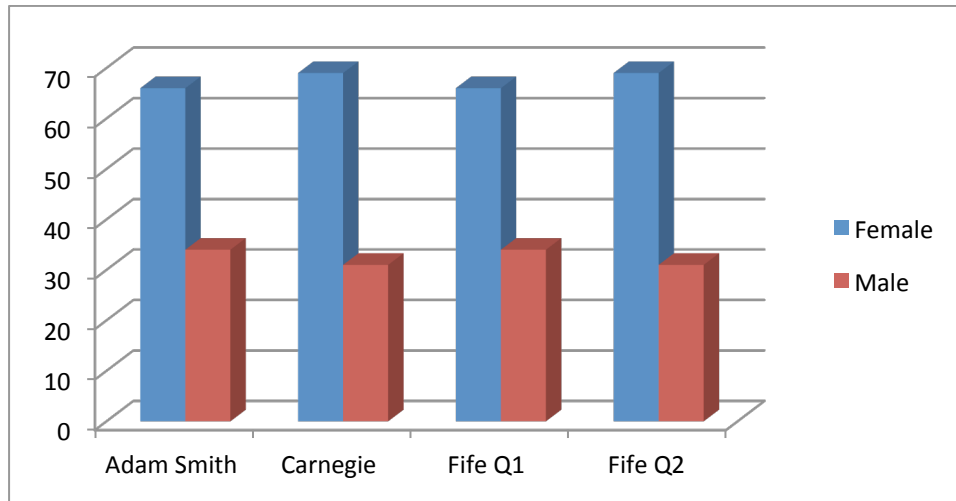


Support staff, chart two, also shows an increasing female population as a percentage although the position at the end of the 2013-14 year exactly mirrors the profile, in percentage terms, that was reported by Carnegie College. This gender profile is likely to reflect the wider societal issue of females being clustered into particular roles and these roles fall within the definition of support staff from a College perspective.

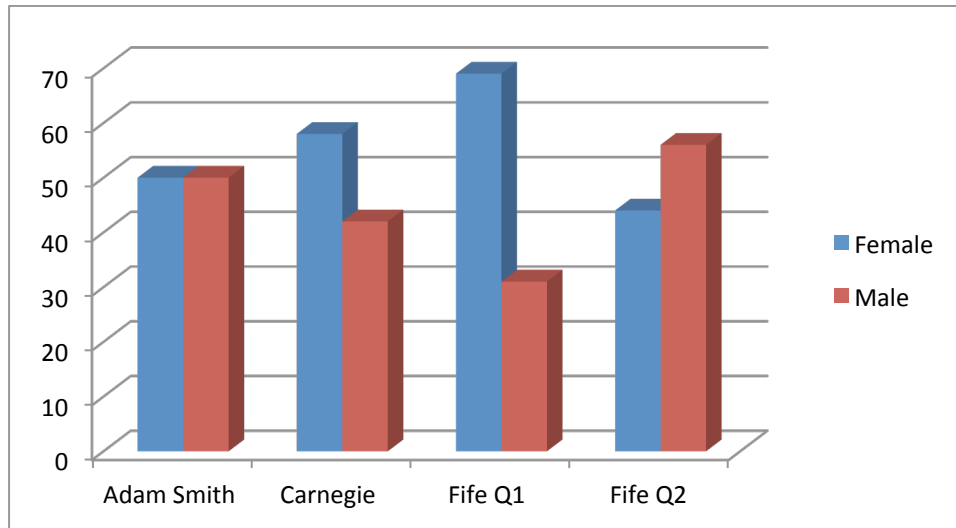
The manager category sees a shift in gender profile from more female to male to more males at the end of the 2013-14 academic year, chart three. The reasons for this are unclear and as a result, the College will monitor the gender profile for the staff category over the coming years throughout the employment cycle.

For all staff categories, the gender profile will be analysed in the coming year by departments within the College to consider if there are departments where females or males are clustered and where this is established to consider any actions resultant from that.

**Chart Two – Support Staff**



**Chart Three – Managers**





### **6.3 Disability**

Adam Smith and Carnegie Colleges had a declaration rate for disability at 3.74% and 7.7% respectively and Fife College has 5% of staff declaring a disability. Data from the Office for Disability Issues which estimates the disability prevalence has been used. This provides the figure of one million for Scotland in the year of the census. The census data has the population in Scotland at 5,295,403 therefore 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 there may be significant underreporting of disability or that the College is not recruiting staff with disabilities.

### **6.4 Race / Ethnicity**

Adam Smith and Carnegie Colleges had a staff profile predominantly White in origin at 98.19% and 95.5% respectively. Fife College is similar at 96% at the start of the academic year 2013-14 and 1% less at the end. Reviewing the White category, the majority are White Scottish and this has persisted pre and post-merger.

### **6.5 Religion / Belief**

Only Carnegie College provided data on religion / belief in the last report and therefore no comparison is made. Fife College has limited data on religion as 36.1% prefer not to say or do not state a religion and this rises in the academic year 2013-14 to 43.7%.

### **6.6 Sexual Orientation**

No data from the legacy colleges was reported however Fife College has seen an increase in staff who declare themselves lesbian, gay, bisexual or other in the academic year 2013-14 from 0.3% at the start of the year to 3% at the end. This however does not provide a necessarily accurate picture of the diversity of staff in this regard to this protected characteristic as the percentage of staff who do not say or who prefer not to say is similar to that for religion / belief.

### **6.7 Positive Reporting of Protected Characteristic**

For the protected characteristics of disability, race / ethnicity and religion / belief, the percentage of staff who either prefer not to say or do not state impacts on the analysis of the diversity of the College staff profile and the ability of the College to ensure that it meets the needs of all individual staff. As part of addressing this, the College will be introducing a self-service system module as part of its overall HR information system and will be encouraging staff to review and confirm the data that they have provided in relation to protected characteristics. The importance of this data to the College will be part

of encouraging staff to make declarations. There will be also be focus groups organised with staff to discuss what encourages or otherwise staff to disclose protected characteristics. This can shape future policies and practices around recruitment, selection, development and support and capability and performance.

## **7.0 Baseline Staff Recruitment Data**

The baseline recruitment data provided in the report by the legacy colleges is not amenable to comparison as it is was presented in different formats. The following analyses the recruitment and selection data throughout the quarters of 2013/14. There is no data collected on religion or belief, gender reassignment, pregnancy or marital status.

The following data and analysis is affected by the managing change process which the College introduced where roles were advertised when no internal matching appointment had been made and to which staff could apply. In some senses this is no different to any other external recruitment exercise in that staff would be able to apply for advertised roles, however there was more focus from staff to apply given the opportunity for a promoted post and the anxiety and stress about where in the new organisational structure they would fit. This does not mean that the data has no relevance, more that it comes with a caveat. The analysis can still provide a baseline for comparison with recruitment and selection activity in the coming academic year however an accurate picture of the activity may take a further two or three years to establish.

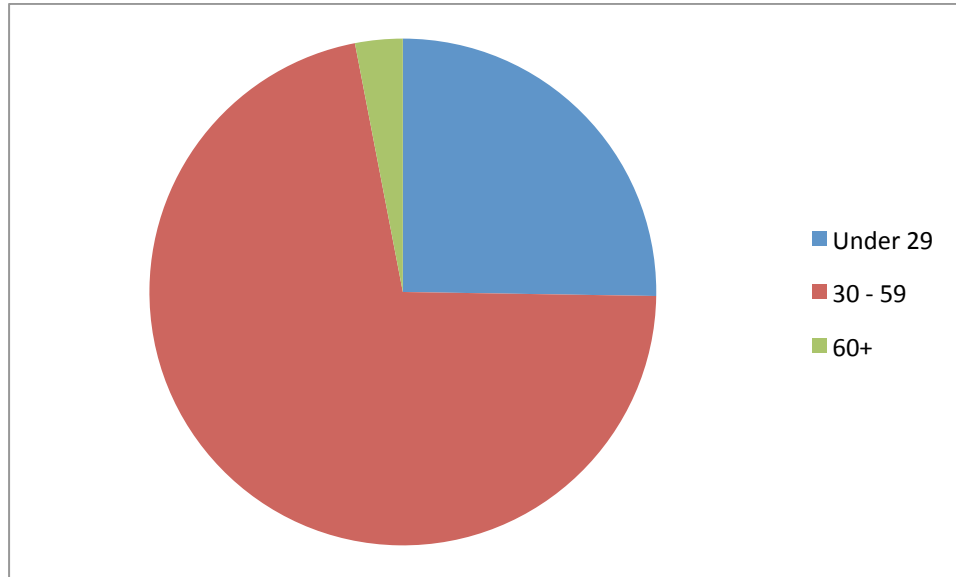
As part of the context to the data analysis, the highest percentage of applications are for support posts at 63%, followed by academic roles at 26% and 11% for management posts. The largest number of vacancies externally advertised by group was academic, followed by support and then management.

### **7.1 Age**

The College received the largest percentage of interest across the recruitment stages in the age range '30 – 59' which reflects the staff profile although a larger percentage apply who are aged 'under 29' and a smaller number aged '60+' than in the staff profile, chart four. The data has been analysed in depth across quarters in the academic year 2013-14 and by category as part of identifying trends and this has revealed that manager posts attract far fewer applications for those aged 'under 29' or '60+'. The reason for this is unknown.

The successful applicants were also analysed and it appears that someone aged '60+' has a greater chance of being offered an academic post than in any other age band and for those aged 'under 29', the chance is significantly less. It is also less for that age band in respect of support posts. The reasons for this are unknown.

**Chart Four - Applications by Age**



### **7.2 Gender**

The majority of interest in posts within the College is from females at 66%. This broadly reflects the staff profile. The data has been further analysed and it appears a male applicant has a greater chance of being offered an academic post than a female applicant and this is reversed for management posts. There is no known reason for this.

### **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 and whilst the numbers were small, there does appear to be a high withdrawal rate. The reason for this is not known.

#### **7.4 Race / Ethnicity**

The College received sixty six applications from BME backgrounds and this is a higher percentage than in the staff profile. Analysis indicates that these applicants were more likely to be successful than other applicants albeit this is not a statistically robust finding given the numbers are small. That said, if this pattern continued, the College would increase the race / ethnicity of its staff base. The pattern will be monitored in coming years.

#### **7.5 Sexual Orientation**

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

#### **7.6 Recommendations from Analysis**

To address the findings in age, gender and disability, the College will review external recruitment and selection activity once the organisational change process is complete, auditing the criteria defined for posts to identify those that are the minimum required, i.e. the essential and the desirable criteria as well as the process of recruitment and selection, ensuring that there are no unintended factors that prevent applicants with protected characteristics being more or less successful than others except on merit or withdrawing at higher rates. The College will also review where posts are advertised to ensure that they attract interest and applications from a wide diversity and are worded in such a way as to be inclusive to all.

#### **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 the 2013-14 academic year the Board had 18 members and at March 2015 has 17 members.

As at the end of the academic year 2013-14, the majority of members were in the age range '30 – 59' at 72% reflecting the staff profile however there was a higher percentage of members aged '60+'. At March 2015, the Board has 71% in the '30-59' age range and 24% in the '60+' category.

In relation to gender, the Board is the opposite of that found in the College and, at the end of academic year 2013-14, the majority of members were male at 72% although if the data includes only non-executives, the Board had 33% representation of females. The College, in its appointment round in that year, specifically took measures to encourage applications from females. This was through advertising for skills in sectors where there is greater representation

of women, using a positive statement to welcome applications from all underrepresented groups in the advertisement itself and accessing female networking bodies. As a result of this approach, the position at March 2015 had moved to a 65% male and 35% female membership overall; and if the data only includes non-executives, a 55% male and 45% female split. 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 will work towards this in all of its appointment processes whilst ensuring that every appointment is made on merit.

In relation to race / ethnicity, the Board has no representation from BME backgrounds.

In terms of religion, the majority of members indicated 'no religion' which reflected Fife County however was different from Scotland and significantly so from Fife College. The number who declared 'Church of Scotland' or 'Christian' was similar to that in the College at the start of the year however the percentage in the College decreased substantially in the year.

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

## **9.0 Staff Gender Pay Gap**

The legacy colleges did not provide data amenable to comparison with each other or with Fife College. Fife College has also been managing organisational change to create a new structure with new posts that staff could be matched against or be slotted into where possible. Alongside this, there were changes to the grading structure as part of harmonising the terms and conditions. The following analyses pay for Fife College as at August 2014 however the managing organisational change process was only partially complete for the categories of managers and support staff and therefore a total picture will not be available until after June 2015, the expected date of completion for these categories.

Fife College has a pay gap of -15.49% on the basis of the percentage difference between the average hourly rate of pay between females and males, Table One. This occurs as a result of the difference between the average hourly rate of pay between females and males in SMT and this is skewed by the average hourly rate of one male within this category.

There are more females with a personal contract than males and females have a higher average hourly rate than their male counterparts. This is skewed by a few females within this category who have a higher average hourly rate than anyone else in this group.

There are more females than males within the support category however their average hourly rate is less than their male counterparts. There is limited distortion of the differential by a few males having a higher average hourly rate than females. As a result, further analysis is required once the managing organisational change process is complete.

**Table One - Gender Pay Gap**

Equal Work Group	Female		Male		Difference (£)	Pay Gap (%)
	Count	Avg Hourly Rate	Count	Avg Hourly Rate		
SMT	2	46.02	3	54.49	-8.47	-18.40
Academic	173	18.80	175	19.19	-0.39	-2.07
Personal Contract	29	26	15	23.55	2.45	10.43
Support	347	11.56	145	12.19	-0.63	-5.45
						<b>-15.49</b>

### 10.0 Occupational Segregation by Gender

Considering occupational segregation, based on the data in table one, females dominate the personal contract and support categories. There is a more even balance between females and males in the academic category and there are more males than females in SMT. The College commits to undertaking a more detailed analysis once the managing change process is complete.

### 11.0 Equal Pay Statement

Fife College supports the principle that staff receive equal pay for the same or broadly similar work, for work rated as equivalent and for work of equal value. The College will:

- Implement an Equal Pay review for all staff once the managing change process is complete;
- Ensure that all pay practice applies equally to all staff and is best practice;
- Communicate pay practice to staff in order that staff can understand how their pay is arrive at;
- Undertake equal pay audits every three years;
- Review the way in which pay for jobs is determined and investigate an appropriate job evaluation scheme as required; and
- Provide guidance and support to managers where they make decisions on pay and benefits for staff.

## 12.0 Baseline Student and Recruitment Data

The legacy colleges of Adam Smith and Carnegie provided a baseline of data for the academic year 2013-14 in their first mainstreaming report for each of their organisations. As separate MIS systems were utilised throughout 2013/14, any figures reported for Fife College are an amalgamation of reports from two discreet systems.

### 12.1 Age

Both Carnegie College and Adam Smith College reported age across several age bands, which were then collated for Fife College and highlighted the majority of enrolments were against age band 25+ at 48%, 29% were aged 16-19, 15% 20-24 and 8% were under 16. The largest proportion of withdrawals were in the 16-19 age band at 42%.

Adam Smith College reported similar numbers against 2 age bands, 38% were 25+ and 37% were 16-19. 42.6% of all withdrawals were against age band 16-19. With Carnegie College reporting 59% of enrolments were against age band 25+ and those aged 17 or under showed a higher number of early/further withdrawal than any other age band.

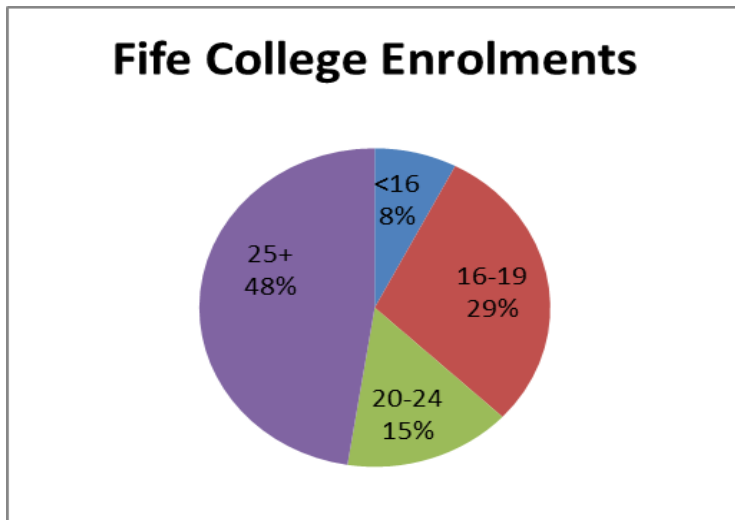


Figure 1: Enrolments by Age Band

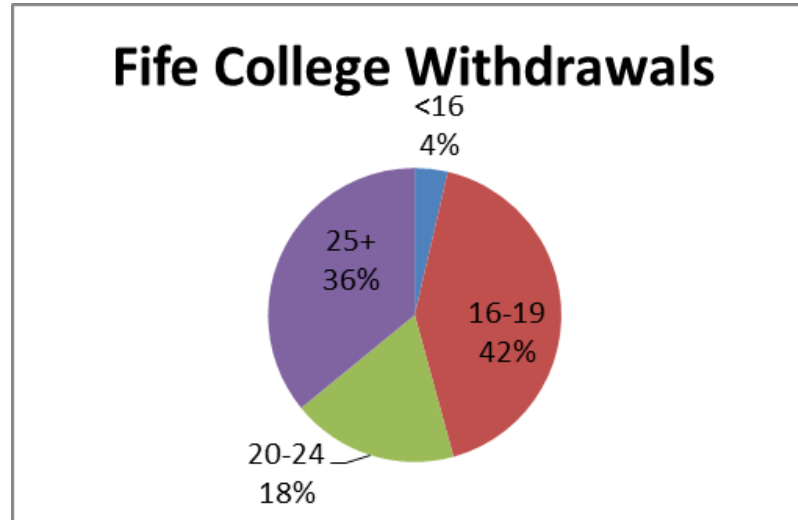


Figure 2: Withdrawals by Age Band

## 12.2 Gender

Fife College student gender profile is 56:44 male:female for 2013/14 academic year, with a higher proportion of withdrawals being recorded against female students (58:42). 19.4% of female students withdrew compared to 15.9% of male students.

Adam Smith College detailed a 47:53 male:female ratio, with 14.9% female student withdrawals compared to 11.8% male student withdrawals. Carnegie College reported a 67:33 male:female ratio, with 4% early female student withdrawals compared to 1% early male withdrawals (before course cut-off date). 6% of female students withdrew after the cut-off date compared to 2% of male students.

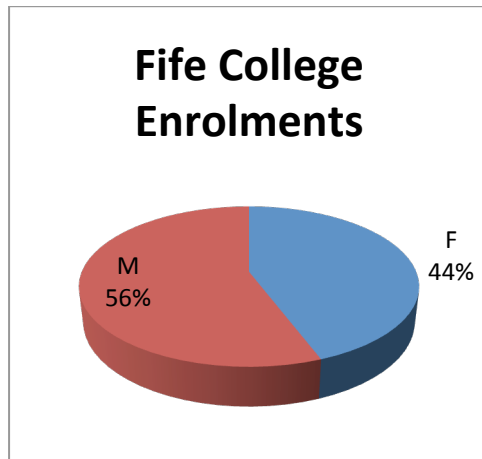


Figure 3: Enrolments by Gender

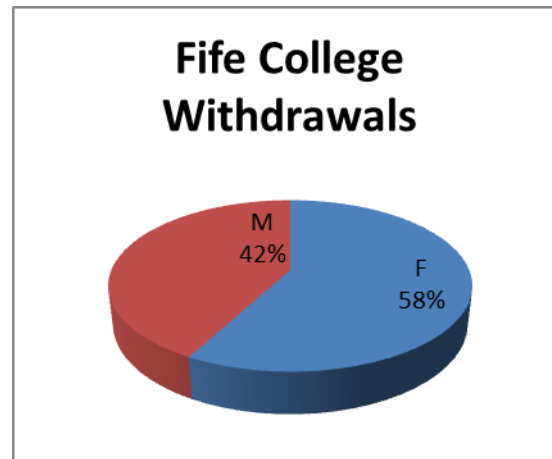


Figure 4: Withdrawals by Gender



### 12.3 Disability

Fife College figures show 70% of students completed the section regarding disability, although the majority declared ‘No Known Disability’ – 49.3%. 10.49% indicated a type of disability, with Dyslexia showing the highest number of enrolments at 3.29%.

The highest number of withdrawals for those indicating a disability was from students with ‘Personal Care Support’ at 35.7% against numbers enrolled.

Both Carnegie College and Adam Smith College recorded ‘Dyslexia’ as the highest proportion of disabilities recorded against enrolments – 2.67%/3.77%.

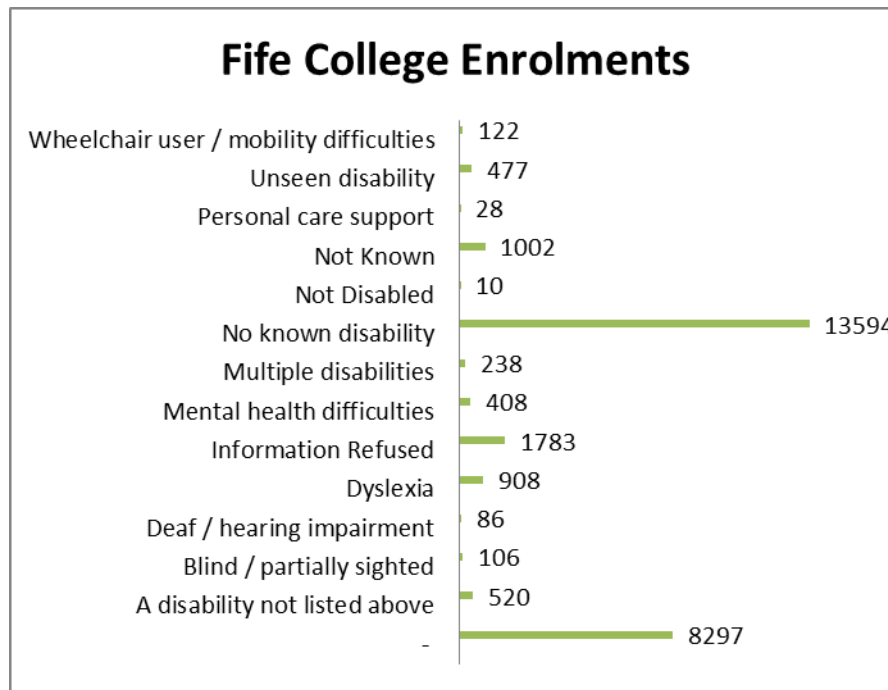


Figure 5: Enrolments by Disability Type

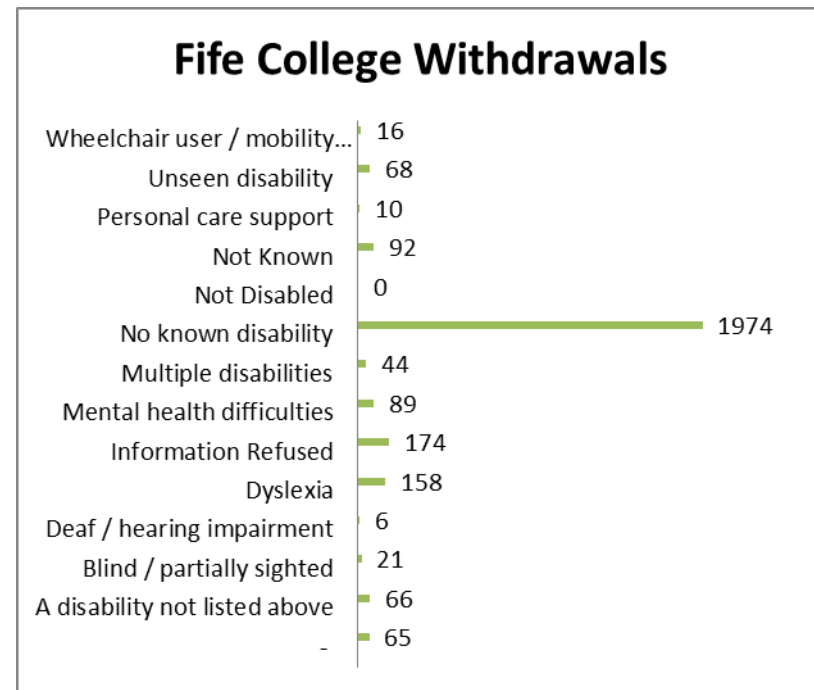


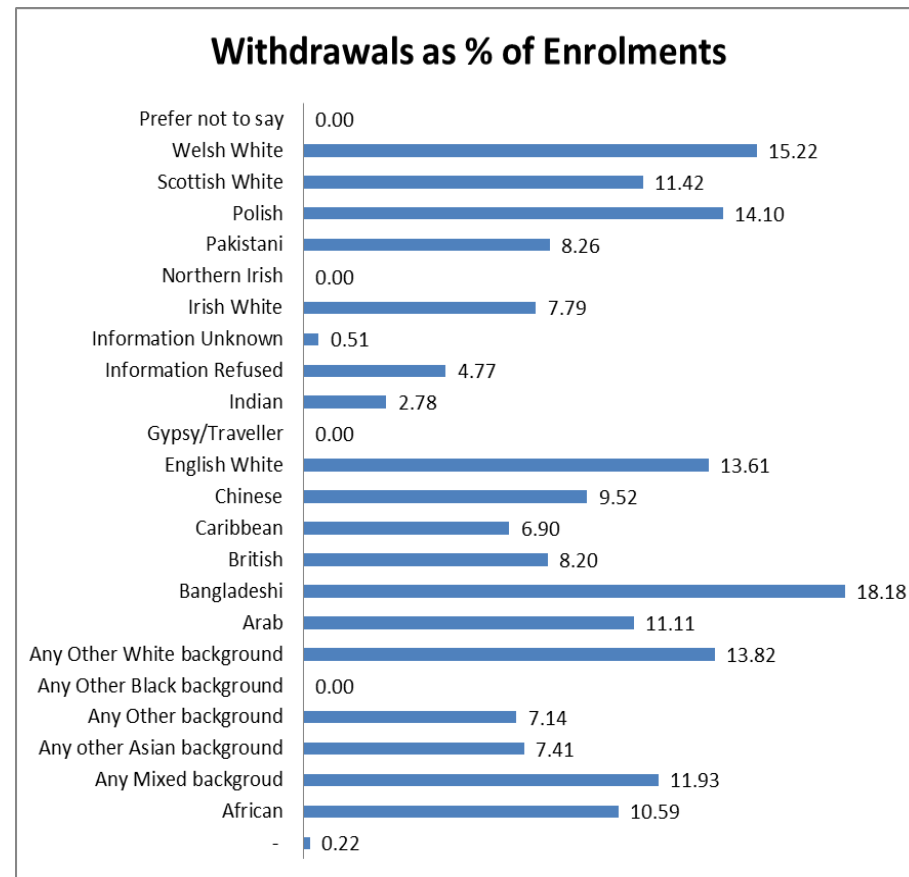
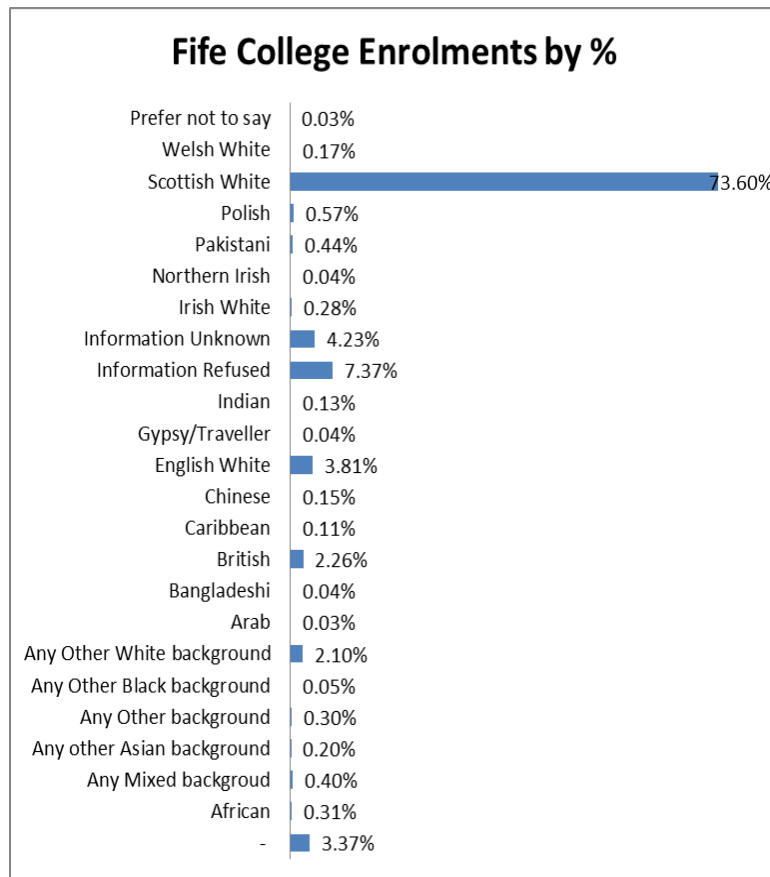
Figure 6: Withdrawals by Disability Type

## 12.4 Race/Ethnicity

Both colleges reported student profiles were predominantly ‘Scottish White’, with Fife College’s total showing 73.6%, 11.6% preferred not to provide this information.

The largest ethnic group for Fife College is Polish with 156 enrolments – 0.57%.

Of the 11 Bangladeshi students enrolled, they showed the highest percentage of withdrawal at 18.18%.



**12.5 Religion/Belief**

No data from the legacy colleges was reported and at present the data cannot be provided. This will be part of the introduction of the new student records system (REMS).

**12.6 Sexual Orientation**

No data from the legacy colleges was reported and at present the data cannot be provided. This will be part of the introduction of the new student records system (REMS).

## Equality and Diversity Strategy Group

### Remit

**Membership:** Vice Principal - Organisational Development and Change (Chair)

Two Student Representatives

Three members of academic staff

Three members of support staff including one member of guidance staff

**In Attendance:** Executive Administration Assistant (Secretary)

**Quorum:** Four Members

**Frequency:** Quarterly

- 1 To oversee the achievement of Fife College's Equality Outcomes and monitor progress through action plans and to advise on the main provisions of any legislation in relation to equality as is relevant.
- 2 To promote good practice in the development and maintenance of College policies and strategies in the context of their compliance with equalities legislation.
- 3 To support effective implementation and monitoring of Equalities Impact Assessment and other Public Sector Equality Duties including mainstreaming.
- 4 To work with the recognised Student Representatives to ensure that learners are aware of, and comply with College policy, procedures and expected standards of behaviour and promote a culture of respect in relation to equality and diversity.

- 5 To work with staff towards the elimination of discrimination and support an inclusive strategy for the College through the application of the College's Equality of Opportunity Policy and to ensure the appropriate recruitment, induction and Continuous Professional Development for all staff in support of the delivery of College standards of inclusiveness.
- 6 To engage with partners and communities and to promote equality of opportunity.