



**Fife College**



**Equality Mainstreaming Report  
2021**

## Contents

<b>1. Introduction</b>	3	<b>6. Equality Information: Key Findings</b>	10
<b>2. Leadership and Direction of Equality Mainstreaming</b>	4	6.1. Staff Report 2019/20	10
<b>3. Welcome to Fife College</b>	5	6.2. Staff Recruitment Report 2019/20	11
Our Vision	5	6.3. Board Equalities Monitoring Statistics	12
Our Mission	5	6.4. Learning and Development Report 2019/20	13
Our Values	5	6.5. Equal pay and gender pay-gap report	14
<b>4. Summary update on Equality Outcomes 2017-21</b>	6	Summary of key findings and recommendations	15
<b>5. New Equality Outcomes 2021-25</b>	8	6.5.1. Overall Gender Pay Gap – Gender	15
Outcome 1. The proportion of students with a disability who have a positive outcome/experience is increased	8	6.5.2. Overall Gender Pay Gap – Disability	15
Outcome 2. Reduce gender-related differences in attainment and increase the minority share in areas of the curriculum where significant discrepancies exist	8	6.5.3. Overall Gender Pay Gap – Ethnicity	16
Outcome 3. Increase opportunities for staff and students to be listened to, report and be supported should they experience or are affected by sexual harassment and violence	8	<b>7. Student data</b>	17
Outcome 4. Deliver on our commitment and declaration: 'We Stand United Against Racism'	9	<b>8. Mainstreaming Report</b>	19
Outcome 5. Examine and address the interactional nature of protected characteristics, socio-economic disadvantage, and inequalities of outcome within the context of skills development and attainment	9	Neurodiversity in Cybersecurity Project	19
Outcome 6. Take action to ensure that the pivot to fully online and blended learning does not contribute to gaps in attainment or learner experience for those with protected characteristics.	9	Girls in Energy	19
		Digital Learning Standards	20
		LGBT Charter	20
		Gender Based Violence	20
		'We Stand United Against Racism'	21
		Data Driven Innovation	21
		<b>Appendices</b>	22
		1. Breakdown of Full-time students (data accessed 12th Feb. 2021)	29
		2. Breakdown of Part-time students (data accessed 12th Feb. 2021)	30
		3. DataHub slicing tool for analysis of student data	31

## 1. Introduction

The following Equality Mainstreaming Report 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.

The College works closely with Advance HE to ensure that Equality and Diversity standards are adhered to and is also represented at the Scottish Race Equality Network, which includes representation from Colleges and Universities across Scotland.

## 2. 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.

When recruiting for Board vacancies, the advertisement states that applications are welcomed and encouraged from groups currently under-represented on Scotland's public bodies such as women, people with a BME background, people aged under 50 and LGBTQ+ individuals. The Board has taken steps to simplify the application form and make positions more accessible by offering to pay for childcare or other care costs. We also anticipate that learning from working remotely will mean that there are more opportunities to join meetings virtually which may also allow a broader range of people to consider joining our Board.

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.

### 3. Welcome to Fife College

Fife College's talented and experienced team is dedicated to transforming the lives of our 11,000+ students with 49% enrolling in full-time, and 51% enrolling in part-time education and training. We offer a wide range of inspirational learning experiences from essential skills to graduate degree programmes. With our main campuses located in Dunfermline, Rosyth, Glenrothes, Levenmouth and Kirkcaldy, we operate within the heart of Fife's communities.

We are committed to offering a dynamic and relevant portfolio of courses which supports close collaboration and seamless pathways between schools, colleges, universities and employers. Our aim is to develop stronger, deeper and added value relationships with our wide range of partners and stakeholders.

Our high quality, sector leading programmes are designed to respond to the needs of the economy and society more generally. Scotland's and Fife's economic strategies are the primary drivers for the development and design of the range of courses we offer. The economic growth areas of care, hospitality, digital, construction and engineering will be a key focus as we continue to invest and update our facilities across the region, which includes a new campus planned for the West of Fife.

We will place our students at the forefront of all we do, offering personalised courses with a growing number of part-time and distance learning courses which, amongst other things, create the opportunity for more flexible learning which links to employability and continuous professional and personal development.

We will inspire an attitude of lifelong learning in our staff and students and ensure our staff are equipped to deliver the best for our students. We will strive to achieve a fair, inclusive and diverse community of students and staff, promoting health and well-being for all staff and students and instil a culture of integrity, performance and respect across all of our campuses. We will support and collaborate with our award-winning students' association, enabling them to deliver their own strategic plan to promote

student engagement and create a sector leading student experience. Our ambition is to provide all our students with transformational learning opportunities that are tailored to their own aims, aspirations, and circumstances.

#### Our Vision

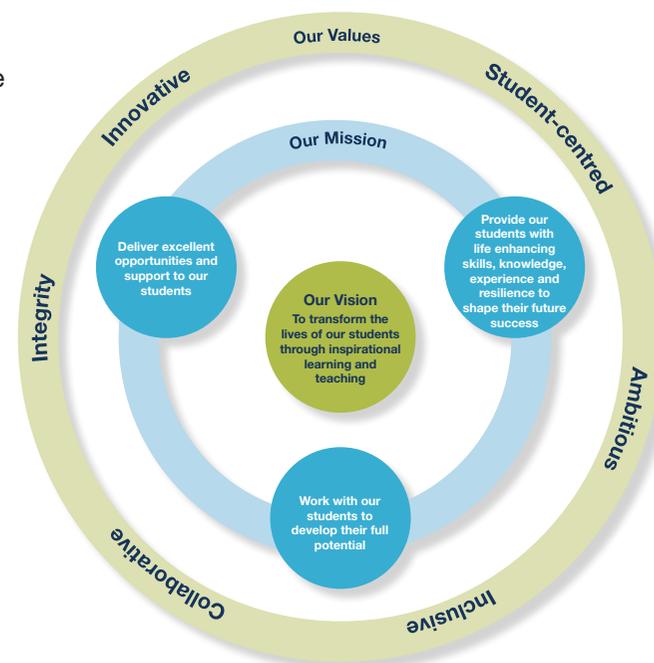
To transform the lives of our students through inspirational learning and teaching.

#### Our Mission

We will deliver excellent opportunities for our students and work with them to develop their full potential with life enhancing skills, knowledge, experience, and resilience that will shape their future success.

#### Our Values

- Student-centred
- Ambitious
- Inclusive
- Collaborative
- Integrity
- Innovative



## 4. Summary update on Equality Outcomes 2017-21

Below are some recent examples of actions taken by Fife College since the Equality Outcome update in 2019:

Policies, procedures and processes have a positive impact and improve the experiences of staff and students;

- Equality Impact Assessment (EIA) documentation has been updated and now requires the critical evaluation of each protected characteristic prior to approval of the new or substantially changed policy and/or procedure.
- Updated our Access and Inclusion Strategy March 2020: Additional information added regarding Fife College Counselling provision and workshops; link to FCSA work on Student Mental Health agreement and 'Networked for life'; and the recruitment of a Corporate Parenting Coordinator.
- Reviewed our Anti-Harassment & Bullying Policy (Students) in July 2020
- Fife college considers students with additional support needs, those suffering with mental health issues and lone parents (around 90% of lone parents are women<sup>1</sup>) as groups likely to be 'vulnerable' and requiring equal consideration to those identified as priority groups by the Scottish Government (Identifying and Supporting Vulnerable Students Procedure).

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;

- A new Data Hub has been introduced allowing greater analysis of student data. Multivariate data analysis by protected characteristic is now easier to accomplish and used to inform practice and support student attainment, and experience. Examples of the different variables that can be used are presented in Appendix 3. DataHub slicing tool for analysis of student data.

- The new HR information system supports better access to all staff data and this is being enhanced through the development of My Fife and dashboarding. This will enable managers throughout the College to view the data and compare it with other datasets in the College.

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;

- Information and assessed courses relating to equality and diversity are considered an 'essential' element of our staff induction and are to be completed within weeks of commencing employment.
- The Inclusion team frequently promote, arrange and attend a wide range of awareness events including: Down Syndrome, dyslexia awareness, and ADHD/ASD/ODD awareness sessions.

Staff and students benefit from an estates and learning environment being accessible and supportive;

- In response to feedback from visually impaired students, Dunfermline campus was made more accessible to visually impaired students by installing braille identifiers on each door, rumble strips on stairwells and directional markers on corridors.
- Creation of a fully accessible care suite including hoist in Kirkcaldy campus in June 2020, thus allowing students with physical disabilities access to the facilities.
- The Student Experience and Engagement Department (SEED) working in partnership with FCSA have updated signage on all accessible toilets to ensure that students are aware that these facilities are accessible and inclusive to all genders.
- The Estates team continues to improve accessibility and safety for all users in keeping with DDA requirements such as ramps to improve access to campus spaces, provision of disabled car-parking spaces, refurbishment of toilets, and external lighting.
- Looking forward, the new Dunfermline Community Learning Campus will incorporate both inclusive design, and equality and diversity within construction.

---

<sup>1</sup> Poverty and income inequality in Scotland: 2014-2017 - gov.scot, 2018

Provision of learning and services in the College are accessible, free from prejudice and stereotyping, positively promoting equality and diversity;

- New Digital Learning Standards have been created
- Following an SQA audit carried out in 2019 an improved process was rolled out over all campuses which addressed the gathering of evidence for alternative assessment arrangements.
- The Student Learning Hub is open late for students on evening degree programmes that may require additional support.
- 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.
- British Sign Language (BSL) Progress Report 2020, and plan aims to ensure equal access to services and support for BSL users at Fife College - as stated in the Fife College Regional Outcome Agreement and the Access and Inclusion Strategy.
- Student advisers are available to students by email which allows students access to support when they are not on campus.
- Providing long term loans of assistive technology to students such as laptops and c-pen readers.
- Inclusion staff will continue to work with Fife Council Learning Disability and Autism Strategy Group and Fife Council BSL Strategy group to improve outcomes for people in the Fife Region.

The College is engaged with the community and employers to increase awareness of equality and diversity within the Fife region; and

- Engineering faculty work closely with employers eg Taylor Wimpey, The Bell Group, Kingdom Housing and Fife Council with some positive outputs such as female apprenticeships in construction.
- Working with [www.rapecrisisscotland.org.uk](http://www.rapecrisisscotland.org.uk) and Fife Rape and Sexual Assault Centre (FRASAC) to raise awareness and deliver Gender-based Violence training to students and staff.

Leadership of the College is supported with sufficient resources to ensure the mainstreaming of equality outcomes.

- Creation and implementation of a college wide Access and Inclusion Strategy, and a British Sign Language Strategy, both of which fully encapsulates wider governmental strategic goals.
- The College has undertaken an all-staff survey and also two pulse surveys as a result of homeworking. The data can be viewed through different experiences to help managers consider how to support all staff.
- Fife College and the Fife College Students' Association (FCSA) have signed a Student Partnership Agreement. The first formal agreement of its kind between the College and the Students' Association, the partnership officially sets out how students and staff will work together to improve the student experience across Fife College.

## 5. New Equality Outcomes 2021-25

We have included under each of the outcomes, data analysis<sup>2</sup>, research and narrative to support the inclusion of the outcome.

### **Outcome 1. The proportion of students with a disability who have a positive outcome/experience is increased**

- A total of 1,448 students (13% of enrolments) disclosed a disability with the following categories accounting for 78% of the total: Multiple, Mental Health Conditions and Specific Learning Difficulty.
- Successful completion (full-time) for individuals disclosing mental health conditions at all age groups is significantly lower compared to learners with no known disability: 37% (16-19yr); 33% (20-24yr); 38% (25-39yr) and 60% (40+yr). Males studying full-time and disclosing a mental health condition were less likely to successfully complete (24%) relative to females disclosing the same disability (44%). The opposite pattern exists with part-time study: females completed successfully (69%) against 84% for males.
- Successful completion (full-time) for individuals disclosing a specific learning difficulty is significantly lower at 37% in the age category 20-24yr compared to learners with no known disability.
- The number of learners with Personal Learning Support Plans (PSLPs) is significant: n=866 in 2019/20; and n=880 as of November 2020. Literacy and Numeracy difficulties, Dyslexia, Autism Spectrum Disorder (ASD), Mental Health and Scotopic Sensitivity/Visual Stress, and Medical/health concerns are evident on over one hundred PLSPs.

### **Outcome 2. Reduce gender-related differences in attainment and increase the minority share in areas of the curriculum where significant discrepancies exist**

- Female (including trans woman) attainment within full-time Higher Education is significant higher (74%) when compared to Male (including trans man) learners (64%).
- From 2017/18, a marked and sustained increase in the minority share (Female) entering the Gender Action Plan (GAP) Superclass: Construction– see Mainstreaming section for details.
- In contrast there has been a downward trend in the minority share (Female) in the Gender Action Plan (GAP) Superclass: IT: Computer Science / Programming / Systems.

### **Outcome 3. Increase opportunities for staff and students to be listened to, report and be supported should they experience or are affected by sexual harassment and violence**

- In a recent study titled Sexual Violence in FE<sup>3</sup>...
  - 75% of those surveyed had had an unwanted sexual experience at least once
  - 14% reported it
  - 18% indicated it caused them to miss class
  - 17% said it lowered their academic performance
  - 14% considered dropping out of college altogether
- A survey, carried out by pollsters Censuswide Scotland, looking specifically at Scotland reported that almost 40 per cent of workers have witnessed a colleague being sexually harassed.
- 68% of people did not report it to their employer really highlights the harsh reality of Scotland's workplaces.
- Equalities Minister Christina McKelvie recently stated<sup>4</sup>: "The shocking and unacceptable rise in domestic abuse over the course of the coronavirus (COVID-19) pandemic has demonstrated that we still have further to go in our ambition to eliminate all forms of violence against women and girls."

<sup>2</sup> All data relates to 2019/20 data unless otherwise stated

<sup>3</sup> NUS (2019) Sexual Violence in Further Education: A study of students' experiences and perceptions of sexual harassment, violence and domestic abuse in further education

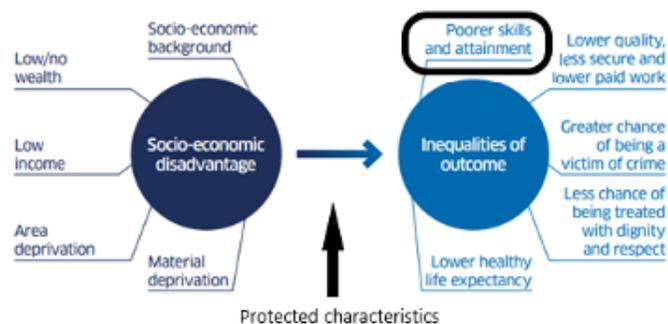
<sup>4</sup> Preventin and eradicating violence against women and girls, 2020

#### Outcome 4. Deliver on our commitment and declaration: 'We Stand United Against Racism'

- In October 2019, the EHRC published its inquiry into racial harassment in publically funded universities in Great Britain. The report revealed that racial harassment was a common experience for students and staff.
- The declaration is endorsed by the Scottish Funding Council (SFC) and Richard Lochhead, Minister for Further Education, Higher Education and Science, Scottish Government.
- Communicate and deliver our five key priorities to advance race equality – further details in the Mainstreaming section.

#### Outcome 5. Examine and address the interactional nature of protected characteristics, socio-economic disadvantage, and inequalities of outcome within the context of skills development and attainment

The figure below highlights the link between socio-economic disadvantage and inequalities of outcome. Outcome 5. examines the potential that this is worsened for individuals with protected characteristics.



Individuals who share particular protected characteristics (minority ethnic families, families with a disabled adult or child, lone parent families, and families where the mother is under 24 years old) are often at higher risk of socio-economic disadvantage<sup>5</sup>

- Learners from the most deprived SIMD quintile who also disclosed one of the three most common disabilities (Multiple, Mental Health Condition, and Specific Learning Difficulty) were found to be much likely to successfully complete their studies (57%, n=280) when compared to those who disclosed the same disabilities, but were from the highest SIMD quintile (74%, n=138).
- The National Operational Guidance states that evidence shows that some children and young people from equalities groups can be disproportionately affected by deprivation and can therefore face significant additional barriers to learning<sup>6</sup>.

#### Outcome 6. Take action to ensure that the pivot to fully online and blended learning does not contribute to gaps in attainment or learner experience for those with protected characteristics.

Differences in support for remote learning during the pandemic threaten to widen inequalities for those who already perform less well than their peers, particularly boys, Black pupils, some Gypsy, Roma and Traveller pupils, pupils who need support in education, and those who are socio-economically disadvantaged.

The above equality outcomes are designed to focus our work on specific areas where we have identified a need. A more detailed action plan on our equality outcome work will be made available soon.

The above equality outcomes do not specifically cover the protected characteristics of Pregnancy and Maternity, Marriage or Civil Partnership, or Religion and Belief. In respect to Religion and Belief, the student data we have analysed in relation to student achievement do not suggest any specific areas to focus an outcome upon. For Pregnancy and Maternity and Marriage and Civil Partnership, we need to consider how to improve our analysis of data surrounding these areas to fully inform our outcome setting process going forward.

<sup>5</sup> Fairer Scotland Duty: interim guidance for public bodies - gov.scot, 2018

<sup>6</sup> The Scottish Attainment Challenge: Equality Impact Assessment results, 2018

## 6. Equality Information: Key Findings

### 6.1. Staff Report 2019/20

**Age Profile:** As with previous years, the age profile at the College remains significantly different from that of the Census data for Fife County and Scotland with the vast majority (75%) of employees being in the age band 30-59; the equivalent in Fife and Scotland is 41%.

**Age Profile 60+:** There has been an increase of staff in the age range of 60+ to 17.2% with this figure projected to increase significantly over the coming years.

**Gender Profile:** 62% of the workforce were female and 38% male. According to census data for Fife females and males make up 51.5% and 48.5% of the population respectively.

**Disability Profile:** There was a slight drop in the percentage of staff declaring a disability at 5.3% compared to 6% in 18/19. Overall, it remains relatively constant and the College profile also mirrors that of the College Sector

**Race / Ethnicity Profile:** the proportion of Black and Ethnic Minority (BME) staff remains around 1.5% (1.3% for 19/20) with no BME category being significantly higher than another.

**Religion / Belief Profile:** As per previous years, there has been a decrease in declarations for 'Church of Scotland/Christian' to 17.8%. The percentage of people declaring 'No Religion' continues an upward trend, currently standing at 38.7%. 'Not Stated' remains stable at around 27%.

**Sexual Orientation Profile:** Individuals not specifying a sexual orientation stands at 33% which is the same as in 2018/19. The percentage of individuals declaring their sexual orientation as 'Other' remains stable at 3 to 4% and consequently people identifying as heterosexual remains constant at 63%.

**Gender Reassignment:** There are no members of staff declaring as reassigning their gender - this is consistent with previous years.

### Recommendations

- Continue to monitor changes in the gender population in the Engineering Technologies and Mathematics Faculty to identify if STEM initiatives are increasing the female population or otherwise.
- As the College migrates from the new HR information system, to review data and processes to ensure they enable and encourage staff to complete relevant information, including their protected characteristics, over the next academic year and support HR colleagues to double check information when in discussion with individuals.

## 6.2. Staff Recruitment Report 2019/20

The overall number of applications (n=964) was up by 13% on last year's figure (n=855). Applications for Professional Services posts make up the vast majority of the number received (79% in 19/20)

**Candidate Age Profile:** For all posts, only 4% of applications were received from applicants in the 60+ category, 66% from the 30-59 category and lastly 30% from the <30 category. There were far more applications (36%) from the <29 age group applying for management posts when compared to previous years.

**Gender:** Overall, 65% of applications were female and this is consistent with the staff profile of Fife College. The ratio of offers to applications submitted was 1:12 and 1:36 in female and males respectively.

**Disability:** In 19/20 the option of Prefer Not to Specify was not presented to applicants although the applicants could leave the question without a response. Of the responses received, 89% stated that they did not have a disability and 11% stated that they had.

**Race / Ethnicity:** Applications from Black and Minority groups made up 4% of total applications, which is comparable to the two previous years, above Fife County BME numbers, and in line with Scottish BME numbers. The percentage of offers of employment to BME applicants was 1.3%

**Sexual Orientation:** The Prefer Not to Specify response was not presented to applicants although the response is not mandatory. Subsequently, the responses can now be categorised into Non-heterosexual and Heterosexual and the percentage of applicants now identifying as non-heterosexual stands at 7% with 93% identifying as heterosexual.

## Recommendations

- To continue to monitor whether new starters are completing relevant information directly into the College's HR information system, including their protected characteristics, over the next academic year and if not to institute a reminder process detailing the importance of this information being disclosed.
- Monitor whether a trend exists regarding application withdrawals for Academic Staff positions especially in the 30-59 age category
- Utilise the leadership framework to develop behaviours of all new colleagues, inform tailored development programs, person specifications and overall recruitment and selection process
- Ensure that as we review our recruitment processes and systems, we continue to support and evidence Fife College as an inclusive employer including unconscious bias training for staff involved in recruitment

### 6.3. Board Equalities Monitoring Statistics

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 2020, the Board had 16 members.

**Age Profile:** There is Board representation in the following age categories

Age range (yr.)	21-30	31-40	41-50	51-60	60+
Count	2	3	2	2	7

**Gender:** The composition of the Board is a 56% male and 44% female. The College has matched the ministerial guidance on public appointments and has a male and female representation of at least 40% of female members.

**Disability:** There are no declarations of a disability.

**Race / Ethnicity:** Currently, the Board has no Black, Asian and Minority Ethnic (BAME) representation

**Religion / Belief:** 44% of members declared either 'Christianity' or 'Church of Scotland' and a continued trend of no religious belief declared (44%).

**Sexual Orientation:** The majority (87%) of the Board declared their sexual orientation as 'heterosexual'.

#### 6.4. Learning and Development Report 2019/20

Staff development occurs in many forms including experiential and collaborative learning, which often do not require the use of our formal Continual Professional Development (CPD) approval process. There were 184 formal CPD applications that were approved with 47% supporting development activities for academic staff, 36% professional services staff, and 17% managers.

The split of CPD approvals by gender was 59% female and 41% male which correlates closely with the staff gender split where female employees make up 62% of the workforce.

All new starts to Fife College must complete a course titled Equality and Diversity within the first 6 weeks of employment. For colleagues involved in recruitment, Unconscious Bias Training for Management is also on our 'Essential' course list.

**Teaching qualifications:** During academic year 2019-20, 24 members of staff achieved the 'Teaching Qualification (Further Education)' with the University of Aberdeen.

**Free Enrolment in Fife College Provision for Staff:** Under the 'Free Enrolment in Fife College Provision for Staff' employee benefit, members of staff may now enrol in Fife College courses as part of their professional and personal development without any cost. In academic year 2019-20, ninety-four members of staff enrolled on a College course at a total cost of £58,247.

With advances in digital technologies and remote working being increasingly employed, Fife College has invested in online learning resources which can be accessed from any location, at any time and using any device. Learning content providers were required to provide good coverage in areas of HR compliance, equality and diversity, and inclusion to enable continued development of staff.

Selection of the course titles on offer:

Cultural awareness micro-course	Inclusive language and communication micro-course
Disabled adventures in customer service course	Maternity and paternity course
Disabled adventures in work and recruitment course	Diversity Challenge course
Disability confident course	Understanding unconscious bias introductory course
Sexual orientation micro-course	Inclusion essentials course
Trans and non-binary awareness micro-course	Gender matters course
Supporting trans and non-binary people at work: A guide for managers micro-course	Tackling race bias at work: A manager's guide
Working effectively with the Equality Act micro-course	Understanding unconscious bias course
The impact of micro-behaviours course	Tackling gender bias micro-course
Understanding and tackling gender bias course	Understanding race bias course

## 6.5. Equal pay and gender pay-gap report

### Equal Pay Statement for Staff

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

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

### Equal Pay Introduction

The data used to prepare this report was extracted from the College's HR System on 31 March 2019 and has been analysed for all employees irrespective of their terms and conditions to calculate pay gaps. Subsequently, employee data has been grouped as appropriate. Detailed comparisons are not shown where this would enable individuals to be identified.

As a result of a previous Managing Organisational Change process and subsequent restructuring of Departments following merger, there are a total number of seven members of staff on conserved salaries. This is a fraction of the 76 members of staff on conserved salaries reported in April 2019. Of the seven, six (86%) are female and one (14%) is male. The majority of these members of staff, six (86%), are on the current Lecturing scale. These members of staff will fully revert to current Lecturing scale from April 2019 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.

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. It is 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.

## Summary of key findings and recommendations

### 6.5.1. Overall Gender Pay Gap – Gender

Fife College has an overall mean and median pay gap of **-5.12%** and 2.30% respectively as seen in **Table One – Overall Gender Pay Gap**. Comparing this information to that of the previous equal pay report, there has been an increase of **-0.76%** in the mean pay gap and a 1.04% increase in the median pay gap.

Comparing the College Profile to that of the College Education Sector in Scotland in 2016/17 (which is the latest data available), there has been a slight reduction to the percentage of the male profile of the College when comparing the Scottish College sector as a whole. There has also been a slight decrease in males working within the College Sector in 2016/17.

**Table One - Overall Gender Pay Gap**

Female	%	Male	%	Mean Difference (£)	Median Difference (£)	Mean Difference (%)	Median Difference (%)
612	62.64	365	37.36	<b>-£1.11</b>	£0.00	<b>-5.12</b>	2.30

In terms of Gender, the College has a significantly lower pay gap from that of Scotland as a whole. The official statistics for Scotland provisional report that the gender pay gap for full-time workers equates to 8.9% in 2019, an increase from 7.3% in 2015. There is an overall decline since 1997 when the percentage difference was 18.4%.

### 6.5.2. Overall Gender Pay Gap – Disability

Fife College has an overall mean and median pay gap of **-21.39%** and **-23.84%** as seen in **Table Two – Overall Pay Gap – Disability**. Comparing this information to that of the previous equal pay report, these figures have remained the same.

70 (7.16%) individuals have preferred not to specify whether or not they have a disability, for reporting purposes these individuals have not been included within statistics. Comparing Fife College Disability population against that of the College Education sector in Scotland, Fife College's profile shows that individuals who have declared a disability is similar to that of the Sector.

**Table Two - Overall Pay Gap – Disability**

No	%	Yes	%	Mean Difference (£)	Median Difference (£)	Mean Difference (%)	Median Difference (%)
852	87.21	55	5.63	<b>-£4.76</b>	<b>-£4.98</b>	<b>-21.39</b>	<b>-23.84</b>

\*7.16% was unknown or refused to specify.

### 6.5.3. Overall Gender Pay Gap – Ethnicity

Fife College has an overall mean and median pay gap of -48.90% and -36.20% as seen in **Table Three – Overall Pay Gap – Ethnicity**. Comparing this information to that of the previous equal pay report, these figures have remained the same.

58 (5.94%) individuals have preferred not to specify their ethnicity, for reporting purposes these individuals have not been included within statistics.

The College’s race/ethnicity categories do not match those in the census. It is possible to add categories together to facilitate comparison. The number of staff who declared an ethnicity other than ‘White’ is 13 and represents 1.33% of the total College profile. If this percentage is compared to the census data for Fife County at 2.4% and for Scotland at 4%, it can be seen the College does not reflect the census data. It is unlikely this is due to the number of individuals who ‘prefer not to say’, a total of 5% of College employees.

Comparing Fife College’s Race/Ethnicity profile against that of the College Education Sector in Scotland, the sector has a slightly higher percentage of people declaring a ‘White’ background compared to that of the College.

**Table Three - Overall Pay Gap – Ethnicity**

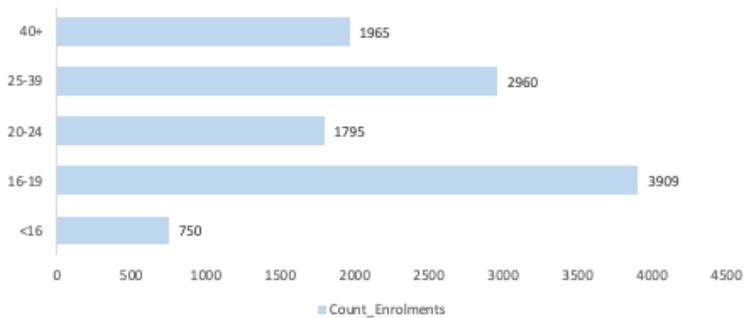
BME	%	White	%	Mean Difference (£)	Median Difference (£)	Mean Difference (%)	Median Difference (%)
8	0.87	911	99.13	-£7.32	-£5.52	-48.90	-36.20

\*5.94% was unknown or refused to specify.

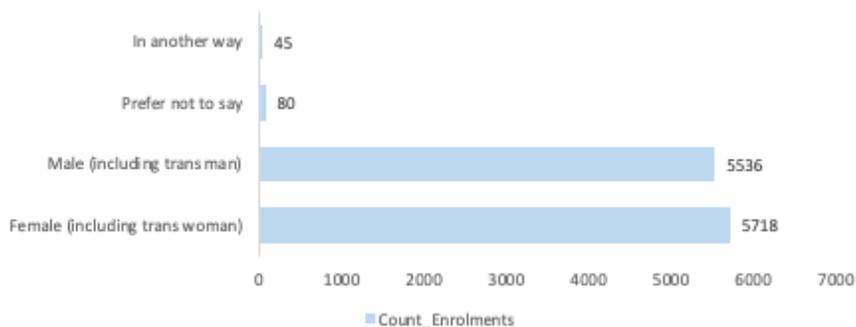
## 7. Student data

The data below is for ALL students. Appendices 9.1 and 9.2 show the breakdown of Full-time and Part-time students respectively.

**Age:** Fife College's largest proportion of FT FE/HE enrolments are aged between 16-19 with a third of all enrolments coming from this category



**Gender:** The gender profile of all enrolments at Fife College for 2019/20 has continued to approximate an equal 50% gender split between males (49.3%) and females (49.7%).



There are gender differences within higher and further education categories. Females account for the highest proportion of full-time HE enrolments - 56.6% as opposed to 42.2% male population. The difference within FE is reduced with 52.6% declaring female and 45.1% male.

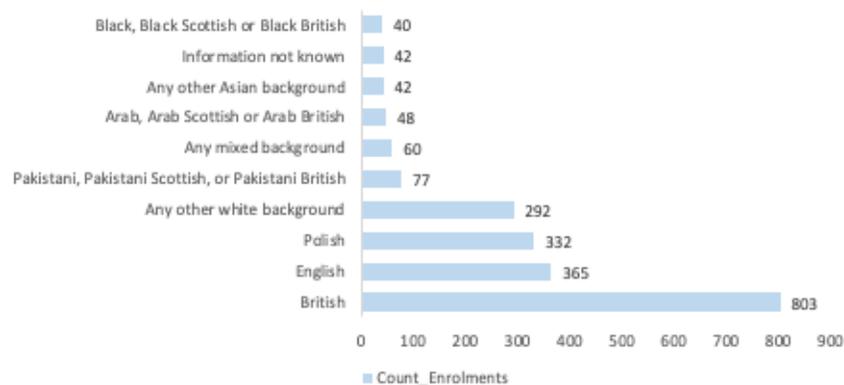
For part-time study (HE), 54.6% of enrolments identified as male and 45.1% as female and the equivalent at FE is 52.9% (male) and 46.8% (female).

**Disability:** A high number of students (n=9487 or 83%) have been recorded as Disability Not Known. 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 do not have a disability. Among those students who have declared their disability, the three highest categories were Multiple, Mental Health and Specific Learning Difficulty. The number of learners disclosing a disability was 1448 or 13%.



Fife College's Admissions Process involves the Student Experience & 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.

Ethnicity: Fife College’s highest proportion of enrolments is Scottish at 77%. The top ten ethnic categories other than Scottish are detailed below.



The proportion of students studying at Fife College who were from a BME background was 3% and similarly, 3% preferred not to divulge this information.

**Religion:** 48% of students at Fife College declared that they had no religion, and a similarly large percentage (43%), preferred not to divulge this information. Christian denominations were the most frequently declared, however numbers are low due to non-declaration, and consequently don’t provide representative picture.

**Sexual Orientation:** The two largest categories were ‘Prefer not to say’ (56%) and Heterosexual/straight (39%). The declared percentages for other categories is as follows: Bi/bisexual (1.7%), Gay man (0.6%), and Gay woman/lesbian (0.5%).

## 8. Mainstreaming Report

Below are several examples of good practice, displaying that effective mainstreaming can be demonstrated across most functions.

### Neurodiversity in Cybersecurity Project - in conjunction with Skills Development Scotland (SDS)

SDS have identified that there is a gap in support for neurodivergent people and that there is evidence to suggest that neurodivergent people and in particular autistic people, are likely to have aptitudes for cyber security roles. Fife College are working on a short scale project to support this whilst also developing the skills, knowledge, and experience of their academic and professional development staff.

The benefits of this project are anticipated to be:

- Staff confidence and awareness of strategies for supporting neurodivergent students increased
- Supports retention and achievement of young neurodivergent people
- Supports increased chance of a positive destination for the pupil following education
- Develop employment pathways through connecting with external partners
- Promoting accessibility and inclusivity in all aspects of the college
- Increased awareness of opportunities for neurodivergent school pupils
- Improved self-awareness and confidence in neurodivergent school pupils
- Develop new partnerships

The 3 main objectives of the project are:

- to build capacity within our own professional services and academic teams and our partners schools to allow them to support more neurodivergent people into cyber security learning beyond the duration of the funding;

- to work with our partners to build their joint capacity to support more neurodivergent people into further cyber security learning pathways and into employment; and
- to develop and test cyber security learning pathways for neurodivergent people.

### Girls in Energy

The Shell – Girls in Energy course has been working with 15 secondary school pupils from across Fife.



The pupils, from Auchmuty High School, St Andrews High School, Glenrothes High School and Levenmouth Academy are now halfway through the one-year course which is designed to open young women's eyes to the energy industry's wealth of career opportunities.

The project-based course, delivered in partnership with Shell UK, covers topics including solar and wind energy, oil and gas, and carbon storage. This means the girls must apply their skills across a variety of subjects to produce the reports or presentations they are assigned.

The girls, aged 14 to 16, take up a work placement with Shell for two weeks before completing the programme with a Skills for Work in Energy National 5 Qualification.

More broadly, the number of females enrolling in GAP Superclass: Construction has risen significantly from 3.1% in 17/18 to 20.8% in 19/20 as per the table below. This may reflect changes in the course that make up this superclass eg furniture design which has a higher proportion of female enrolments, but is nonetheless a marked improvement.

GAP Superclass	Minority Share 17-18	Minority Share 18-19	Variance	Minority Share 19-20	Variance
Construction	3.1%	16.4%	13.3%	20.8%	4.4%

## Digital Learning Standards

The Digital Learning Standards have been created to ensure a consistent, effective and accessible learning experience for all students, and address both Fully Online and Blended Learning delivery models.

Every course or unit should meet these standards and templates for both delivery models will be available for use. Modifications to the templates may be made to suit the course or target learner group.

Section 5 of the Digital Learning Standards identifies essential elements that must be included when creating materials for fully online and blended learning delivery to ensure good practice in equality, diversity and inclusion.

## LGBT Charter

Fife College is currently working towards the achievement of LGBT Charter in conjunction with LGBT Youth Scotland. The programme enables us to proactively include LGBT people in every aspect of our work, protecting our staff and providing high quality service to our customers or service users.

The programme has been developed to support training and review policies, practice and resources to make sure that we are not only meeting legislative needs but are as inclusive as you can be.

The Fife College Students' Association (FCSA) organise campaigns, undertake activities which involve engaging LGBT communities and hold monthly LGBT drop-in sessions on each campus for our LGBT students to attend and discuss their experience, their thoughts, the organizations they work for and any other ideas they may have.

In addition, the FCSA has set up a closed group Facebook page for the LGBT community and those who support LGBT rights to join. The aim of this group is to provide links to information and a safe and accessible space for people to discuss and share ideas outside the hours of college.



## Gender Based Violence

As part of the Equally Safe in Colleges and Universities work, Rape Crisis Scotland has been piloting the virtual delivery of the ESHE Toolkit training model in institutions across Scotland, in partnership with local Gender-Based Violence (GBV) organisations.

The three interactive 90-minute webinars below are currently being rolled out to Fife College Staff:

### Level 1: Essential GBV Awareness (suitable for staff in all roles)

Definitions and Prevalence; Values and Attitudes; Impact on Survivors; Introduction to Disclosures

### Level 2: Enhanced GBV Awareness (particularly suitable for staff in student-facing roles who have completed Level 1)

Part 1: Listening Skills; Criminal Justice System; Impact and Survivor-Centred Support

Part 2: Trauma; Trauma-Informed Practice; Disclosures and Case Studies  
In the semester two of the current academic year, students are to be provided with an interactive and engaging GBV e-learning module to give them an introduction to the topic in an accessible way.

The module will provide:

- Facts and stats about GBV
- How to be a supportive friend
- Healthy relationships
- Consent
- The impact of GBV
- Bystander intervention approaches
- Support information for those affected by GBV



## **'We Stand United Against Racism'**

Fife College has signed the declaration "We stand united against racism" and has also identified five key priorities to advance race equality.

Our 5 Key Priorities:

1. Continue to provide an inclusive recruitment process, including analysing feedback from individuals who are successful and those who exit during the process.
2. Provide a range of opportunities for staff and students to learn, increase self-awareness, alter behaviours, and reflect on our perception and understanding of racism in society and education.
3. Be clear in our expectations of behaviours regarding anti-racism and rigorously address any race-related issues.
4. Offer communication channels and resources to support staff and students who experience racial abuse, micro-aggressions, or inappropriate behaviour as well as individuals seeking information and advice.
5. Include race in our celebrations of diversity.

It is our expectation that staff, and students take ownership of and actively promote equality and diversity in their activity, planning and feedback, enabling them to foster good relations between people and fully influence College life and beyond.

One of the outputs relating to race, is to increase the offer-of-employment rate for staff from Black Asian and Minority Ethnic (BAME) applicants to 2% from 1.5% (draft)

Fife College Student Association (FCSA) seeks to recruit student officers for each of the protected characteristics (including a Race Officer) to increase knowledge and understanding of individual needs and priorities. We have a comprehensive and robust dataset for staff and students (including for all protected characteristics). The data set encompasses the employment cycle and learner journey enabling research and trend analysis. Participation, attainment, student feedback and any race-related complaints are brought to the Equality and Diversity Strategy Group for review, discussion, and action.

Once released, we will utilise new evidence-based BAME-led resources which are being piloted for use by Scottish universities and colleges as they respond to the findings highlighted in the Equality and Human Rights Commission (EHRC) inquiry report, Tackling Racial Harassment: Universities Challenged.

## **Data Driven Innovation**

Fife College is offering fully funded training in Data Science as part of a drive to help those who are unemployed but are interested in developing their digital skills.

The short courses are being offered for free thanks to the Data Driven Innovation (DDI) Skills Gateway that was created by the Edinburgh and South East City Region Deal.

All teaching is being offered online to allow it to continue throughout the Coronavirus restrictions, and can be scheduled around the existing commitments of applicants.

The courses will focus on two subject areas – Finance (Into Work and Woman Returners) and Football and can be completed in under four months with students receiving a National Progression Award qualification upon completion.

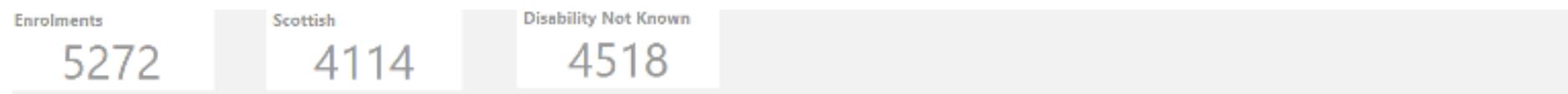
Anyone with an interest in working in the industry can apply, although applicants from a short list of specific groups are being especially encouraged to consider the courses. These groups include the long-term unemployed, women who wish to explore careers in the sector but had previously been put off by gender inequality.

As of February 2019, twenty-four women have signed up to the Data Science courses.

In December 2020 to March 2021 there is also an accompanying CPD Programme for all staff in the four colleges involved. This programme supports the projects aim, encompassing initiatives that involve embedding data science across the curriculum.

# Appendices

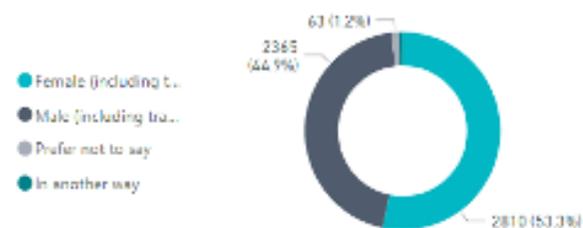
## 1. Breakdown of Full-time students (data accessed 12th Feb. 2021)



PI 1 ● Exclude from PI ● Early Withdrawal ● Further Withdrawal ● Completed: Partial Success ● Completed: Successful



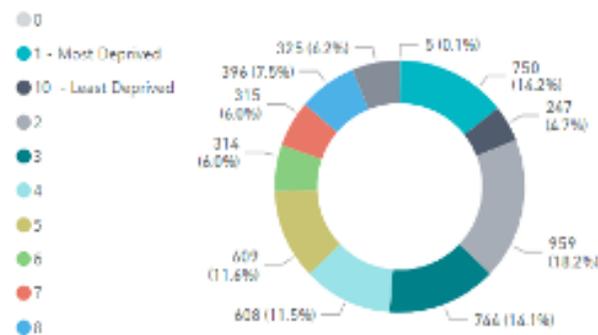
### Gender



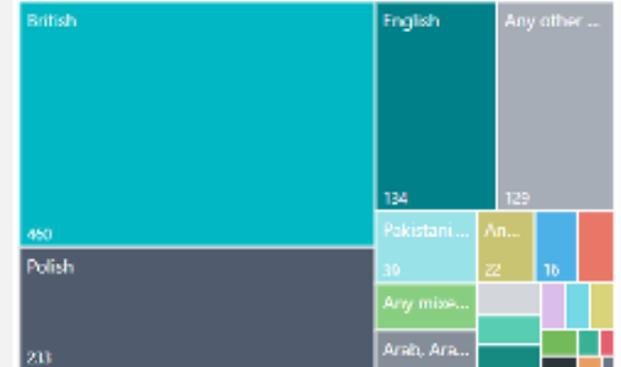
### Age



### SIMD



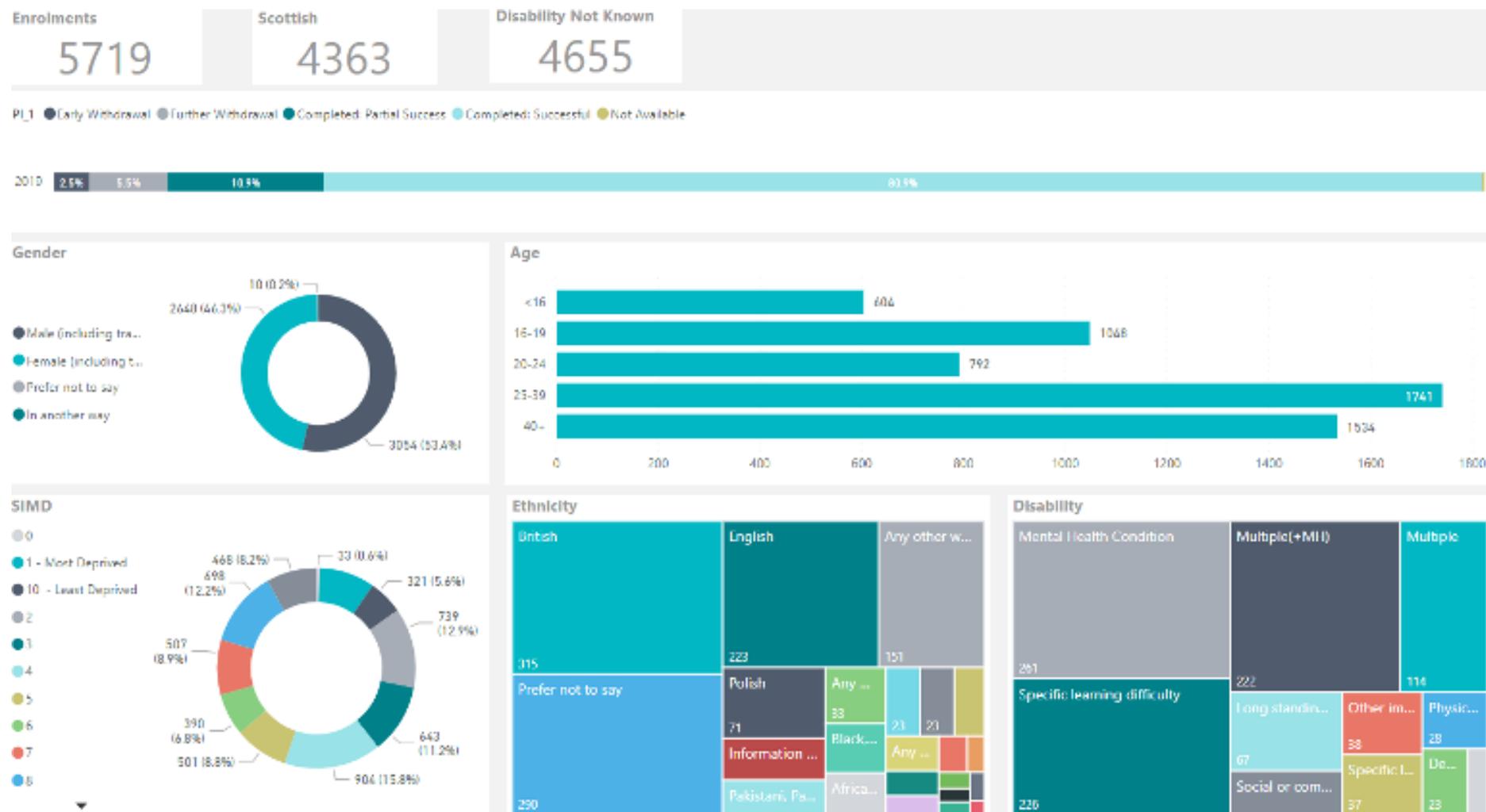
### Ethnicity



### Disability



## 2. Breakdown of Part-time students (data accessed 12th Feb. 2021)



### 3. DataHub slicing tool for analysis of student data

File College | DataHub Last Updated: 16/02/21 05:46

Academic Session 2019	Mode of Attendance All	ILR RAG All	Marital Status All
Faculty All	SCQF Level Code All	Gender All	Religion All
Academic Area All	Super Class All	Age Group All	Sexual Orientation All
Curriculum Cluster All	Course Type All	Disability All	
Course Key All	Funding Type All	SIMD All	Clear All Slicers
FE_HE All	HMIE Subject Name All	Ethnicity All	
FT_PT All	Campus All	Care Experienced All	