



Fife College

**Fife College Equality
Mainstreaming Update
Report 2021-2023**

- Subject to Approval June 2023



Table of Contents

1. Equality Outcomes Action Plan: Progress 2021-2023	3
Priorities for 2023-2025	9
2. Equality Mainstreaming Update	10
Providing support for mental health	10
Intersectionality between men and mental health reporting	12
Providing support and awareness around disability	16
Support for students – written by students...	16
Signing up to BITC's Race at Work Charter	17
Striving for all colleagues to have an equal experience	18
Colleague Community Groups: A voice for all	20
Tackling Gender-based Violence	23
Becoming a trauma informed college	24
Department of Work and Pensions (DWP) Youth Hub	26
3. National Equality Outcomes	27

1. Equality Outcomes Action Plan: Progress 2021-2023

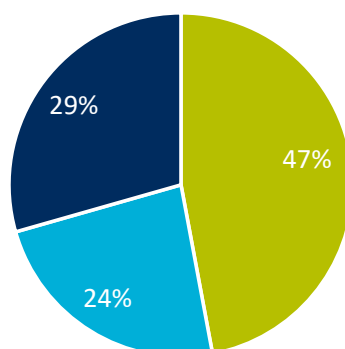
This section illustrates progress made towards our Equality Outcomes 2021-2025. At the mid-point of the reporting period, 71% of established actions have either been achieved or are in progress. The data below is an accurate representation of our focus over the last two years, with a continued commitment to supporting learners with a disability, digital accessibility as we have increased our blended and fully online delivery, as well as harassment and gender-based violence towards women and girls.

Table 1. Action Plan progress summary

	Equality Outcome						Total
	1	2	3	4	5	6	
	Disability	Gender	Gender-based Violence	Racism	Socio-economic Intersectionality	Digital Accessibility	
Achieved to date	4	1	3	1	2	5	15
In progress	1	1	2	1	1	2	8
Actions to be completed in 2023-25	2	2	1	2	2	1	10
Total No. of outcome actions	7	4	6	4	5	8	33
Achieved to date/In progress	71%	50%	83%	50%	60%	88%	71%

Figure 1. Total number of actions in each category

■ Achieved to date ■ In progress ■ Actions to be completed in 2023-25



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



In academic year 2021/22, the percentage of full-time learners (n=1288) who successfully completed their study having disclosed a disability of any sort was 56.5%. This is slightly lower (2.7%) than full-time students (n=4179) who do not disclose a disability where successful completion was 59.2%.

In some categories of disability, student outcomes were not adversely affected with successful completion percentages being higher than students not disclosing a disability: Social or Communication Impairment (n=54) – 63%, and Deaf or Hearing Impairment (n=14) – 64.3%.

Student performance indicator data however does show that mental health disclosures do have an adverse effect on student outcome. Where students disclosed either problems associated with mental health in isolation, or mental health issues in conjunction with another disability, successful completion percentages were lower when compared to students not disclosing a disability: Mental Health Condition (n=207) – 47.3%, and Multiple including Mental Health (n=290) – 51.4%.

The volume of students requiring a Personal Learning Support Plan (PLSP) is significant. As of February 2023, the number stands at 1034. The main areas where additional support is required are:

- Literacy & Numeracy n=398
- Mental health n=402
- Dyslexia n=325
- Autistic spectrum disorder (ASD) n=149
- ADHD n=116.

Recent upskilling now allows the college to provide specialist dyslexia study support.



Actions achieved to date:

- Provide Mental Health First Aid training courses on an annual basis
- Produce an online course on neurodiversity
- Produce a student dashboard providing performance indicator data against disability type



Actions in progress:

- Review process for identifying staff who will be teaching or supporting learners who are deaf or have impaired hearing and provide deaf awareness training



Actions to be completed in 2023-25:

- Provide enhanced support around anxiety control for learners on the autistic spectrum
- Identify and implement academic faculty actions to support attainment for learners with a disability

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

Performance Indicator (PI) outcomes for full-time students show interestingly that in 20/21, female attainment (61.5%) was higher than males (54.5%) however this reversed the following year with male attainment being slightly higher (60.0%) compared to female attainment (57.1%)

Figure 2. Female PI outcomes for full-time students

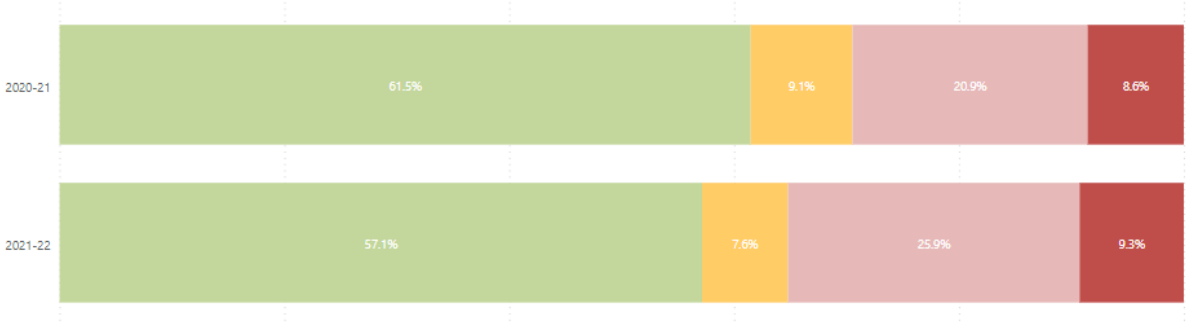
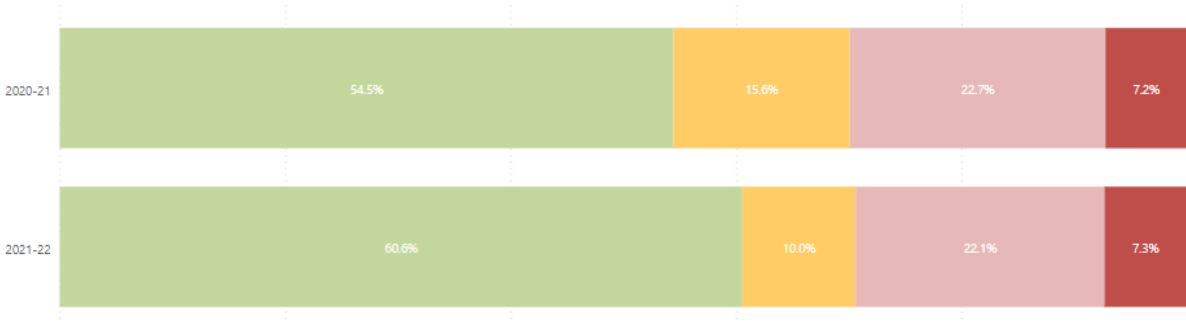


Figure 3. Male PI outcomes for full-time students

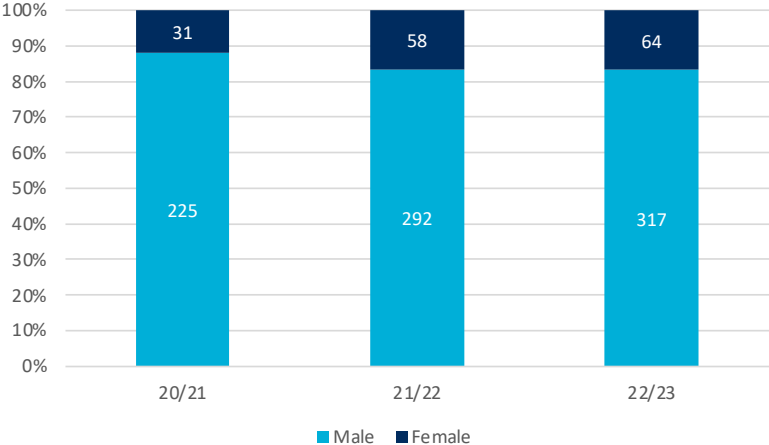


PI ● Completed: Successful ● Completed: Partial Success ● Further Withdrawal ● Early Withdrawal

Key:

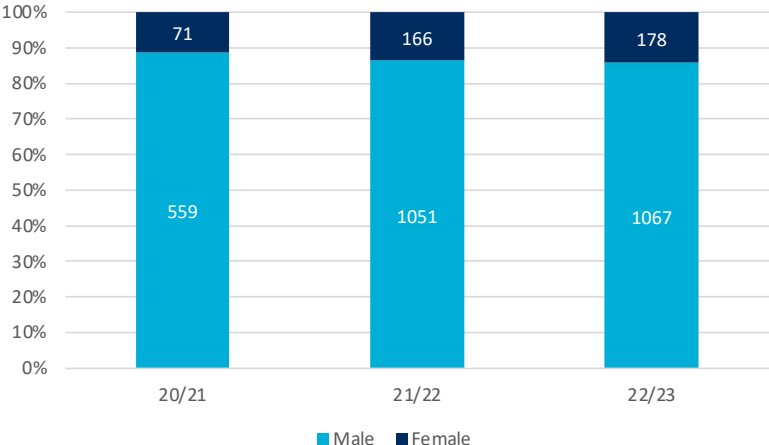
The number of full-time female students studying courses in the Computing and Technologies department has more than doubled over the last 3 years, increasing from 31 students in 2020/21 to 64 in 2022/23. Whilst still a significant minority share, female students now account for 15.8% of enrolments, up from 11.7% in 2020/21. The department changed FE course titles and frameworks, which increased recruitment making the courses more attractive/open to all audiences.

Figure 4. Full-time enrolments in Computing and Technologies



In the faculty of Engineering, Science, Technology and Built Environment, the number of female students enrolled has also more than doubled. Consequently, the minority share (female) of enrolments has increased from 11.2% in 2020/21 to 13.9% in 2022/23.

Figure 5. Full-time enrolments in Engineering, Science, Technology and Built Environment



Actions achieved to date:

- Increase minority share (female) in Computing and Technologies, and Engineering, Science, Technology and Built Environment areas of the curriculum.

Actions in progress:

- Department level action plans to improve PI outcomes for all students.

Actions to be completed in 2023-25:

- Reduce the variance in withdrawal rates between male and female full-time students.
- Provide targeted support where gender differences in attainment exist.

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.

Colleges are well-placed to take a leading role in tackling gender-based violence wherever it may occur. As a socially-progressive College, Fife College will continue to be proactive in working to improve gender-based violence (GBV) prevention, intervention and support to staff and students.

The college has signed up to the Emily Test Charter, pledging our commitment to help tackle gender-based violence in education. More details can be found in the Mainstreaming section of this report.



Actions achieved to date:

- Provide access to a GBV e-learning module
- Guidance staff complete Level 2: Enhanced GBV Awareness training
- Create a Women's Community Group (Staff)



Actions in progress:

- Provide Level 1: Essential GBV Awareness training for all staff
- Pass the Emily Test: Emily Test GBV Charter



Actions to be completed in 2023-25:

- Review process for reporting sexual harassment

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

"Racism exists on our campuses and in our society. Call it what it is and reject it in all its forms. We stand united against racism."

The statement above was a landmark moment in Scottish tertiary education, endorsed by the Scottish Funding Council, and the Scottish Government Minister for Further Education, Higher Education and Science.

The college has signed up to (Business in the Community) BITC's Race at Work Charter with five calls to action to improve race equality, inclusion and diversity in the workplace:

- 1 Appoint an Executive Sponsor for Race
- 2 Capture ethnicity data and publicise progress
- 3 Commit at board level to zero tolerance of harassment and bullying
- 4 Make clear that supporting equality in the workplace is the responsibility of all leaders and managers
- 5 Take action that supports ethnic minority career progression



Actions achieved to date:

- Sign up to BITC's Race at Work Charter



Actions in progress:

- Provide comprehensive evidence against the five commitments of the Race at Work Charter's



Actions to be completed in 2023-25:

- Utilise Tackling Racism on Campus assets in campuses and online spaces
- Seek and analyse feedback from individuals who were successful and those who exited during the staff recruitment process.

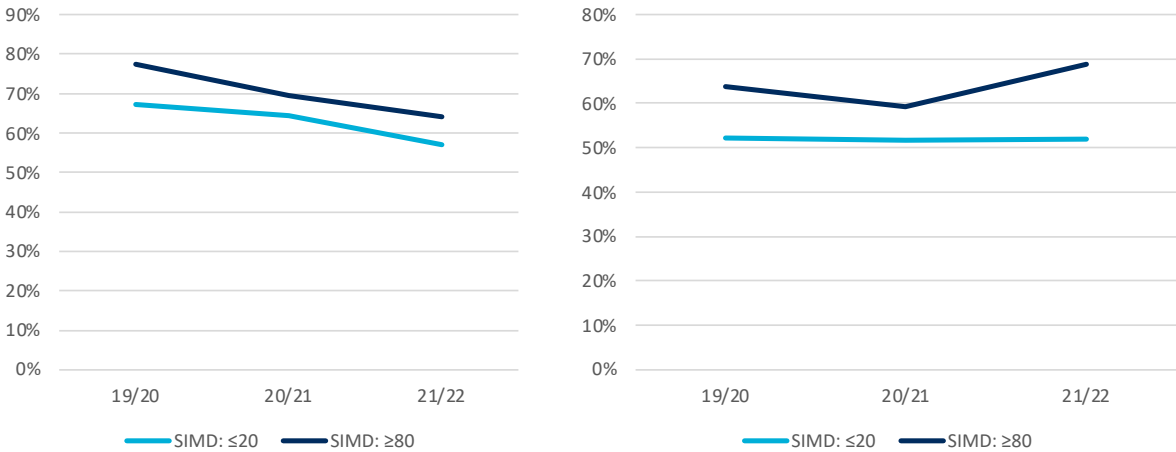
Outcome 5. Examine and address the interactional nature of protected characteristics, socio-economic disadvantage, and inequalities of outcome within the context of skills development and attainment.

There are persistent differences in attainment between students that are resident in the 20% most deprived data zones (SIMD: <20) and those in the 20% least deprived data zones (SIMD: >=80).

In Higher Education (HE), there has been a reduction in full-time student attainment in academic years 20/21 and 21/22 compared to pre-covid values. The SIMD attainment gap however has remained consistent (7%) over the last three academic years. In Further Education (FE), learners from both most and least deprived data zones did not exhibit the same reduction in student attainment in academic years 20/21 and 21/22 compared to pre-covid levels of attainment. The SIMD attainment gap narrowed in 20/21 to 8% but then increased markedly to 17% in 21/22. Data from the current academic year will highlight whether this is an ongoing trend or not.

Additional resources were provided in 20/21 to students in most need of equipment to engage in online learning. As we continue to pivot to increased use of fully online and blended learning, it is important that there isn't a persistent difference in the attainment and hence the inclusion of our sixth equality outcome.

Figure 4. Full-time HE: Completed Successful



Actions achieved to date:

- Pilot trauma informed practice into curriculum delivery
- Open new Department of Work and Pensions (DWP) Youth Hub to work closely with young people who require support to attain employability skills and address specific barriers impacting their careers journey.



Actions in progress:

- Become a trauma informed organisation including [ACES](#) training



Actions to be completed in 2023-25:

- Aim to reduce the attainment gap between least and most deprived data zones particularly in FE study
- Provide additional support for learning to students from SIMD20

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.

Fife College has established a Digital Learning team whose vision is 'To provide a first-class learning experience through the appropriate and effective use of digital technologies to support anytime, anywhere and with any device learning'.

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. Training in the use of inclusive digital technologies and creating accessible content is being provided for staff throughout the whole college.

Actions achieved to date:

- Produce Digital Learning Standards including comprehensive accessibility guidance
- Provision of Learning Innovation Hubs (including facilitated drop-in sessions) to support staff and learner confidence, and effective use of digital technologies
- Creation of accessible templates for use within our Virtual Learning Environment (VLE) and rapid content development platform (Articulate)
- Provision of accessible webinar series to support with digital skills development
- Provision of UserWay's accessibility tool within our VLE

Actions in progress:

- Offer personalised, accessible courses to students delivered anywhere, anytime and on any device
- Increase our portfolio in open and accessible learning via digital technologies

Actions to be completed in 2023-25:

- Provide training to all colleagues in Inclusive Digital Technologies

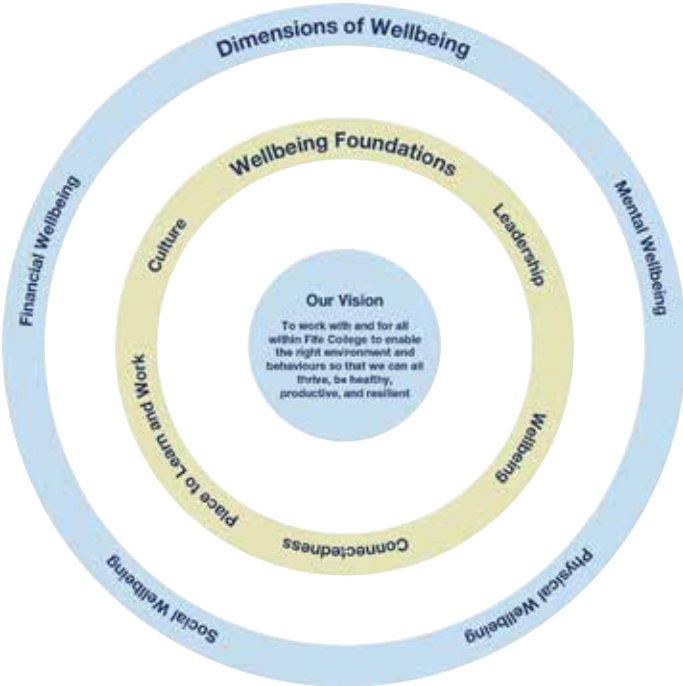
Priorities for 2023-2025

Our priorities include the following:

1. Utilise GBV resources with staff and student populations to challenge attitudes to women and girls.
2. Increase race allyship throughout the college.
3. Do all that we can to minimise the impact of mental health on student outcome.
4. Supporting learners who are neurodivergent.
5. Continue to explore and implement means of increasing accessibility within the context of blended and fully online delivery.
6. Continue to upskill colleagues in the use of digital technologies to create accessible content and remove barriers to learning for learners with a disability.
7. Evaluate current methods of data collection to strengthen reporting against the new National Equality Outcomes and subsequent action planning.

2. Equality Mainstreaming Update

✓ Providing support for mental health



The importance of supporting staff and students in their mental health cannot be overstated. From a student perspective, the Thriving Learners study looked at the mental health and wellbeing of students in Scotland, with the focus being on college students. It found that mental health among college students were lower than the Scottish national figures.

The college over the last two years in particular has done a tremendous amount of work in supporting staff and students with respect to wellbeing generally and mental health. This has been recognised by Colleges Development Network (CDN) and the UK Workplace Wellbeing Awards. Mental Health is one of the four wellbeing dimensions in our Wellbeing Strategy.

Our Wellbeing Vision

To work with and for all within Fife College to enable the right environment and behaviours so that we can thrive, be healthy, productive, and resilient.



Scotland's Mental Health First Aid

Scotland's Mental Health First Aid training is provided inhouse by the Lead Adviser – Wellbeing and Guidance to members of staff and is recognised as an important element of our Leadership Development programme.



Monday 13th June - Scotland's Mental Health First Aid (SMHFA) - Two Day (In Person) Course with John Blakey

This course will provide delegates with a clear understanding and practical application of the Scottish Mental Health First Aid skills, giving participants' confidence in approaching a person in distress.

The following will be covered during the course:

- guidance on being a Mental Health First Aider
- attitudes to mental health issues
- equalities
- the impact of alcohol and drugs on mental health
- introduction to suicide intervention
- listening skills
- understanding depression
- understanding self-harm
- how to offer first aid to someone experiencing depression
- understanding anxiety
- how to offer first aid to someone experiencing anxiety
- understanding psychosis
- how to offer first aid to someone experiencing a psychotic episode.

Managing Mental Health - Part of the Leadership Development Programme



Mark Goodall
People Development Manager

Course Information

One in four of us will experience mental ill health at some point in our lives. It is therefore important that employers, managers and employees take steps to promote positive mental health, recognise the warning signs and support anyone experiencing mental ill health.

This course covers:

- What is mental health?
- The impact of mental health at work
- What employers can do to promote positive mental health in their workplace
- How managers can manage staff who are experiencing mental ill health
- Dealing with stress and anxiety in the workplace
- Having mental health related conversations with staff

Completing this programme will enable you to:

- Discuss mental health in the workplace
- Explore the symptoms and causes of poor mental health
- Identify tools and techniques to aid supportive conversation with staff relating to mental health at work

Think Positive - National Student Mental Health Campaign



Carol Hunter
Health & Wellbeing Adviser

Being a student can be tough, especially if you have to juggle mental ill health. Think Positive have co-produced #HelpingStudentsThrive alongside students with lived experience.

The campaign aims to raise awareness of the challenges students face due to managing mental ill health whilst studying, as well as how we can better support them by amplifying students' voices. Students told Think Positive how they and their peers are still experiencing mental health stigma at college and university, particularly due to a lack of understanding about what mental health is by both staff and fellow students.

You can find more information about the #HelpingStudentsThrive campaign on the Think Positive Hub: <https://thinkpositive.scot/>

This week saw the launch of Think Positive's new National Student Mental Health Campaign
#HelpingStudentsThrive

Intersectionality between men and mental health reporting (National Equality Outcome No. 15)



Periklis Theologidis
Health & Wellbeing Partner

Wellbeing Festival #5
Tuesday, 18 April - Typical Men with Matt Farquharson - 12:30 - 13:00

The shifting role of men at home and at work, and the good, bad and ugly of what that means for everybody.

Matt Farquharson is the author of three Sunday Times bestselling books, written with wife Anna Whitehouse: Parenting the Shit Out of Life, Where's My Happy Ending, and a first novel, Underbelly, recently adapted by Pulse Films with Matt adapting.

Since 2015, their Flex Appeal campaign has seen them push for flexible working to be a legal right for all staff from day one, and seen them quoted in the Commons, flashmobbing city centres from Glasgow to Bristol and advising the Department for Business, Energy & Industrial Strategy.

He has been a journalist for nearly two decades and recently founded Typical Man to investigate the shifting role of men in society.

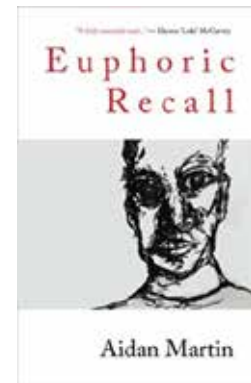
On the day, 2 lucky colleagues will win a copy of Matt's best sellers 'Underbelly' and 'Where is my happy ending?'



FCSA Events

“We purposely used male guest speakers at our last two events to discuss mental health, suicide, and addiction” – Carol Hunter, Health and Wellbeing Adviser

Aidan Martin is a bestselling author. His debut book, a memoir - Euphoric Recall - discusses in detail his recovery from addiction and many traumas including sexual abuse. His memoir received wide critical acclaim.



✓ Providing support and awareness around disability

Deaf Action are training colleagues to support the diversity of deaf people, including deaf users of British Sign Language (BSL), and those who are deafened, deafblind or hard of hearing.

An area that the college anticipates having to provide greater support, is for students who are neurodiverse. A new eLearning course has been produced to enhance colleagues appreciation and understanding of neurodiversity.



We are delighted to be welcoming Alex Manners, neurodiversity and autism speaker, Asperger's champion, presenter and author to Fife College in May 2023. Alex will present one of his talks titled 'My Life Living with Aspergers'.

Further information can be found at his website:
<https://www.thealexmanners.com/>

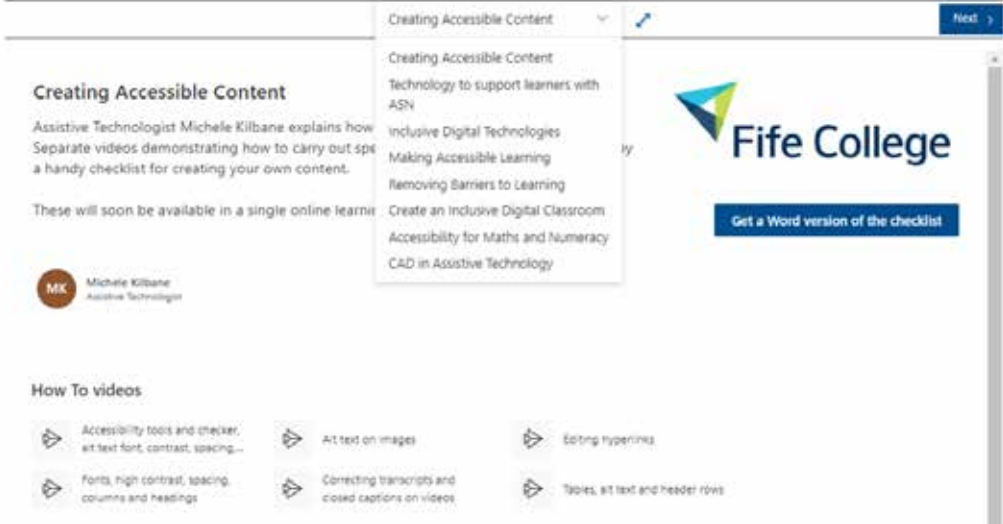


The Digital Learning, Student Experience, and People Development teams have created several courses, how to videos, and curated content to increase all staff’s knowledge and understanding of accessible learning, the use of digital technologies, and creating an inclusive learning environment.

Assistive Technology and Accessible Content



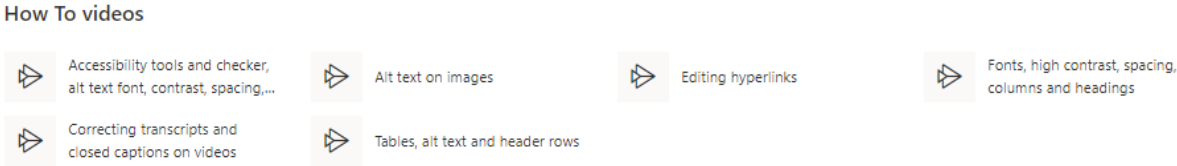
Fiona Clark
People Development Lead



Creating Accessible Content

Update from Michelle Kilbane - Assistive Technologist

Guidance on creating accessible content has been produced, and training sessions and support are offered to all staff including a series of ‘How To’ videos. This ensures all students and staff are provided with accessible materials whenever possible, and allowing students who are reliant upon assistive technology to work independently.



Training is being developed for all staff on accessibility for communications, creating accessible documents and social media. This ensures as far as possible that students and staff with disabilities should be able to access the content. There may be exceptions that require specialist alternative formats, and this is recognised within the training. Work on this is ongoing.

Accessibility of the Fife College website has been improved, with regular monthly testing of the website with software and assistive technology to ensure accessible content continues to be provided. Research is being conducted into further complex areas of accessible content, such as procurement and accessible diagrams being produced, to provide further guidance for staff. This ensures that staff have the information to ensure output complies with The Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018 and also that it is recognised when a reasonable adjustment is necessary under the Equality Act 2010 providing a just equitable provision to students and staff wherever possible.

LOTS OF SOCKS

Lots of fun and funds raised with Lots of Socks!

Our Inclusion team ran a terrific fund-raising event last week at the Glenrothes campus. They hosted a Lots of Socks event for Downs Syndrome Awareness from Tuesday, 21 to Thursday, 24 March.

Ross McGregor, Inclusion Team Supervisor had this to say, “We surpassed our original target of £500 and managed to raise an impressive final total of £637.40, which is amazing. We were all astonished at the amount and quality of donations we received for Tombola and Raffle prizes, and the generosity of the staff and students taking part in the event.”



“Our grateful thanks to a lot of staff and students who also gave up their break and lunch time to help out with the stall, which was much appreciated as it was very hectic at times.”

✓ Providing support and awareness around disability

“ I came to college in 2021, straight from leaving school. I always had a bad experience at school and was scared that college would be the same and I wouldn't be understood. Prior to starting my course I went into college and met the inclusion team and my IA [Inclusion Assistant]. I had a look around the building to help me become more familiar with the place before starting. I had meetings with inclusion to set up my personal learning support plan and so they knew what I needed. I progressed onto the next course the following academic year and currently still on it. The support I have received from college and inclusion has been great. Whenever I have difficulties I know that I can go to people and they will help me. They have given me more confidence and independence.”

“ I first had a PLSP with Fife College during Covid, but this was not a good year and Covid impacted my ability to pass the course. When I was able to I to meet with someone from the inclusion team, she showed my mum and myself some of the software which would help. Writing for me is extremely painful, so being able to use ICT helps me show my knowledge. I have also benefitted from having in-class support, this has helped me gain confidence, they help proof read my work – this has helped massively as I used to ask my mum & dad to do this and it always ended up with arguments. The inclusion staff and I all have a good laugh at some of my spelling and this helps to alleviate any tension and makes my learning difficulty an acceptable part of my life.”

“ I will be going to university after my studies at college. I won't need another plan put in place, I would like to say thank you for all the help you have given me over my years at the college with putting certain things in place for me.”

“ I have now learnt how to structure an essay and feel more confident in my writing. I have a great inclusion assistant, she encourages me, and helps me to brainstorm to write things in my own words. I now understanding of what has been asked of me, and how to structure this. I have started to proof read my work using immersive reader to do so. I now listen to my work through read aloud and this has helped me see my mistakes and correct them. I have now realised the importance of this and how i has improved my writing.”

“ The Advisors identified my needs and tools to help me learn. In class, the Inclusion Assistants were extremely helpful, they helped me understand how I learn, prompted me and encouraged me, everyone has been so helpful.”

✓ Signing up to BITC's Race at Work Charter

In October 2019, the EHRC published its inquiry into racial harassment in publicly funded universities in Great Britain. The report revealed that racial harassment was a common experience for students and staff. Whilst the percentage of students and staff from ethnic minorities is very low at Fife College, we have had no formal complaints relating to racism over the last two years, racism is still prevalent in society. Fife Council report that there were 167 charges of racially aggravated crime (94 in Kirkcaldy and 73 in Dunfermline) by the Procurator Fiscal Office in 2019/20 and so is important that we continue to communicate our zero-tolerance approach to racial harassment or abuse.

Race at Work Charter: 5 Commitments

1. Appoint an Executive Sponsor for Race

Dorothee Leslie (Vice Principal- Academic Strategy) is the Executive Sponsor



2. Capture ethnicity data and publicise progress

Data hubs to capture a broad range of equality related have been created – this includes ethnicity data for both staff and students. Black, Asian, Mixed Race, and other Ethnic Minorities account for 1.5% of the staff at the college. Ethnicity pay gap reporting occurs on an annual basis and is shared with our People and Culture Committee which includes members of board.

3. Commit at board level to zero tolerance of harassment and bullying

Bullying and Harassment

Rose Clark
Human Development Lead

Scroll through the list using the Next and Previous buttons, or you can use the drop-down list.

	Enter in the Workplace
Enter in the workplace	Enter in the Workplace
This micro course looks at the nature and impact of unlawful and how addressing this kind of inappropriate and inclusion at work.	Effective Interactions
Duration: 15 mins.	Challenging Behaviour
	Creating an Environment Based on Respect
	Effective Bystander
	Understanding and Confronting
	Sexual Harassment

Access the course below, logging in to Learn if prompted. Alternatively, you can follow this [link to open the course in a separate window](#). You will have to complete the quiz at the end of the course to pass the module.

4. Make clear that supporting equality in the workplace is the responsibility of all leaders and managers

At Board level and throughout the college we have a zero tolerance to bullying and harassment. Fife College commits to zero tolerance of bullying and harassment for all its staff. This means that every member of staff in the College has a duty to raise with the person(s) concerned behaviours that are disrespectful to others and which amount, or may amount to, bullying and / or harassment supporting them to consider what happened and how they might avoid this happening in the future. Similarly, managers have a duty to take action when they witness or receive allegations of such behaviour which may mean that action is taken regardless of the wishes of the person who has raised the issue.

Within our Learning and Development area for staff, there is an areas dedicated to raising awareness in bullying and harassment.

5. Take action that supports ethnic minority career progression

Action to be completed in 2023-25

✓ Striving for all colleagues to have an equal experience

Staff Engagement Survey analysis: Wellbeing and Inclusion

The following statements were included within the Wellbeing and Inclusion section of the survey, with staff expressing their level of agreement.

- I believe Fife College supports the health and well-being of staff
- I have a manageable workload
- I have a healthy work-life balance
- My work has a positive impact on my mental health and wellbeing
- I work in an inclusive working environment where individual differences are valued
- I feel I can be myself at work
- I feel I am treated equitably by Fife College when I compare myself to my College peers

Note: Positive sentiment is the combined 'Agree' and 'Strongly Agree' responses to the above statements

Table 2. Data analysis of the Autumn 2022 Staff Engagement Survey

Gender	Female	Male	Prefer not to say
Positive Sentiment (%)	71%	70%	43%
No. of Respondents	275	173	99

Sexuality	Heterosexual	LGBTQ+	Prefer not to say
Positive Sentiment (%)	69%	70%	49%
No. of Respondents	431	26	84

Disability	No	Yes	Prefer not to say
Positive Sentiment (%)	71%	55%	44%
No. of Respondents	438	38	76

Ethnicity	White	Other ethnic background
Positive Sentiment (%)	67%	60%
No. of Respondents	535	5

Gender

From the data below there is negligible difference between the overall responses of female and male colleagues. Females didn't believe that Fife College promotes equality and diversity quite as high as males, however the positive sentiment was still over 80%. Females reported to having a slightly higher healthy work life balance.

Sexuality

Overall the positive sentiment in relation to the questions asked was slightly higher in heterosexual or straight individuals compared to colleagues identifying as LGBTQ+, with the biggest difference in sentiment being the question asking colleagues whether they believed Fife college promotes equality and diversity. Being your authentic self is very important in the workplace, and so it was pleasing to see that both heterosexual or straight individuals and those identifying as LGBTQ+ both had a positive sentiment over 80% in relation to the question that said I feel like I can be myself at work.

Disability

Of the protected characteristics analysed within the staff engagement survey, disability showed the biggest variation in response between those that didn't have a disability and those that did disclose a disability. The mean difference in responses to the questions analysed was 16%. Feeling that you can be yourself at work, having a healthy work life balance, and believing that Fife College promotes equality and diversity were the three areas with the highest variation in positive sentiment.

Ethnicity

Colleagues who disclosed as white had slightly higher overall positive sentiment relative to those with an alternative ethnicity. The positive sentiment for white and other ethnic minority colleagues to the statement 'I work in an inclusive working environment, where individual differences are valued' was high in both categories at 80% and 76% respectively. A larger difference (23%) existed to the following statement: 'I feel as though I can be myself at work'. Note the number of respondents in the Other Ethnicity category was small (n=5).

What was striking, was that positive sentiment across all protected characteristics analysed was significantly lower in colleagues who chose not to disclose such information.

✓ Colleague Community Groups: A voice for all

Inclusivity is one of our brand values and we want to ensure that Fife College continues to provide opportunities for those within our College to engage. We also want to provide our colleagues with a chance to connect with others as part of our Wellbeing Strategy.

The College as part of its commitment to equality and diversity, are looking to create and provide support to colleague equality community groups. These are led and developed by communities of colleagues who share an affiliation with a protected characteristic.

These will be safe and practical spaces where generating and sharing new ideas and exchanging information can be expressed in a supportive environment. They will also provide peer support, opportunities for community engagement, and social activities. Their activities continue to develop the culture of our organisation.

Please remember, that participation is not limited to those with a lived experience but is also open to people who wish to demonstrate allyship with the group too.

Colleague Community Groups



Three colleague community groups have now been established with details of each provided below.



***“When women support women,
amazing things can happen”***

Viola Davis

The purpose of the group

Women get together virtually or in-person to discuss all things relating to women’s health and wellbeing. We will have expert speakers who will share their knowledge on subjects such as Endometriosis, breast and reproductive health as well as body positivity and mental health.

We will host menopause cafes every month and Women’s café conversations to get together, discuss the different subjects from the information sessions, listen to each other and support each other.

Let’s Talk Menopause... Managers awareness session



Stef Sloan
HR Partner

MANAGERS WE NEED YOU!!

- Do you know how many Menopausal symptoms there are?
- Do you know the signs & symptoms of the menopause?
- Do you know how to deal with menopause and have conversations around menopause in the workplace?

These are questions we need our managers to say yes, feel confident in answering and that’s why we have arranged a one-off tailored training session dedicated to our Managers with Ruth Devlin from “Let’s Talk Menopause”.



In conjunction with the soon to be launched National Menopause Policy we are rolling out a number of initiatives over the coming weeks regarding menopause and want to equip our managers with the correct tools on how to handle menopause within the workplace.

We are holding an awareness training session for anyone with management responsibility on Thursday, 2 March from 12:30 – 14:00 via Teams.

If you would like to come along to the session or find out more information, please email womenscommunitygroup@fife.ac.uk no later than Tuesday 28 February.

Disability & Neurodiverse Community Group



Aims of the group

1) Support and educate

We plan to bring in experts from disability and neurodiverse organisations to host sessions for all staff on a variety of topics related to health in the workplace and beyond. We hope to provide information to support staff with any health issues they face, as well as raise awareness of aspects of the community to the wider staff community.

2) Listen and feedback

We will host three feedback meetings a year which will allow members of the group to raise any issues or provide feedback. The outcomes of these meetings will be raised at the Equality and Diversity Strategy Group, so staff with a disability or are neurodiverse and allies' views can be heard which can affect change at the college.

3) Grow community

No one is alone in dealing with their health or disability and we hope that we can bring staff at Fife College together to destigmatise disability and neurodiversity. We plan to host events and gatherings so members can meet each other, share their experiences and support one another.

LGBTQ+ Community Group



The LGBTQ+ community is managed by

 **Jennifer Ritchie**
Student Adviser - Guidance

Jennifer (she/her) is a member of staff in the Fife College Student Association.

She has previous experience in LGBTQ+ advocacy and activism and is trained to provide LGBTQ+ training and education.

Her main area of interest is the gender neutralising of language and environment, and she is particularly interested in supporting trans and non-binary people to be welcomed and supported.

She is bisexual.



LGBT Awareness for further & higher Education

LGBT CHARTER

Delivered to Fife College
By Georgios Pappas (He/Him)
LGBT Charter Development Officer

Important: The following slides are for internal use only

 Fife College

LGBTQ+ Community Group

We want to make sure everyone feels empowered, valued, and safe to be their whole selves at work. We do this by communicating in a way that's inclusive and respectful to all.

In this guide, we'll explore:

- the definition of inclusive language
- why inclusive language is important
- how to talk to people with different identities in an inclusive way

✓ Tackling Gender-based Violence

Passing the Emily Test

The college has signed up to the Emily Test GBV Charter with the Vice Principal for Academic Strategy being the charter's executive sponsor. The first of its kind in the world, the charter instils minimum standards and excellence in Gender-Based Violence (GBV) prevention, intervention, and support in colleges and universities to ask, "would your institution pass the Emily Test?"



The charter is based directly upon the failings in Emily Drouet's case and on testimony-led research undertaken in institutions across Scotland. It provides a toolbox alongside guided coaching for universities and colleges to effectively prevent, intervene and respond to GBV in line with best practice, while cementing an 'outwards' celebration of progress and accountability.

A GBV working group has already been established and we will be working to the five charter principles and aim to pass the Emily Test by the end of 2024.

Working in partnership

Fife College have partnered with a company (TED Learning) specialising in drama-based learning to produce a series of powerful videos designed for the purpose of Challenging Men's Attitudes. All videos were filmed at Fife College campuses and included our students as well as professional actors.

A 2.5hr 'lesson plan' has been developed with colleagues being trained in how to lead awareness sessions on sexual harassment with student groups in August 2023.



Challenging Men's Attitudes - T...

✓ Becoming a trauma informed college

Adverse Childhood experience and trauma informed training delivered to 43 Professional Services staff with additional resources provided to develop Scotland's first Trauma Informed college.



The work of colleagues in the Care Faculty was recognised at the CDN 2022 Awards. The team were short-listed for the Innovation Award.

INNOVATION AWARD

SHORTLIST SUMMARY

➤ FIFE COLLEGE



Trauma Informed Practice Transforming Outcomes

There is significant research to show the correlation between adverse childhood experiences, living in areas of Multiple Deprivation, and poor educational and socioeconomic outcomes (Felitti et al, 1998; Merrick et al, 2017). Throughout the pandemic, this exponential impact of traumatic experiences on those living in low SIMD areas has been evident in educational outcomes across the whole college sector. Fife College's Trauma Informed Curriculum minimises re-traumatisation in the learning environment for individuals

with high ACE scores and supports all students to maximise their potential.

Operationalising of the five key principles of trauma informed practice in every aspect of design and delivery of Fife College's Start Here for Care and Social Care course, the College have created a safe learning environment; embedded delivery of trauma informed practice qualifications to help learners to 'make sense' of their own experiences; empowerment through collaborative peer learning, and engagement with

external partners to offer real world experience to foster aspiration.

Adopting this approach saw a 50% increase in partial and full completions, and 50% increase in students progressing to further study on the non-trauma informed delivery of the previous year.

➤ [View college video submission here](#)

College event: Raising awareness and understanding of addiction and trauma



Carol Hunter MA (CJ)
@Hunter83Carol



Brilliant hybrid event with the amazing @AidanAuthor & 263 @fifecollege students & staff today! Such an open and honest discussion around addiction & trauma, but with humour, hope & inspiration! Thanks again Aidan ❤️ @fionalmorrison @johnblakey @FCSAstudents



✓ Department of Work and Pensions (DWP) Youth Hub

New Youth Hub opens at Fife College's Dunfermline Campus

A new central hub, which will support young people with learning, training, and work, has opened at Fife College's Dunfermline Campus.

The Department of Work and Pensions (DWP) Youth Hub will focus on supporting 16-24-year-olds after leaving school or further/higher education, particularly those who have struggled to sustain a positive destination.

The hub, which will involve staff from the College, Skills Development Scotland (SDS) and the Jobcentre, will also offer employability skills to support young people who have may have lost their jobs or an apprenticeship due to the pandemic.



Photograph (left to right) Douglas Chapman, MP for Dunfermline and West Fife, Margarita Morrison, DWP Area Director for Scotland, Dorothea Leslie, Vice Principal, Academic Strategy at Fife College, Claire Lister, DWP Youth Hub Coordinator for North East Scotland and Dáemí Clark, Manager of Admissions, Employability and Customer Services at Fife College, are pictured at the launch of the DWP West Fife Youth Hub.

Designed to encourage an improved collaborative approach between partner organisations who deliver youth provision, DWP Youth Hub Work Coaches will work closely with young people who require support to attain employability skills and address specific barriers impacting their careers journey.

The benefit of the new approach, part of the UK Government's £30 billion Plan for Jobs, is to provide access to a wider range of support which can be easily accessed in the one central location.

3. National Equality Outcomes



The Scottish Funding Council (SFC) and the Equality and Human Rights Commission (EHRC) have come together to identify the most persistent inequalities in Scotland's colleges and universities and pave the way for their removal.

Equality outcomes are results that public bodies should aim to achieve to address inequality and discrimination and improve people's life chances. The outcomes target improvements to the retention, representation and success of students and staff with a range of protected characteristics, as well as the procedures, services and support that colleges and universities should offer them to address any discrimination or disadvantage.
EHRC, January 2023

In this report, the intersectionality of men and mental health reporting was highlighted and cross referenced to the National Equality Outcomes. Over the next two years, the college will consider these outcomes as the basis for much of its reporting in line with our Public Sector Equality Duty (PSED).

National Equality Outcomes

The National Equality Outcomes published in January 2023 set nationally agreed targets to address inequality across a range of protected characteristics, including age, disability, gender reassignment, race, religion of belief, sex and sexual orientation.

Age

1. The retention outcomes for university students aged 25 and over will improve.
2. The success rates for college students aged under 19 will improve.

Disability

3. The success and retention rates of college and university students who declare a mental health condition will improve.
4. Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from teaching staff, while on their course.
5. Disabled staff and students report feeling safe in the tertiary system.
6. Where representation is not proportionate to the relevant population, increase the representation of disabled staff in the workforce and on college Boards and university Courts.

Gender reassignment

7. Trans staff and students report feeling safe to be themselves in the tertiary system.

Race

8. Staff and students feel supported and safe and are confident that complaints of harassment or bias on the grounds of race will be dealt with appropriately because complaints procedures are fit for purpose and offer effective redress.
9. Institutions should also have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist.
10. Where representation is not proportionate to the relevant population, increase the racial diversity of Court members and address any racial diversity issues in college Boards.
11. Where representation is not proportionate to the relevant population, increase the racial diversity of teaching and non-teaching college staff to align with student representation in the sector.

Religion or belief

12. Students and staff report that they have confidence in institutional report and support mechanisms because they are fit for purpose.

Sex

13. Staff and students know how to access support about violence, harassment and abuse, report their experience and feel properly supported in doing so because the services are fit for purpose.
14. Institutions can evidence approaches that prevent and respond to violence, harassment and abuse.
15. Men (staff and students) know how to access mental health support (recognising intersectionality within that group).
16. Institutions will have regard to significant imbalances on courses and take action to address it.

Sexual orientation

17. Lesbian, Gay and Bisexual staff and students report that they feel safe being 'out' at university and college.