



Fife College



Equality Mainstreaming  
Report 2018



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# 1. Introduction

This Equality Mainstreaming Report is the third 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 in relation 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 valuing 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. A Respectful College sets out the expected behaviours in terms of Respect for Self, Others, Difference and College.

A Respectful College, within the context of Fife College:

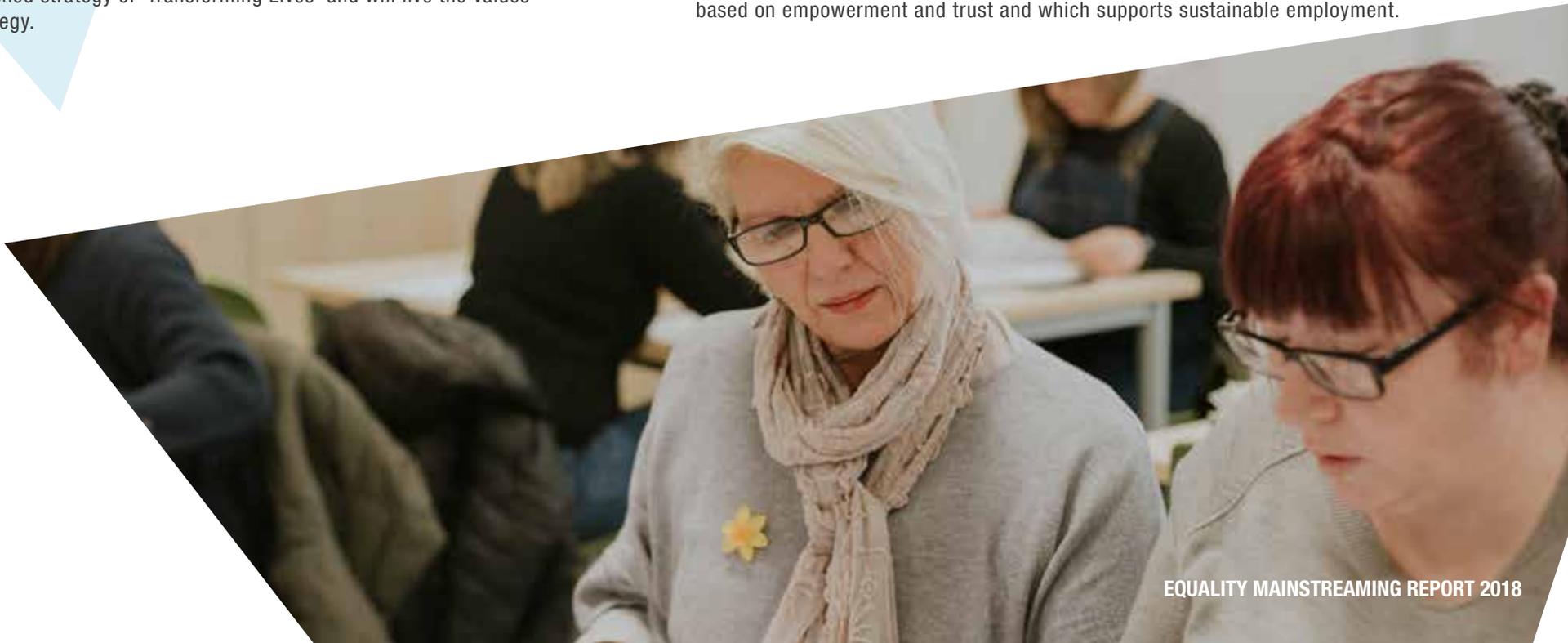
- ensures good working relationships in and between teams;
- ensures open and honest communication;
- minimises conflict and enables any conflict that does arise to be quickly resolved without damaging relationships;
- fosters physical and mental wellbeing;
- ensures decisions are owned by those making them and that people are accountable for what they do and how they do it;
- embraces diversity and value difference; and
- facilitates a culture of fairness which has due regard for each person.

The College has introduced the Workforce Planning Strategy. This strategy will have a focus on how our colleagues will support the achievement of the College's refreshed strategy of 'Transforming Lives' and will live the values within the strategy.

As part of living these values, the College has committed to the Fair Work Convention, recognising the importance of providing meaningful work and careers to our colleagues, both current and future, and, as such, the vision and framework of the Fair Work Convention and, in conjunction with the respect behaviours, will be the cornerstone of actions and interventions that support the College in meeting the requirements of the public sector equality duties. The vision and framework of the Fair Work Convention covers:

- Communication - Effective Voice
- Opportunity
- Security
- Respect
- Flexible Workforce

The Workforce Planning Strategy also explores the need to ensure we have a flexible workforce which enables the College to be agile and make sound decisions based on empowerment and trust and which supports sustainable employment.





## 2. Context: Organisation and Region

The College serves the needs of the communities of Fife where there is a mix of rural and urban populations. In 2017/18 the College had 31,428 enrolments, which included Commercial and Skills Development Scotland (SDS) activity, with 6,339 studying on a full-time or short full-time basis. In 2018/19, the College has a projected turnover of £47million, of which 72% is funded from the Scottish Funding Council (SFC). The College currently has various non-SFC income sources through existing commercial contracts with employers, local authorities and other government agencies, and also includes tuition fees from SAAS, which is projected for 2018/19 at £13million.

The College has four curriculum departments, fourteen support functions and a commercial arm. As at academic year 2017/18, there was a total of 1,160 staff which equated to a Full Time Equivalent (FTE) complement of 838.68. This is an increase from the last Equality Mainstreaming Report when there was 977 staff with an FTE of 796.82 as at the end of the academic year 2016/17. This is a difference of 183 staff or 18.73% as a headcount and 41.86 or 5.25% FTE.

The Fife population stood at 370,330 in 2016. It has continued to grow in recent years although at a slower rate than for Scotland and UK. The population of Fife is slightly older compared to Scotland, and there is a noticeable decline in the proportion of the population aged early 20s to late 30s compared to the national average, which suggests that young working aged people are leaving the region to pursue work, training or other opportunities. Based on 2016 projection data, it is estimated that the population will grow with an increase of almost 9,500 people expected between 2016 and 2041. This equates to a 3% increase, which is slower than the national projected growth rate of 5% over the same period.

## Regional Outcome Agreement 2019 – 2022

The College works in close partnership with a wide range of external strategic partners and is a core partner in the Local Community Planning Partnership (CPP). Partners include Fife Council, Fife Employability Partnership, Skills Development Scotland (SDS), NHS Fife and NHS Lothian, the Scottish Prison Service and an extensive range of community and employer organisations including the Fife Chamber of Commerce. Recent Education Scotland College reports and feedback highlight strong regional partnerships as being a particular strength for Fife College. These strong partnerships enabled development of an increasing number of service integration and shared service models, which include:

- Fife's Community Plan 2011-2020 and Single Outcome Agreement
- Fife Local Outcome Improvement Plan 2017-2027
- Fife's Economic Strategy 2017-2027
- Opportunities Fife Partnership
- Academic Partnerships
- School College Partnerships & Senior Phase Vocational Pathways
- Higher Education Partnerships.

In line with national drivers and SFC guidance, Fife College will continue to focus on delivering the strategic priorities. The College will continue to build capacity, regional coherence and sustainability, through an increasing multi-agency approach, reflected in a range of positive, long-established and pro-active strategic relationships.

These priorities are reflected and detailed in the College's STEM, DYW, Digital Skills, Enterprise, Employability, Employer Engagement, Sustainability, Gender, Mental Health and Access and Inclusion Strategies and Plans, including:

- Developing the Young Workforce (DYW)
- Science, Technology, Engineering and Mathematics (STEM)
- Employer Engagement
- Flexible Workforce Development Fund
- Workplace Experience and Work Placements
- Foundation Apprenticeships
- Modern Apprenticeships
- Graduate Apprenticeships





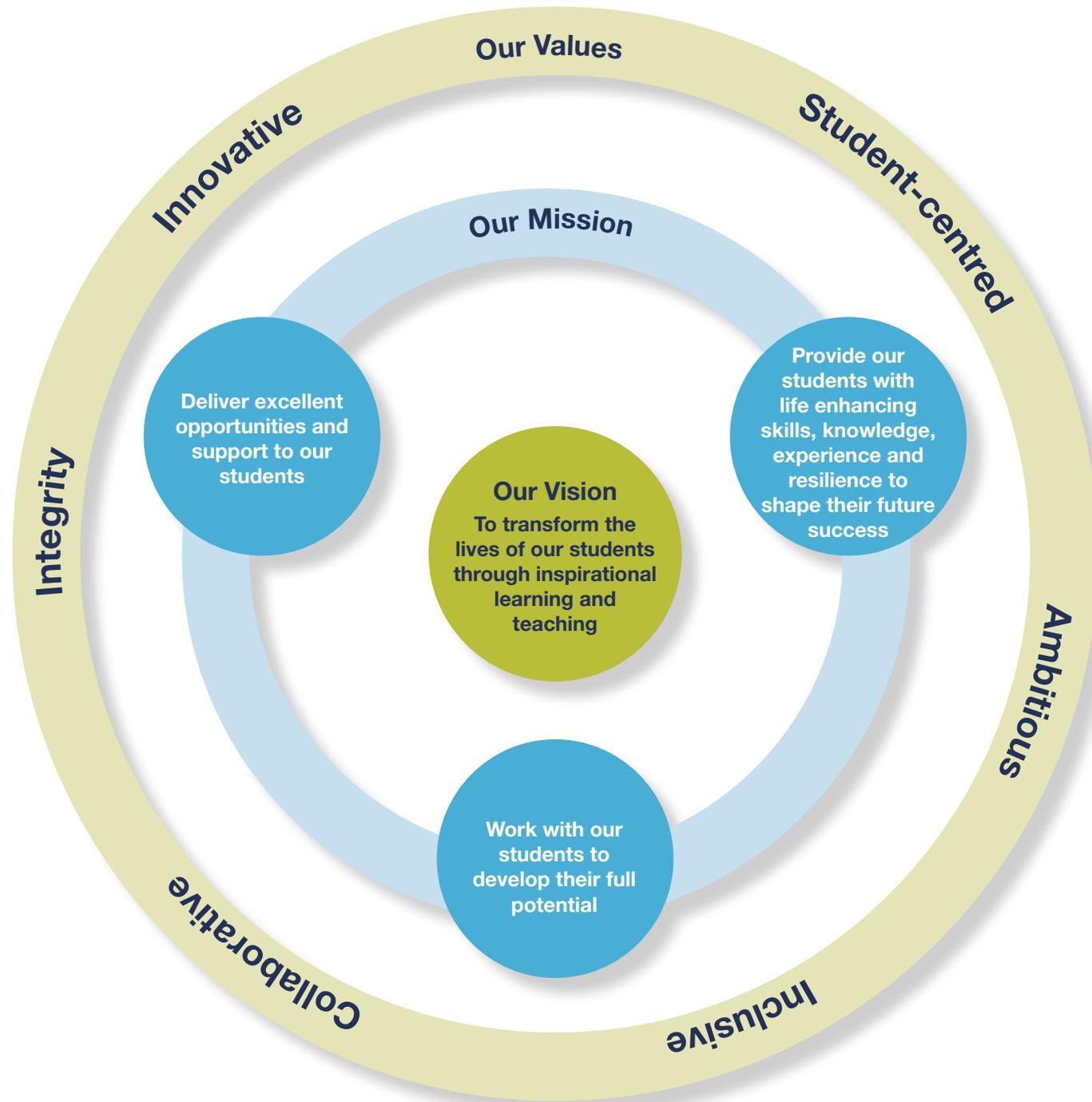
## 3. Vision and Values

Fife College has refreshed Vision, Mission and Values which will enable the College to contribute to providing all students with transformational learning opportunities that are tailored to their own aims, aspirations and circumstances.

The College will deliver its strategy through a strong focus on what is best for the students, a team-based and creative approach to delivery and a strong emphasis on collaborative, meaningful and value-added partnerships. The College will measure success with a range of key performance indicators used to monitor progress, aid decision making and secure effective stewardship and accountability. The College will be flexible in the delivery of the strategy, reviewing it on a yearly basis to ensure that it remains fit-for-purpose.

Over the five years of the Strategic Plan, the College's ambition is to put the College at the forefront of college provision in Scotland. We will improve our current baseline performance by:

- Offering a dynamic and high quality curriculum portfolio with direct input from employers;
- Increasing our retention, achievement and progression;
- Building and maintaining a modern, fit-for-purpose technological and physical infrastructure;
- Increasing our collaboration with key stakeholders;
- Improving the productivity and value that we achieve via better utilisation of our very considerable resources.





## 4. Leadership and Direction of Equality Mainstreaming

Fife College is led by an Executive Team 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 the Executive Team and wider group of attendees 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 the wider team with a specific remit for equality and diversity, the Vice Principal with responsibility for the Curriculum and the Director: Organisational Development and 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. 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 Director: Organisational Development and Human Resources has oversight of equality and diversity for staff of the College and 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 several standing items which includes oversight of equality impact assessments, review of the College Action Plan and staff and student statistical reports.



## 5. Equality Mainstreaming in Practice

**5.1** 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 within the College's own Equality and Diversity Policy.

The outcomes are:

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

As part of this Mainstreaming Report, Directors were asked to provide progress updates on the general duties and examples of equality mainstreaming in practice to showcase equality and diversity within each of their areas, examples of these are detailed below:

## 5.2 Business Development

- Currently in discussions with the Engagement and Employability Team on how their Business Development Managers can help to build Modern Apprenticeship opportunities for Care Leavers.

News Article

[Shell Scholarship Win for Fife College Students](#)

## 5.3 Student Experience and Engagement

- The Student Learning Hub is open late for students on evening degree programmes that may require additional support.
- Class sessions have been developed on study skills and assistive technology that are delivered to classes across campuses to embed inclusive practice into the curriculum and are accessible to all students.
- Increased number of students being assessed for Disabled Students' Allowance, this is allowing students access to specialist equipment which will remove barriers to their learning and promote equality and equity.
- Student advisers are available to students by email which allows students access to support when they are not on campus.
- Information on available services is available on the College iLearn platform to allow students to access the support from home.
- Providing long term loans of assistive technology to students such as laptops and c-pen readers.
- Appointment of a Health and Wellbeing Advisor (part-funding with NHS Fife) to support staff and students with an early intervention approach to support improvements in mental wellbeing, encourage students' independence in learning and enhance the quality of the student and work experience.

News Article

[The Benefits of Assistive Technology On Supported Learning Students](#)

## 5.4 OD and HR

- The College maintained the Silver Award for Healthy Working Lives and will look to achieve Gold Award by 2019. ([www.healthyworkinglives.scot](http://www.healthyworkinglives.scot))
- Introduction of paid time off for Volunteering opportunities for staff to support local communities. This makes staff feel that they are doing some good which boosts overall wellbeing.
- Workshops were offered for managers to help them identify signs of stress and what support is available to them when dealing with potential stress within their teams. This was linked to the College's Employee Assistance Programme and other on-line resources.
- Redevelopment of the College website which now promotes the 'Work for Us' Section which highlights our ethos on being a Disability Confident Employer (Level 2), Living Wage Employer, Flexible Working Employer.





## 5.5 Marketing and Communications

- Avoiding the use of slang, colloquialisms and technical terminology in copy to promote inclusivity.
- Avoiding gender stereotypes and unconscious bias by ensuring the images and language that we use reflect the diversity of our student population: not using pronouns that reflect gender (talk in the first person – ‘you will...’), not being patronising when promoting under-represented genders in specific sectors; ie women in engineering, men in care.
- Ensuring a balance between male and female images and including ethnic diversity and physical ability, reflective of our student population where possible.
- Working together to ensure that what we do goes beyond gender and encompasses race, sexual orientation, experience, age, physical ability and background where possible.
- Ensuring that all advertising and promotion promotes opportunities for all.
- Ensure venues for events such as graduation are accessible and continue to look for ways to share content and experiences with family members who may be unable to attend.

### News Articles

[From Argentina to Croatia Fife College Graduation Shared Across the World](#)

[Husband and Wife Graduate on Same Day](#)

## 5.6 Planning and Performance

- A member within the team is part of the Equality and Diversity Strategy Group, therefore has a good understanding and awareness of the activities taking place across the College. This information is then cascaded to the team, where applicable, so that everyone has an understanding of this.
- A member of the team is also involved in the Corporate Parenting Action Group and Care Experienced Champions Group, where corporate parenting elements are discussed relating to care experienced students, and how they are progressed in the College, and how this impacts all departments, so that everyone has a full awareness and understanding of this. Staff have been involved in some events relating to this, and we are encouraging all our staff to participate in this.
- We treat all staff and students in a fair and equitable way.

## 5.7 Finance

- The Procurement Team have a Procurement Procedures Manual which was equality impact assessed in June 2016 and which includes the following paragraphs:

“2.5.1 Specifications must take account of relevant Environmental, Equality and Health & Safety legislation and requirements”

“1.3.13 External Issues to be considered: Sustainability considerations (encompassing environment, equalities, fair trade, human rights, etc.)”

This means equality and diversity is specifically included in specifications and forms part of the award criteria. The most recent example of this is the specification for Catering Services.

## 5.8 Business, Enterprise and Tourism

- Barbering courses introduced into the portfolio to attract more male applicants into Hairdressing.
- Increased staff working a Flexible Working arrangement to support childcare, carer responsibilities and health and wellbeing.
- Increased offering from our portfolio at Levenmouth to support our students SIMD postcodes.
- Sessions organised in Mental Health Awareness to support both colleagues and students living with mental health issues.

## 5.9 Engineering, Energy and Mathematics

News Articles

[National Win for Automotive Apprentice Rebecca](#)

[How to Overcome the Engineering Skills Gap in Scotland](#)

[Breakfast Event Benefits Engineering Businesses](#)

[MA Rebecca Porter Tells Why the Automotive Industry is Perfect for Her](#)

[It all Adds up at Maths Events to give Pupils Taste of College Life](#)

[Olivia Burley on Breaking the Stereotype and Why it's Important for Females to Work in STEM Industries](#)

## 5.10 Learning and Skills Services (SPS)

News Article

[Prisoners Create a Stir in 2018](#)

See also 5.17 Creative Industries

## 5.11 Care, Social Science and Education

- Diversity Festival: Education/ESOL team run an annual festival which includes representatives of Fife Council ESOL delivery service, and leading members of the local Muslim community are invited to come along. The ESOL students arrange music and performance, video clips and presentations from their home countries, food and products representative of their homelands.
- Peace Pole: In November we unveiled the Peace Pole designed by our students on Level 4 Education programmes and built by Welding students. The event was attended by local historians, councillors and students. The Peace Pole movement now extends all over the world, and this pole encourages everyone to work on the principles of world peace and respect for all nations and cultural backgrounds.
- Childcare: As part of the Skills Investment Plan for childcare, our promotion and planning has focussed on increasing representation from males in this sector, and, in 2019, we will run our first Men in Childcare course.
- Childcare Equality Conference – Skills Investment Plan: The Curriculum Manager for Childcare was a key organiser of a recent event to promote careers in childcare to a wider range of people.

News Articles

[Student David Williamson Embarks on a Rewarding Career in Care](#)

[Men in to Childcare](#)

[Students Share their Belief in Peace Through Creation of New Sculpture](#)

## 5.12 Community and Supported Learning

News Article

[Fife College Celebrates Four Fantastic Award Wins](#)

### 5.13 Built Environment, Science and Sport

News Articles

[Civil Engineering is Driving Growth and Opportunities in Construction](#)

[Women in Construction a Growing Demographic](#)

### 5.14 Academic Strategy

News Article

[How to Meet the Changing Demand for Skills in Fife](#)

### 5.15 Developing Young Workforce

- Male Foundation Apprenticeship student to be the promotional face of care - to Promote School College Partnership (SCP) Care courses for 19/20 to young males.
- Continue to promote Engineering as a career for girls through the Shell - Girls into Energy programme.
- All generic promotional materials are written as gender neutral with the exception of courses that have been designed specifically to attract a single sex so as to bridge the gender gap within that sector.
- All materials produced in accessible format.
- Deliver courses within school curriculum that raise awareness in sector areas where there is an identified skills gap and recruitment has been difficult.
- Deliver Widening Access programmes in partnership with St Andrews University and Lift Off, to reduce the numbers of young people in Fife whose life circumstances restrict the development of their personal development and life opportunities as a result.
- All SCP courses have progression pathways.



## 5.16 Fife College Students' Association

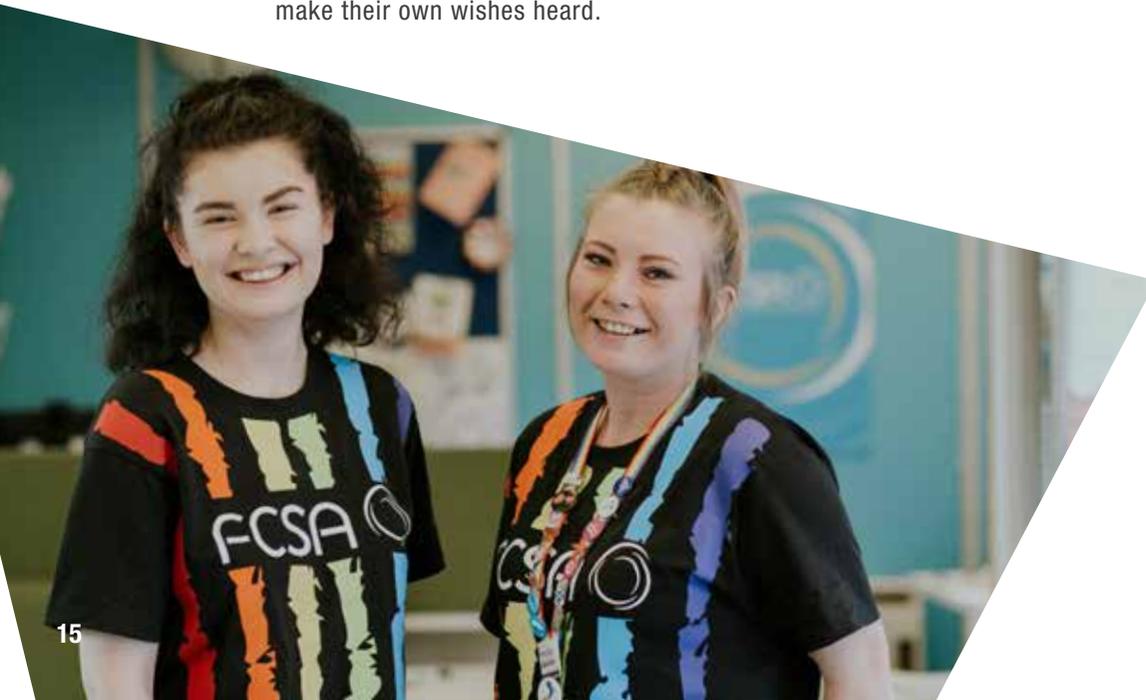
- Over the past 4 years the FCSA has become more established at a local, and national level, as a well-organised, effective and award winning Students' Association. This has led to an increase in delivery and demand in all aspects of work undertaken and increased participation from students.
- Student feedback is received from all areas of the College and fed back to facilitate a culture of fairness and personal regard for a student's background, ability and values. This feedback is used to highlight examples of best practice and works to resolve student issues in a way that values a person's differences and embraces diversity.
- Equality and Diversity training is an essential element within Class Rep Training, delivered directly from the FCSA Sabbatical Officers and Staff. This ensures that the FCSA engender a respectful, equitable and inclusive culture which passes down through the student population to Class Reps and students. Class Reps from our Supported Programmes receive training specific to their individual needs and abilities allowing every student group to gain the same benefits from the Class Rep system.
- The FCSA also has a Corporate Parenting Representative to ensure we are supporting those students on campus and giving them the voice to make their own wishes heard.

- Barriers to participation in liberation work on campus have been greatly reduced by the change in recruitment of Liberation Officers. Self-defining students can self-nominate, reducing the stress of elections and encouraging more meaningful engagement due to the flexibility of the workload. Currently the FCSA recruit Disability Officers, LGBT+ Officers, Care Experienced Officers, Black and Minority Ethnicity Officers and Women's Officers although other minority groups can be represented if requested. With the direction and leadership of the Liberation Officers, the FCSA offers a diverse schedule of events throughout the year encouraging more student support, increasing participation as well as educating students on the wealth of diversity on campus as well as the particular struggles of each group.
- The FCSA hosts a volunteering programme allowing students to gather experience in a variety of roles and industries. Volunteering Badges allow students to engage in the wider community, experience a multicultural environment and offer additional value to students as they can be used to enhance a CV. Our Supported Learning students have adapted criteria to ensure all of our students have an equal chance of participation and success.
- The FCSA is part of the Healthy Body Healthy Mind Campaign, achieving 4 stars with last year's submission. This shows the drive to encourage physical and mental wellbeing and good lifestyle choices. All of the activities are designed to ensure all students have a chance to participate. Physical activities offered includes a range of inclusive sports like disk golf, boccia and basketball as well as mindfulness sessions among other mental health offerings. A broad range of external providers are also invited on campus to share their specific expertise with students.
- The FCSA is committed to supporting students throughout their learning journey and will continue to work in close partnership with Fife College to enrich the Student Experience.

### News Article

[Award Win Reflects Increase in Student Satisfaction at Fife College](#)

[Inspiring Mural Celebrates Year of Young People](#)



## 5.17 Creative Industries

- Performing Arts vision at operational team level is: To celebrate diversity and provide an inclusive culture and curriculum full of experiential learning opportunities.
- Examples of curriculum innovation in Digital Technologies: All four HND courses now include 1 hour per week of supported learning, delivered remotely by staff as webinar sessions using teleconferencing technologies. Student participation and engagement has been strong and a more robust evaluation will take place in January 2018.
- Some classroom teaching and learning sessions are now being cast live and recorded and made available via the College iLearn portal. This trial is aimed at reducing barriers to learning and promoting reinforcement of learning through independent study. Again a more robust evaluation will take place in January 2018.
- 60 young learners from a primary school worked with their teachers and lecturers from Fife College to produce a series of stop-frame animations relating to their STEM curriculum. Fostered partnership working between school teachers and lecturing staff. Provided opportunities for young learners to develop extracurricular digital technologies skills through access to College resources. Project to be repeated next year with several schools.
- International Links: Engaged in an 'Artist in Residence' programme which has seen a make-up artistry student and a Creatives Department photography student go on a sponsored trip to Ingolstadt. The vision for participating in this is that they will form relationships with locals in the country in their respective sectors and that, with the facility of ICT and VC, we can then set up sessions utilising the College's new Fujitsu centre to hold international VC class meetings to inform all of our students of the job opportunities and cultural differences of another country. It is hoped that through established Fife twin town initiatives we can add countries to this group as time goes on as Fife Council are supportive of this activity. Hosted German students from Glenrothes twin town Böblingen and working with Fife Olympiad. Although in reality the Creative Industries Faculty does not have an established agreement with any international partners, we deliver across all global platforms and present real-time opportunities for on-line delivery of on-line products and qualifications.



- USA - Discussions around student exchanges with Dr Cooke at Carnegie Mellon University for student exchanges in performing arts. This arrangement is currently in place for the Royal Conservatoire of Scotland.
- Scottish Prison Service Link - The Faculty provides and delivers specialist training within the prison services, performing arts, art & design and radio and continues to benefit from direct input from academic staff delivery and operational support, moderation and technical assistance. The new prison contract will continue the provision to provide technical and internal moderation support. The Creative Industries team is supporting this new contract by providing teaching, learning and assessment materials. The Digital Technologies team is supporting this new contract by providing teaching, learning and assessment materials. Teaching, learning and assessment materials from the cognate group areas of the Computing team are utilised within the prison service.
- STE(A)M series of workshops over 3-day engagement with a high school culminating in an end of year showcase at the school.
- Performing Arts - We have video tutorials, a flexible start and finish on timetables, 10 free seats for Who Cares? Scotland on every production and we cast over different genders to ensure equalities.

### News Article

[Fife College Students Win at Worldskills](#)

[Mission to Mars Launches at Fife College](#)



## 6. Staff Profile

### 6.1 Age

Compared to academic year 2016/17, there has been a 1.1% and 1.62% reduction in staff within the age bandings <29 and 30-59 respectively. This is most likely a result of individuals moving age bandings however, it may also indicate that there has been a higher number of individuals within these age bandings leaving the College and possibly being replaced by individuals within a higher age banding.

### 6.2 Gender

The gender profile has changed slightly from academic year 2016/17, with the College seeing a decrease in the male profile to 37.76% a reduction of 1.24%. This does not mirror the profile within the Census data for Fife and Scotland where the female population is 10.74% lower than that of the female population within the College. This is reversed within the male gender population census data which is 10.74% higher than that of the College's male population.

The gender profile in the Faculty of Engineering, Energy and Mathematics has been monitored to identify if STEM initiatives are increasing the female population or otherwise. In comparison to the previous academic year, the female gender profile within this Faculty has increased by 3.68% and will continue to be monitored to track any changes in the gender balance.

### 6.3 Disability

As with academic year 2016/17, there has been a slight increase of 0.26% to 5.26% in the College's disability profile. Overall, it remains constant since the College was vested. The College profile is broadly similar to the College sector.

#### 6.4 Race/Ethnicity

As with previous academic years, there continues to be an increase in individuals specifying their race/ethnicity as 'other'. This has increased from 1% to 1.38%. Those who choose to not declare has similarly seen an increase of 2.34% to 5.34%. There has been a decrease in the number of individuals specifying as 'White', a reduction of 2.72% to 93.28%.

#### 6.5 Religion/Belief

Compared to previous academic years, the College's religion/belief profile has remained largely the same. The percentage of staff declaring themselves as 'Church of Scotland/Christian' and 'no religion' stands at 20.86% and 34.31% respectively. There have been slight increases in the profiles of 'Other Christian', 'Roman Catholic' and 'not stated' to 5.52%, 8.45% and 27.84% respectively.

#### 6.6 Sexual Orientation

As with previous academic years, there has been a decrease in individuals not specifying a sexual orientation, from 49.38% in 2014/15 to 34.83% in 2017/18. The percentage of individuals declaring their sexual orientation as 'Other' has increased by 0.54% to 3.28%. This may be linked to more people making a positive declaration.

#### 6.7 Gender Reassignment

There are no members of staff declaring as reassigning their gender, this is consistent with previous years.

#### 6.8 Pregnancy

Of the female population in the College, 2.22% were on maternity leave in the 2017/18 academic year, representing 1.40% of the total staff.



## 7. 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 as well as in ministerial guidance on public appointments and allows for between 15 and 18 Board members. In December 2018, the Board had 18 members.

The majority of Board members were in the age range '30 – 59' at 50%. This is a decrease from the previous mainstreaming report where 66% of the Board were in this age range. 44.44% of the Board are aged '60+' which is higher than the staff profile.

In relation to gender, the composition of the Board is a 50% split between males and females. This is a change from the previous mainstreaming report where 61% were recorded a male. Expressing this as numbers, in the previous Equality Mainstreaming Report, it was reported that the gender balance in numbers was 6:12, female to male, this now stands at 9:9. The College has matched the ministerial guidance on public appointments and has a male and female representation of at least 40% of female members.

As with the previous mainstreaming report, the Board has no representation from Black & Minority Ethnic (BME) backgrounds. This was the same as at the baseline.

There is one declaration of a disability.

In terms of religion or belief, 16.67% of members declared they were 'Christian Church of Scotland', a decrease from the previous mainstreaming report where 33% of members declared they were 'Christian' including 'Church of Scotland'. There has been an increase in the members who have declared 'No Religion' at 33.33% from 22%. The members who did not specify a religion is 16.67%, a decrease from the previous report of 28%.

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

Following the previous mainstreaming report, where a priority was identified to advertise 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 under-represented 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 out with the sector. Appropriate briefings and development opportunities will also be considered for those Board members actively involved in the recruitment process.



# 8. Staff Recruitment Data



## 8.1 Age

The majority of applications were received from age range 30 – 59 consistent with the staff profile. In comparison to previous academic years, there has been an increase of nearly 3% in applications from those within the age range 60+ and a reduction of 4% applications from those in the <29 age range.

## 8.2 Gender

The gender profile of applicants has remained consistent with previous academic years and that of the staff profile, however, there has been a decrease of just under 8% in male applications when compared with previous academic years.

## 8.3 Disability

There has been an increase of 2% from candidates who have declared a disability in comparison with academic year 2016/17. This is higher than that seen in the staff profile. This is a trend in each of the previous academic years. As with previous academic years, there has been an increase of 6% in candidates who prefer not to specify.

#### **8.4 Race/Ethnicity**

In comparison to academic year 2016/17, candidates who have declared their race/ethnicity as 'Other' has slightly decreased and remains different from the staff profile. In comparison to the academic year 2016/17, candidates who have declared their race/ethnicity as 'White' or who prefer not to specify have seen slight increases.

#### **8.5 Sexual Orientation**

In comparison to the academic year 2016/17, there has been an increase of 2% in candidates who have declared their sexual orientation as 'Other'. This remains almost 3% higher than that of the staff profile. There has been a slight decrease in candidates who have preferred not to specify a sexual

orientation, however, this remains considerably lower than that of the staff profile. In comparison to the staff profile, there have been more applications from candidates who declared their sexual orientation as 'Other' than that of the staff profile.

Candidates who prefer not to specify their sexual orientation has remained consistent when compared to last academic year and is different than that of the staff profile.

#### **8.6 Gender Reassignment**

There have been no candidates declaring as reassigning their gender, this is consistent with previous years.



## 9. Staff Development Data



The following information provides a breakdown of Career-Long Professional Learning (CLPL) by individual support or sponsorship during the period August 2017 and July 2018 as made by application.

There were 259 applications received between August 2017 and July 2018. Of these, 256 applications were approved and three were not approved as they were not deemed a budget priority or as business-critical. This number of applications is lower than in the academic year 2016-17 (at 345) with the number of applications not approved is comparable to previous academic years.

Of the 256 applications approved, 49% supported development activities for academic staff, 38% professional staff and 13% managers. In the academic year 2016-17, the split was 40% academic staff, 47% support staff and 13% managers. The split by gender was 67% female and 33% male, comparable to the previous academic year.

In January 2018, Fife College has introduced a new employee benefit of 'Free Enrolment in Fife College for Courses for Staff' which does not require staff to complete the necessary documentation which would highlight involvement in development. This is therefore reflected in the low numbers of applications via the CLPL team compared to previous years.



## 10. Staff Retention

In comparison to the previous academic years, there has been an increase in turnover to 172 in the 2017/18 academic year with the highest turnover, 206, seen in the academic year 2014/15. The gender profile of this information is that 61.05% was Female and 38.95% was Male.

This increase in turnover results from the various voluntary severance processes during the year to support the National Learning Skills and Services Contract and to reach at least a breakeven financial position.



# 11. Staff Occupational Segregation by Gender, Disability and Ethnicity

## 11.1 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 an 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.

## 11.2 Equal Pay and Occupational Segregation

The data used to prepare the equal pay information was extracted from the College's HR System on 31 March 2018 and has been analysed for all employees irrespective of their terms and conditions to calculate pay gaps.

As a result of the continued Managing Organisational Change process and subsequent restructuring of Faculties and Directorates, there is a total number of 76 members of staff on conserved salaries. Of these, 51 (67%) are female and 25 (33%) are male. The majority of these members of staff, 34 (45%), are on the current Lecturing scale. These members of staff reverted to Lecturing scale from 01 April 2018 as a result of the agreements reached through national bargaining and the conservation periods will end. Any member of staff on conservation has been excluded from this report to avoid affecting the overall equal pay difference. It is expected that the majority of conservation periods will end by 31 August 2019.

In considering the results from equal pay audits, it is generally accepted that differences of 5% or more or any recurring differences of 3% or more merit further investigation. This is not definitive and does not mean that other differences are not significant or that the College is protected from equal pay claims, more that such patterns are a good starting place for consideration. This percentage guide has been used to generate recommendations from this equal pay audit.

Occupational segregation is the distribution of people based upon demographic characteristics, in this case, gender, disability and ethnicity. Vertical segregation refers to the levels at which individuals with certain characteristics are clustered and horizontal segregation refers to the types of jobs in which workers with certain characteristics are clustered.



### 11.3 Staff Occupational Segregation by Gender

Female		Male		Mean Difference (£)	Median Difference (£)	Mean Difference (%)	Median Difference (%)
Mean Hourly Rate	Median Hourly Rate	Mean Hourly Rate	Median Hourly Rate				
£20.86	£20.57	£21.77	£20.31	-£0.91	£0.26	-4.36%	1.26%

Fife College has an overall mean and median pay gap of **-4.36%** and **1.26%** respectively. Comparing this information to that of the previous equal pay report, there has been an increase of **-0.91%** in the mean pay gap and a decrease in the median pay gap of **0.53%**.

Vertical Segregation Gender - females dominate the first three support grades (Grades A – C), again in Grades F – G, in academic and personal contract grades with males most dominant in support Grades D and E and Promoted Lecturers Scales.

Horizontal Segregation Gender - reviewing the vertical segregation by gender, females dominate Lecturing, Academic Support, Professional Services – Academic Faculty and Professional Services categories, with males most dominant in Director – Academic and Academic Manager categories.



#### 11.4 Staff Occupational Segregation by Disability

No		Yes		Mean Difference (£)	Median Difference (£)	Mean Difference (%)	Median Difference (%)
Mean Hourly Rate	Median Hourly Rate	Mean Hourly Rate	Median Hourly Rate				
£22.27	£20.88	£17.50	£15.90	-£4.76	-£4.98	-21.39%	-23.84%

Fife College has an overall mean and median pay gap of **-21.39%** and **-23.84%**. Comparing this information to that of the previous equal pay report, there has been a decrease in both the mean and median pay gap of **-20.41%** and **-24.36%** respectively.

Vertical Segregation Disability – there are no grades where individuals who have identified a disability dominate, however the highest number of staff who have declared a disability are found within the Academic and Professional Services Grades.

Horizontal Segregation Disability – there are no grades where individuals who have declared a disability dominate, however the highest number of staff who have declared a disability are found within the Academic Manager, Lecturer, Academic Support and Professional Services categories.



## 11.5 Staff Occupational Segregation by Race/Ethnicity

BME		White		Mean Difference (£)	Median Difference (£)	Mean Difference (%)	Median Difference (%)
Mean Hourly Rate	Median Hourly Rate	Mean Hourly Rate	Median Hourly Rate				
£14.96	£15.26	£22.28	£20.79	-£7.32	-£5.53	-48.93%	-36.24%

Fife College has an overall mean and median pay gap of **-48.93%** and **-36.24%**. Comparing this information to that of the previous equal pay report, there has been a decrease in both the mean and median pay gap of **-18.05%** and **-38.44%** respectively. This is due to a small number of individuals declaring an ethnicity other than White at 0.66% combined with 5.27% of individuals not declaring an ethnicity at all.

Vertical Segregation Ethnicity – there are no grades where individuals who have identified their Ethnicity as BME dominate, however the highest number of staff who have declared their Ethnicity as BME are found within the Academic and Professional Services and Academic SPS Grades.

Horizontal Segregation Ethnicity – there are no grades where individuals who have identified their Ethnicity as BME dominate, however the highest number of staff who have declared their Ethnicity as BME are found within the Lecturer, Lecturer SPS, Academic Support, Professional Services – Academic Faculty and Professional Services categories.

Analysis has noted that there is a tendency for a number of part-time lower paid posts (specifically within Professional Services Grades A – D) that attract female applicants. Recruitment and selection to these posts is, however, undertaken on the same gender-neutral basis as other posts across the College and the process of placing new starts on salary placements is consistent across all pay grades. Current staff data shows there is a prevalence of female staff undertaking part-time roles. 73.55% of 344 part-time staff are female.





## 12. Staff Gender Pay Gap

The full, updated, Equal and Gender Pay Gap 2018 can be found on the link here. In summary, the data collected on the snap shot date of 31 March 2018, showed a workforce of 911 staff, 561 (61.58%) females and 350 (38.42%) males. The mean average hourly rate for females is £17.99 as opposed to £19.39 for Males, a difference of £1.40.

The median average hourly rate for females within the College is £18.30 and £20.11 for males, a difference to £1.81. This difference is due to a higher proportion of males (56% of the total males within the College) within the Upper Middle and Upper pay quartiles as opposed to 44% of the total females within the College being in the Upper Middle and Upper pay quartiles. The increase in pay overall seen in this report is due to national bargaining agreements. Overall, the mean average salary is the same when compared to last year whereas the median has decreased.



# 13. Student Data

## 13.1 Age

Fife College's largest proportion of FT FE/HE enrolments are aged between 16-19. There has been just over a 2% rise in full-time enrolments in this age group compared to last year. There has also been a 3% increase in part-time activity in this age range, this is due to increased school activity and links the College has with Secondary Schools across Fife. Part-time study is more popular as age increases, with the main choice of study being part-time Higher Education for students aged 40+ although this has reduced by 3% from the academic year 2016/17.

## 13.2 Gender

The gender profile at Fife College for 2017/18 has moved to an equal 50% gender split between males and females overall as opposed to a 52% female and 48% male population in 2016/17. Females amounted to the highest proportion for full-time Higher Education enrolments with 57% opposed to 43% male population which is on par with last year. Enrolments for part-time Further Education are pretty similar around 50% but the biggest change is in part-time Higher Education where the male profile has increased by 10% from last academic year, although females have decreased by 10% which is a huge shift across part-time Higher Education in Fife College.

### 13.3 Disability

A high number of students have been recorded as having No Known Disability. This figure includes students who may have a disability but do not wish to declare that they have one, as well as those who genuinely don't have a disability. Among those students who have declared their disability, the most common type was a specific learning difficulty in full-time Further Education Students (15.28%) followed by a mental health condition (10.55%) and other impairment not listed (5.31%). Across Scotland, 14% of students have disclosed a disability compared to 14% overall in Fife College. This is 4% lower than disclosed information last year in Fife College.

Fife College's Admissions Process involves the Student Experience and Engagement Team, who provide support to applicants who have declared that they require additional support. This involvement has aided the College in recording more accurate statistics relating to Disability over the last few years.

### 13.4 Ethnicity

Fife College's highest proportion of enrolments is White, 98%. This includes White English, Irish, Welsh, British, Gypsy, Polish and other White. The proportion of students studying at Fife College who were from a BME background was 2%. Less than 1% refused or preferred not to divulge this information at Fife College.

### 13.5 Religion

28% of students at Fife College declared that they had no religion, however, a large percentage, 66%, preferred not to divulge this information. This trend is similar to last year with 32% stating they had no religion and 60% preferring not to say.

### 13.6 Sexual Orientation

A high proportion of students have refused to provide this information with only 29% of students divulging this information.



## Appendix One: Equality Outcomes April 2019 To April 2021

### Equality Outcome - Communication - Effective Voice

#### Public Sector Equality Duty - Advance equality of opportunity and Foster good relations

Objective to Achieve Outcome	Actions to Achieve Objective
<p>Communicate what is happening and why in a meaningful way, engaging with our colleagues when it is possible and right to do so using a variety of methods including Fife Circle, road shows, open forums and information sharing</p>	<ul style="list-style-type: none"> <li>■ Update the current Gateway to improve access and navigability to key tools and information</li> <li>■ Staff Survey and subsequent pulse survey/discussion forums</li> <li>■ Regular updates on Executive Team meetings through usual communication methods</li> </ul>
<p>Continue to work in partnership and strengthen relationships with the recognised Trade Unions</p>	<ul style="list-style-type: none"> <li>■ Continue with the current formal meeting framework described through the Recognition and Procedure Agreements for the respective recognised Trade Unions to maintain communication flows</li> <li>■ Create positive, collaborative and rewarding relationships that support partnership working, promote a no surprise culture and support mutual learning and understanding. Arranging information and ad hoc meetings with Executive Team members</li> <li>■ Positive engagement with the Employers' Association to support national bargaining and associated initiatives such as job evaluation</li> </ul>
<p>Have a meaningful professional review process, with communication at its heart, aligned to the strategic objectives of the College, which supports development of the individual now and for their future</p>	<ul style="list-style-type: none"> <li>■ Update and renew the Professional Development Review (PDR) process, ensuring that this is linked to the strategy of the College as well as aligning to the Faculty/Professional Service plans. Creating an on-line system, which will generate flexibility of timing, that will reduce processing for CLPL requests and create a CLPL log for each individual, which is reportable and up-to-date.</li> <li>■ Introduce a Succession Planning process to identify critical posts in Faculties/Professional Services and the risk of current post holder(s) leaving</li> <li>■ The process identifies potential candidates for these posts and addresses any skill gaps through planned CLPL activity</li> <li>■ Encourage and promote career progression out with traditional subject based routes through consideration and development of existing individual skills sets - (GAP 1.1)</li> <li>■ There is specific CLPL that helps those in the classroom to develop inclusive teaching practices and to understand gender bias - (GAP 1.11)</li> </ul>
<p>Have self-aware leaders who coach and support others to achieve, innovate and succeed</p>	<ul style="list-style-type: none"> <li>■ Organise a second Middle Management Matters Programme</li> <li>■ Continue with the Masterclass series for managers with a focus on practising the learning from the first series including for stress audits, employment tribunals. This will support both the Leadership Development and MMM programmes.</li> </ul>
<p>Provide opportunities for colleagues to see change as business as normal and an opportunity to bring their own ideas for change, recognising the College continues to adapt to meet the changing external environment</p>	<ul style="list-style-type: none"> <li>■ Develop an on line suggestions box idea for colleagues to submit ideas for improvement</li> <li>■ A pilot Innovation Award scheme is introduced</li> </ul>

## Equality Outcome - Opportunity

### Public Sector Equality Duty - Advance equality of opportunity

Objective to Achieve Outcome	Actions to Achieve Objective
<p>Foster ambition and passion in our people in order that we live our vision and values, creating a sustainable College - financially, environmentally and for careers</p>	<ul style="list-style-type: none"> <li>■ This year the focus will be on improving communications and introducing a range of interventions to support the achievement of this Workforce Plan over the entire period</li> <li>■ Reduce gender typical role allocation for staff and students within design and delivery of the learning experience – (GAP 1.21)</li> </ul>
<p>Ensure our policies and procedures support equality and a diversity of campus where there are no artificial or other barriers to employment, fair treatment or progression with us</p>	<ul style="list-style-type: none"> <li>■ Introduce a series of CLPL activities for managers with an equality and diversity element including for equality impact assessments and recruitment and selection</li> <li>■ Implement Job Evaluation as agreed through national bargaining</li> </ul>
<p>Utilise more strategically and effectively opportunities for secondments, mentoring, industry placements and work shadowing to support partnership working with other organisations such as Universities, training providers and industry</p>	<ul style="list-style-type: none"> <li>■ Identify current networks existing across the College which could provide secondments, mentoring, industry placements and work shadowing using the current protocols and agreements in place</li> <li>■ Conduct a feasibility study for internal mentoring and work shadowing arrangements to support succession planning and career development</li> <li>■ Improve the awareness of new and emerging career pathways and opportunities among curriculum and guidance members of staff – (GAP 1.6)</li> <li>■ Review the employability and careers provision on offer with a specific focus on gender imbalanced career pathways through closer working with curriculum and external partners – (GAP 1.12)</li> <li>■ Gender equality is specifically included in the curriculum plans produced by each Academic Department with objectives and targets to increase the percentage of minority gender students in the most imbalanced disciplines – (EMR 5.5)</li> </ul>
<p>Deliver a high quality, relevant and dynamic curriculum by meeting the needs of the region and providing progression opportunities to more advanced study and appropriate exit points to employment</p>	<ul style="list-style-type: none"> <li>■ Lead on the Fife Regional STEM Hub, working collaboratively with CPP partners and employers to support the delivery of agreed regional STEM KPIs – (ROA 2.3)</li> <li>■ Increase the proportion of credits delivered to learners from the 10% most deprived (SIMD) postcode areas by 3% and proportionally to male/female students in targeted areas – (EMR 5.8), (ROA 4.2)</li> </ul>
<p>Improve life chances and social inclusion by providing engaging and accessible learning opportunities to people of all ages and from all communities and backgrounds</p>	<ul style="list-style-type: none"> <li>■ Implement targeted curriculum that strives to address gender balance where there are identifiable trends in gender segregation. Increase overall delivery to male learners by 1% per year – (ROA 4.3)</li> <li>■ Ensure regular review of support mechanisms in place to support equal opportunities for people of all ages and from all communities and backgrounds – (ROA 4.4)</li> </ul>

## Equality Outcome - Security

### Public Sector Equality Duty - Eliminate unlawful discrimination and Foster good relations

Objective to Achieve Outcome	Actions to Achieve Objective
<p>Commit to keeping to a minimum the number of colleagues we employ on fixed term employment contracts as we are aware of the uncertainty this can create. We will only use these in certain circumstances such as a limited funding source, a short-term requirement or for specialist, project activity.</p>	<ul style="list-style-type: none"> <li>■ Continue with the introduction of the two-year rule to translate temporary contracts to permanent contracts for academic staff, adapting processes as the NJNC agreement is finalised</li> <li>■ Feasibility study for adopting the two-year permanency rule for colleagues on support and personal contracts – NB agreement provides criteria for support staff. Proposal not to implement this for PC colleagues.</li> <li>■ Clear guidance on use of fixed term contracts and a reduction on nine month rule without advertisement to six months</li> </ul>
<p>Commit to no redundancies, however, we recognise this may not be possible to maintain over the life of this plan. Redundancy will always be our last resort as we recognise the uncertainty such situations can cause for our colleagues.</p>	<ul style="list-style-type: none"> <li>■ Seek alternatives to redundancy wherever possible including flexible working as agreed with the individual</li> <li>■ Replace the current redeployment register which is post based and requires colleagues at risk of redundancy to register their interest in posts to one where the skills, experience and knowledge of those at risk is available to recruiting managers. Redeployments include CLPL support discussions with a programme of activity put in place as appropriate.</li> <li>■ Where a redeployment is at a lower pay grade, there is a programme of CLPL put in place to try to minimise any financial or other detriment before any period of conservation ends</li> </ul>
<p>Encourage an appropriate work/life balance to enable colleagues to perform well and to the best of their ability whilst they are working</p>	<ul style="list-style-type: none"> <li>■ Encourage flexible working in all its forms</li> <li>■ As the technology in the College improves, there should be greater opportunity to encourage more agile working</li> </ul>
<p>Provide services to support colleagues' wellbeing through campaigns and information sessions and, in particular times of need, ensure colleagues can access professional, independent advice recognising it is our responsibility to support our colleagues in difficult times</p>	<ul style="list-style-type: none"> <li>■ There is a continued theme of wellbeing with information on a variety of topics which support our colleagues in managing their own wellbeing and managers to support that of others</li> <li>■ The Employee Assistance Programme with the 24 hours a day helpline will continue to be promoted through the wellbeing theme</li> <li>■ Achieve the gold Healthy Working Lives award</li> </ul>
<p>Ensure we have a balanced CLPL programme based on feedback from individuals and leaders on what they require as well as what the College identifies as essential knowledge, including the Professional Standards for Lecturers, using a diversity of learning methods including technology based, reflection, discussion focussed and peer observation</p>	<ul style="list-style-type: none"> <li>■ Continue discussions with senior managers and Directors as well as review requests through the current PDR process to develop a CLPL plan which is based on what is required from both a management and individual perspective</li> <li>■ Begin the process to introduce a programme of shared teaching practice/mentoring for lecturing colleagues which is capable of being extended to include others who are involved in the delivery of learning and teaching</li> <li>■ Review the Learning and Teaching Programme Review (LTPR) process to ensure that gender specific issues are recorded, monitored and addressed in programme delivery and increase opportunities for sharing good practice – (EMR 5.7 / GAP 1.15)</li> <li>■ Equality and diversity continues to be embedded in learning and teaching with a particular focus on gender – (EMR 5.3 / GAP 1.16)</li> </ul>

<p>Undertake a skills assessment of all our colleagues which encompasses a wider perspective than what is required in their current role to enable the College and colleagues to bring all their skills and experience to the fore</p>	<ul style="list-style-type: none"> <li>■ Design and introduce a process to capture all the skills, experience and knowledge colleagues can contribute to College work and life beyond their job which can be kept up to date and is searchable</li> </ul>
<p>Create a leadership of change agents who are self-aware and focussed on supporting colleagues to meet their career aspirations</p>	<ul style="list-style-type: none"> <li>■ See action under Effective Voice</li> </ul>
<p>Provide learning opportunities which support and develop individuals' digital capability to help the College reduce bureaucracy, improve processes, increase blended learning and move away from traditional teaching</p>	<ul style="list-style-type: none"> <li>■ Develop assessment of digital capabilities further following the JISC pilot and develop a programme of CLPL which supports the digital technologies being used or in the pipeline</li> </ul>
<p>Celebrate our successes internally from sending simple thank you cards to ovation awards and externally by putting ourselves forward for awards</p>	<ul style="list-style-type: none"> <li>■ Increase participation in and promotion of competitions and awards schemes with a specific focus on those illustrating non-traditional course/career choices from a gender point of view – (GAP 1.23)</li> </ul>
<p>Maintain a sustainable College for Fife which through effective and efficient management, partnership and good governance contributes to meeting the Scottish Government guarantee under Opportunities for All and support the DYW agenda</p>	<ul style="list-style-type: none"> <li>■ Increase the knowledge and awareness of staff to promote positive health and safety culture through effective training and development – (ROA 1.2)</li> <li>■ Improve the health and wellbeing of our staff through an evidence based review – (ROA 1.4)</li> <li>■ Grow the College's SDS Modern Apprenticeships contract by 5% (approx. 20 places) including a focus on improving pathways within the Apprenticeships family (FAs, GAs) through the delivery of 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 Construction and Data Science and Digital Skills – (ROA 1.6)</li> </ul>

## Equality Outcome - Flexible Workforce

### Public Sector Equality Duty - Eliminate unlawful discrimination. Advance equality of opportunity and Foster good relations

Objective to Achieve Outcome	Actions to Achieve Objective
<p>Continue to review the College’s organisational structure to ensure we provide high quality, joined up services with new ways of working which improve quality, the service delivered and the experience of learners, equipping them with a holistic skills set to meet their aspirations</p>	<ul style="list-style-type: none"> <li>■ Continue with current restructures in Digital Services and NLSSC. Further restructures are being implemented in Planning and Performance, Student Experience and across the Faculties.</li> <li>■ Decrease the proportion of learners from secondary school who are heading for a negative destination by 5% through a bespoke intervention model based on skills identification and enhancement of career management skills, irrespectively of gender – (EMR 5.9/GAP 1.17) (ROA 5.2)</li> <li>■ Review promotion of courses affected by gender imbalances through positive action (e.g. use of role models, specific media campaigns) – (GAP 1.18)</li> <li>■ Increase partnership work and joint promotion of career pathways with HEI partners – (GAP 1.19)</li> </ul>
<p>Continue to review the College’s organisational structure to ensure we provide high quality, joined up services with new ways of working which improve quality, the service delivered and the experience of learners, equipping them with a holistic skills set to meet their aspirations</p>	<ul style="list-style-type: none"> <li>■ Offer more tailored course options for existing courses (e.g. ‘women/men only’ courses) – (GAP 1.20)</li> <li>■ 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 – (EMR 4.1)</li> <li>■ The student data and analysis is shared with Directors of Faculty to identify priority areas for action related to gender across the student journey both at a Faculty and Curriculum Area level. The actions may include further qualitative data gathering exercises for example focus groups – (GAP 1.22)</li> <li>■ Access to Student Experience and Engagement is monitored to ensure that these are accessed and accessible to all students irrespectively of gender – (EMR 5.4 / GAP 1.24)</li> <li>■ 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 whose recent participation rates are lower than the national average – (EMR 6.7)</li> </ul>
<p>Support the CLPL of colleagues to adjust and proactively meet the changes presented by an evolving curriculum portfolio with respect to content and delivery methods</p>	<ul style="list-style-type: none"> <li>■ See actions under Opportunity and Fulfilment</li> </ul>
<p>Evolve the staff profile within Faculties through the changing emphasis of the curriculum. The changes include increasing the level of HE provision in the period of this plan with more university partnerships envisaged and lecturing colleagues being the main focus by which this is achieved</p>	<ul style="list-style-type: none"> <li>■ Develop a series of CLPL activities which support a wide range of learning and teaching methodologies and are suitable for all colleagues who deliver learning</li> <li>■ Create a CLPL pathway, including qualifications, which enables all those involved in learning and teaching to develop their knowledge and understanding of learning and teaching</li> <li>■ Review Learning and Teaching Induction to ensure it reaches and is suitable for all colleagues who deliver learning</li> <li>■ Adopt a policy of review of requirements before recruitment to new and vacated posts to identify if there is an ongoing need or if the duties could be performed in different way</li> </ul>

<p>Evolve the staff profile within Faculties through the changing emphasis of the curriculum. The changes include increasing the level of HE provision in the period of this plan with more university partnerships envisaged and lecturing colleagues being the main focus by which this is achieved.</p>	<ul style="list-style-type: none"> <li>■ Implement a series of updates for OD and HR colleagues including the recruitment review process</li> <li>■ See actions under Effective Voice and Opportunity</li> <li>■ 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 with a particular focus on gender balance – (EMR 6.1 / GAP 1.8)</li> <li>■ Play a central role in the delivery of Developing the Young Workforce (DYW) outcomes as a core member of the regional DYW Group – (EMR 6.6) (ROA 6.1)</li> <li>■ Develop specific outreach taster courses to increase awareness of career pathways (schools Broad General Education, outreach centres, community inputs, partnership events) – (EMR 5.10)</li> <li>■ 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 – (EMR 2.3)</li> <li>■ Increase the proportion of courses delivered to learners through school/College shared curriculum by 12% – (ROA 5.3)</li> </ul>
<p>Increase the STE(A)M subjects uptake by 5% which means an increase in some disciplines, subject to investment, and a decrease in others not related to STE(A)M which will impact on the number of staff required in these curriculum areas</p>	<ul style="list-style-type: none"> <li>■ See above actions and those under Opportunity and Security</li> <li>■ Review the Fife Regional STEM Strategy in conjunction with local partners, taking cognisance of DYW, regional and national STEM priorities. This will include addressing gender imbalance in STEM subjects through earlier engagement with schools and further development of a College and employer led curriculum delivery – (EMR 6.2 / GAP 1.9)</li> <li>■ 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 – (EMR 6.4)</li> <li>■ Increase the proportion of credits delivered to learners through school/College shared curriculum with an enhanced focus on gender balance in STEM and CARE areas – (EMR 6.5 / GAP 1.10)</li> </ul>
<p>In Professional Services, there will be a focus on business process improvement and greater use of technology to reduce the requirement for manual data input with an emphasis on using originating data sources. This will impact on the number of colleagues required in these services and enable the focus to be on the customer, whether that is other colleagues, students or partners.</p>	<ul style="list-style-type: none"> <li>■ Support the introduction of business improvement processes</li> <li>■ Continue with the process improvement within the OD and HR Department</li> </ul>
<p>One of the biggest challenges facing Fife College is the ageing staff profile. We know from data already collected that whilst this age group might be the most likely to retire, the actual numbers who do so is low. We need to ensure we capitalise on the wealth of experience and knowledge of these colleagues helping them transfer this to others as well as support them whilst in work and to plan for their retirement.</p>	<ul style="list-style-type: none"> <li>■ Through the revised PDR process, ensure there is opportunity to discuss career and other plans</li> <li>■ Provide information to all staff on financial health and planning as well as pension advice as part of the wellbeing theme</li> <li>■ Update Staff Retirement Policy and Procedure and provide information around different aspects of retirement within the relevant pension schemes within the College</li> <li>■ Provide CLPL activity to support colleagues thinking about retirement</li> <li>■ See actions under Effective Voice, Security and Opportunity</li> </ul>

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