



Fife College Equality Outcomes, National Equality Outcomes (NEOs), and Mainstreaming Report 2025

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1. College Introduction

Fife College is one of the largest colleges in the country providing transformative education for thousands of students and in-work learners across our region and nationwide. We have a unique and evolving campus network, unrivalled school, university and business partnerships, outstanding educators and student experience specialists. Fife College remains steadfast in its commitment to being student-centred in all that we do. Our aim is to transform the lives of our students, enabling them to change other people's worlds, develop their full potential, and give them the knowledge, experience, and resilience to shape their future success.

We will achieve this by:

- Continuing to play a pivotal role in economic recovery, through closer collaboration with Schools, Universities, and external stakeholders to ensure our offering provides opportunity, encouragement, and engagement for all our students.
- Investing in digital systems and capability to support flexible and adaptable learning models, with a particular focus on digital learning and digital equality.
- Focussing on optimising our resources, business processes and physical environments, all of which contribute to deliver a positive student experience, with high levels of student and staff satisfaction and sustaining the longer-term success and value of our college.
- Empowering our sustainability team to address the issues facing us as a college to reduce our carbon emissions and embed social responsibility across all our campuses and operations, with a particular focus on our new Net Zero Dunfermline campus coming in 2025.
- Embedding our hybrid learning and our agile working approach which is driven by the needs of our students and our staff, embracing a more service driven and flexible approach to delivery.
- Be an accelerator for jobs, economic wealth building, and to maximise all the talent and potential in our community.

About Fife College

- Home to over 20,000 students and 900 staff
- Our five campuses sit at the heart of the Kingdom – Dunfermline, Kirkcaldy, Glenrothes, Levenmouth and Rosyth
- We've got options for everyone – from starter courses and apprenticeships, through to HNC/HND and degree pathways, all with the flexibility of study to suit your needs
- 94% of our students enjoyed their time with us so much that they said they would recommend us to others
- We offer over 550 progression routes to a degree through our partnerships with universities all over the country
- Due to our strong links with local industries, we offer one of the biggest Modern Apprenticeship programmes across the Scottish college network, with around 400 places on offer

- Our prestigious Andrew Carnegie Business School offers professional qualifications and training courses in business, management and leadership
- Last year alone, over 300 of our students benefitted from our Adam Smith Scholarship awards

Our Mission

Fife College will be an accelerator for jobs, economic wealth building, and maximising the talent and potential in our community.

Our Values

- A dedicated focus on students and customers
- Respect, dignity, and inclusion for the whole college community
- Ambition, creativity, and an entrepreneurial approach
- Flexibility, adaptability, and a teamworking attitude
- A culture of continuous learning and enhancement

Our 5 Ambitions:

1. We put our STUDENTS first, every time
2. We invest in the TEAM - people make our college
3. We create learning for WORK and opportunity
4. We take responsibility for WEALTH BUILDING in our communities
5. Achieving NET ZERO is our fight, together

Fife College Strategy

Link to the strategy: [Fife College Strategy](#)

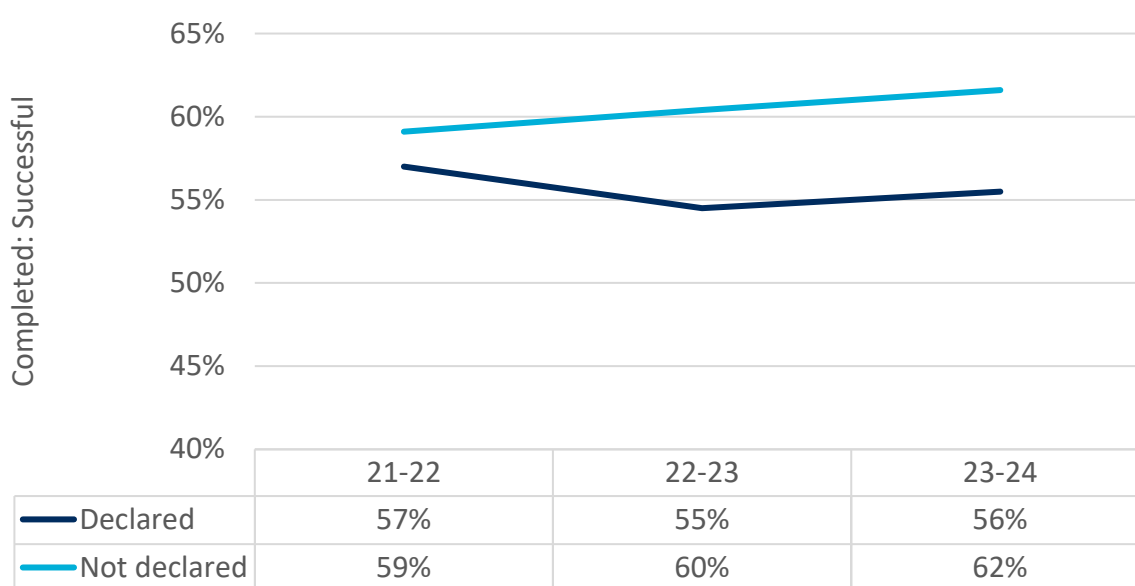
2. Our 2021-25 Equality Outcomes

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

Over the last three years, there has been an attainment gap between full-time students not declaring a disability and those that do, with a mean difference of 4.7% over the 3-year period. During the Covid pandemic, the gap was the smallest at 2% which may be partly explained by attainment figures across the board being adversely affected.

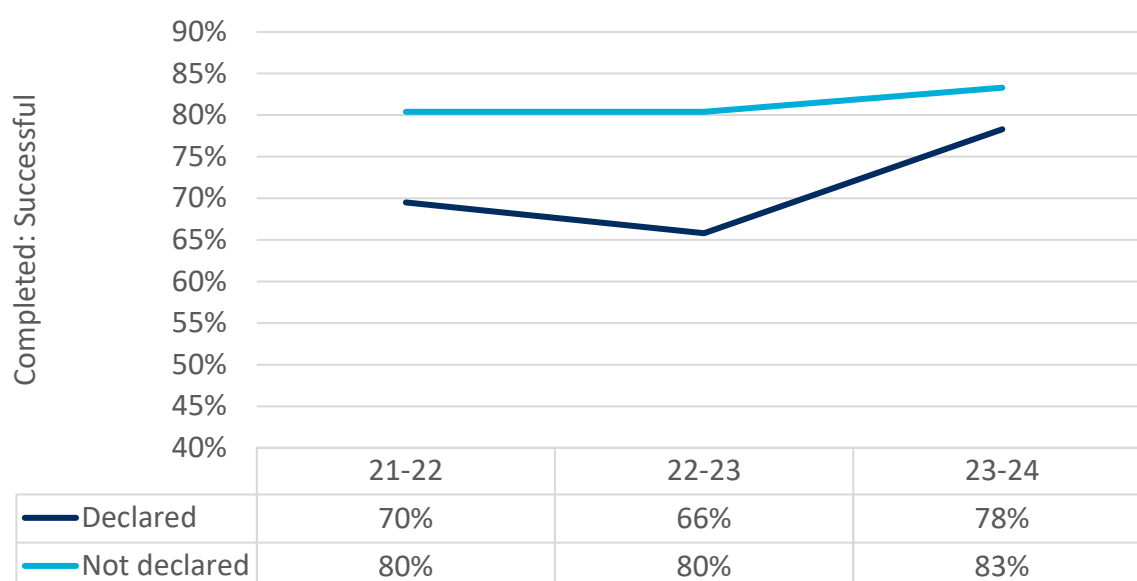
In academic year 23-24, students who declared a disability made up 24% of the Full-time (FT) student population.

Figure 1. Completed: Successful by Disability Declared vs Not declared (All FT)



With respect to part-time student attainment (Figure 2.), over the last three years there has been an attainment gap between part-time (PT) students not declaring a disability and those that do, with a mean difference of 10.2% over the 3-year period. The gap reduced significantly – down to 5% in 23-24 when compared to the previous two years.

In academic year 23-24, students who declared a disability made up 17% of the PT student population.

Figure 2. Completed: Successful by Disability Declared vs Not declared (All PT)

The Inclusion team made up of 46 Full-time equivalents (FTE) support the diverse needs of all students with a known disability and in the academic year 23/24 produced 1,478 Personal Learning Support Plans (PSLPs) with the aim of providing an equitable learning experience for all students and supporting attainment. Literacy difficulties, dyslexia, and mental health continue to be the main reasons for a PLSP each year. However, there was a large increase in students reporting ADHD (from 104 to 280 between 21/22 and 23/24), and Autistic Spectrum Disorder (ASD), from 122 to 307 in the same 2-year period.

Table 1. Equality outcome output summary - Disability

Equality Outcome Output	Progress	Commentary
Provide Mental Health First Aid courses on an annual basis	Complete	A minimum of one course runs annually with the most recent course being delivered on 27/28 January 2025.
Produce an online course on neurodiversity	Complete	The course was completed by the Inclusion team and to date (12/02/25) 118 staff have successfully completed the course.
Produce a student dashboard providing performance indicator data against disability type	Complete	Student Performance Indicator (PI) data dashboard has been created with a drill down to subcategories of disability available.
Provide specialist dyslexia study support	Complete	The Inclusion team provide a range of specialist study support including for students with dyslexia. The support includes a member of staff who has Accredited Tutor Status (ATS) with the British Dyslexia Association.

Provide enhanced support around anxiety control for learners on the autistic spectrum	Complete	<p>The following five areas of support have been put in place:</p> <ol style="list-style-type: none"> 1. Individualised support, 2. Creating a supportive environment, 3. Promoting open communication 4. Collaborating with parents and guardians, and 5. Enhanced transition arrangements. (Additional information in section 4.1)
Identify and implement faculty actions to support attainment for learners with a disability	Complete	<p>The Inclusion team and the academic schools support for attainment is centred around the following actions:</p> <ul style="list-style-type: none"> • collaborative partnerships (regular communication, joint planning and shared responsibility: • Promoting inclusive teaching practices (accessible learning materials, assistive technology and flexible assessment arrangements • Effective communication (clear and concise communication, visual aids, active listening and regular check ins • Reasonable adjustments: identify needs, implement adjustments and document adjustments
Provide deaf awareness training for colleagues who are teaching or supporting learners who are deaf or have impaired hearing	Complete	<p>Staff have been trained in BSL as part of a wider process review for students who are blind or visually impaired. In 23-24, four of the six learners in this category of disability successfully completed their course.</p> <p>BSL workshops and Deaf Awareness training has been provided for students and Fife College staff.</p>

Further information can be found in the National Equality Outcome section on Disability

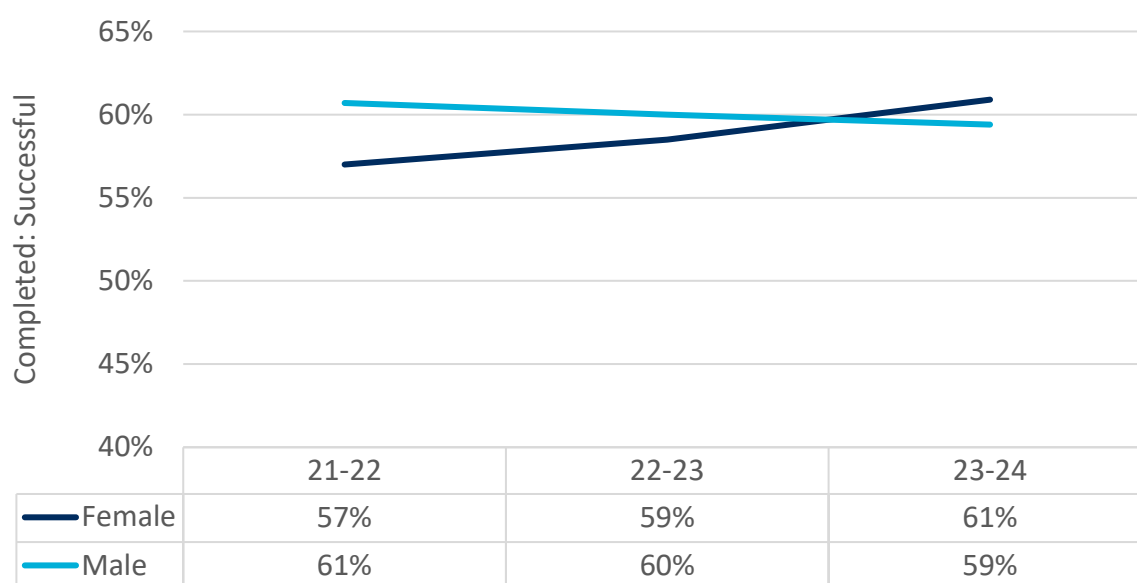
Outcome 2. Reduce gender-related differences in attainment and increase the minority share in areas of the curriculum where significant discrepancies exist

Table 2. Equality outcome output summary - Gender

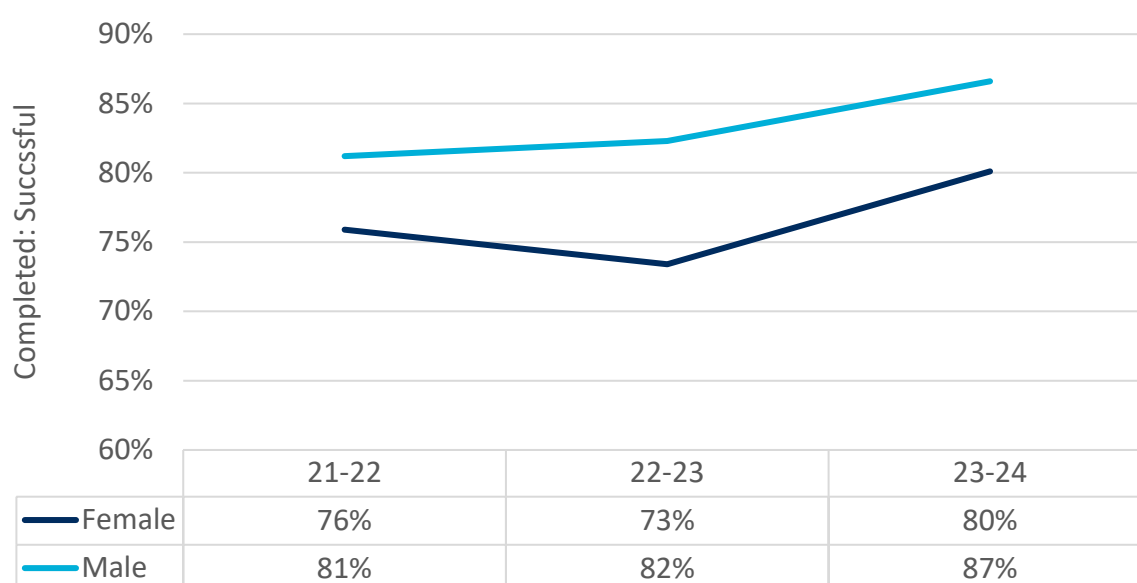
Output	Progress	Commentary
Reduce the attainment gap between female and male learners enrolled on Full-time HE courses	Complete	Gender differences in attainment for full-time students are negligible (Figure 2).
Increase the minority share (Female) in Computing and Technologies, and Engineering, Science, Technology and Built Environment areas of the curriculum.	Partially complete	The minority share (Female) hasn't increased in the Computing department, but has increased in the Engineering, Science, Technology and Built Environment faculty (Tables 3 and 4)
Reduce the variance in withdrawal rates between male and female full-time students.	Complete	This has reduced for both full-time and part-time enrolments (Tables 8 and 9).
Provide targeted support where gender differences in attainment exist.	Incomplete	Targeted recruitment towards the minority share was evident, however evidence of targeted support was limited.

Gender differences in student attainment (Full-time)

Gender differences in full-time student attainment are negligible (Figure 3) with a mean variance of 1.2% in favour of male students over the 3-year period. Female students accounted for 54% of the full-time population in the academic year 23-24.

Figure 3. Gender differences in student attainment (Full-time)

With respect to part-time study, male attainment over the last 3 years has been consistently higher than female attainment with a mean variance of 6.9%. Male students account for 55% of the part-time population – academic year 23-24.

Figure 4. Gender differences in student attainment (Part-time)

There is a significant gender difference in two faculties; one biased towards male students (Engineering, Science, Technology and Built Environment) and the other towards female students (Care, Social Science and Education). Attainment in both faculties is in favour of the majority share with male attainment being 3.9% on average greater than female attainment in the Engineering, Science, Technology and Built Environment faculty, and female attainment being 7.6% on average greater than male attainment in the Care, Social Science and Education faculty.

Table 3. Completed Successfully (C:S) by gender - Faculty: Engineering, Science, Technology and Built Environment

Academic Year	Female	Male	Variance
21-22	64%	68%	4%
22-23	63%	65%	3%
23-24	58%	63%	5%
Mean			3.9%

Table 4. Completed Successfully (C:S) by gender – Care, Social Science and Education

Academic Year	Female	Male	Variance
21-22	56%	48%	-8%
22-23	56%	51%	-5%
23-24	61%	51%	-10%
Mean			-7.6%

Over the last 3 years, there has been an increase in minority share (female students) within the faculty of Engineering, Science, Technology and Built Environment with the ratio of Male to Female students reducing from 6.4:1 to 5.6:1. Similarly in the Care, Social Science and Education faculty, the ratio of Female to Male students has reduced from 6.1:1 to 5.6:1. This hasn't occurred within the Computing department which has seen an increase in the ratio of Male to Female students (4.8:1 to 5.5:1) over the same period.

Table 5. Student composition by gender - Faculty: Engineering, Science, Technology and Built Environment

Academic Year	Female	Male	Total	Female %	Male %	Ratio M:F
21-22	164	1050	1214	14%	86%	6.4
22-23	174	1065	1239	14%	86%	6.1
23-24	163	915	1078	15%	85%	5.6

Table 6. Student composition by gender - Faculty: Care, Social Science and Education

Academic Year	Female	Male	Total	Female %	Male %	Ratio F:M
21-22	1482	244	1726	86%	14%	6.1
22-23	1321	250	1571	84%	16%	5.3
23-24	1236	219	1455	85%	15%	5.6

Table 7. Student composition by gender – Faculty Creative Industries / Computing

Academic Year	Female	Male	Total	Female %	Male %	Ratio M:F
21-22	60	288	348	17%	83%	4.8
22-23	62	308	370	17%	83%	5.0
23-24	60	328	388	15%	85%	5.5

Withdrawal Rates

The mean variance in withdrawal rates between Full-time male and female students was 3.8%. Whilst female student withdrawals have been higher over the 3-year period, it is pleasing to see that the gender gap has reduced from 6% to 1.2%.

With respect to Part-time students, withdrawal rates are higher in females, but again this has reduced from 6.6% to 4.1% over the 3-year period. It should be noted however that overall withdrawal rates on full-time courses are higher than the college would like to see. Secondly regarding Part-time students, whilst the withdrawal rates of Female students has reduced, they are still more likely to withdraw when compared to their Male counterparts.

Table 8. Withdrawal rates by gender (Full-time)

Academic Year	Female	Male	Variance
21-22	35.1%	29.1%	-6.0%
22-23	30.6%	26.4%	-4.2%
23-24	26.5%	25.3%	-1.2%
	Mean		-3.8%

Table 9. Withdrawal rates by gender (Part-time)

Academic Year	Female	Male	Variance
21-22	12.5%	6.0%	-6.6%
22-23	10.7%	6.7%	-4.0%
23-24	10.1%	6.0%	-4.1%
	Mean		-4.9%

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

Table 10. Equality Outcome output summary – Gender-based violence

Output	Action	Progress
Provide access to a GBV e-learning module	Complete	The module was made widely available in February 2024, and as of March 2025, 267 colleagues (30%) have completed this module
Pass the Emily Test: Emily Test GBV Charter	In progress	Submission of evidence to 'pass' the Emily Test is due October 2025
Create a Women's Community Group (Staff)	Complete	Well established group led by OD&HR colleagues. Further details in the Mainstreaming section
Review process for reporting sexual harassment	Complete	Review complete and a Safe Reporting Hub for reporting has been created

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

Table 11. Equality Outcome action summary – We Stand United Against Racism

Output	Progress	Commentary
Review process to seek and analyse feedback from individuals with protected characteristics who were successful and those who exited during the staff recruitment process.	In progress	Good practice evident e.g., blind recruitment process and unconscious bias training for recruiting managers provided. A systematic process for applicant feedback is not currently in place.
Utilise Tackling Racism on Campus assets in campuses and online spaces	Complete	Resources utilised and an online anti-racism toolkit provided.
Staff and Student campaigns for race allyship	Complete	Both OD and FCSA colleagues have produced anti-racism campaigns.

Further information regarding race can be found in the National Equality Outcome and Mainstreaming sections.

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

Table 12. Equality Outcome action summary – Socio-economic disadvantage

Action	Progress	Commentary
Become a trauma informed college	In progress	Working in conjunction with College Development Network (CDN), a trauma-informed assessment - a walkthrough of physical and digital spaces, and an action plan has been created. A dedicated role titled Sector Lead - Trauma Informed Practice and Health & Wellbeing is in place.
Provide additional support for learning to students from SIMD20	Incomplete	Work aligned to SIMD, and attainment is continuing and is one of our 25-29 Equality Outcomes.
Aim to reduce the attainment gap between least and most deprived data zones	Incomplete	Persistent attainment gaps persist (Figure 4). Activity carried forward and is one of our 25-29 Equality Outcomes
Pilot trauma informed practice into curriculum delivery	Completed	This pilot was shortlisted for an award has been subsumed into the trauma informed college activity outlined above
Open new Department of Work and Pensions (DWP) Youth Hub to support young people and disadvantaged	Completed	Opened at our Dunfermline campus: Article in The Courier
Identify areas of intersectionality where SIMD and other factors effect skills development and attainment	Incomplete	Further data analysis and work aligned to this output is required - one of our 25-29 Equality Outcomes

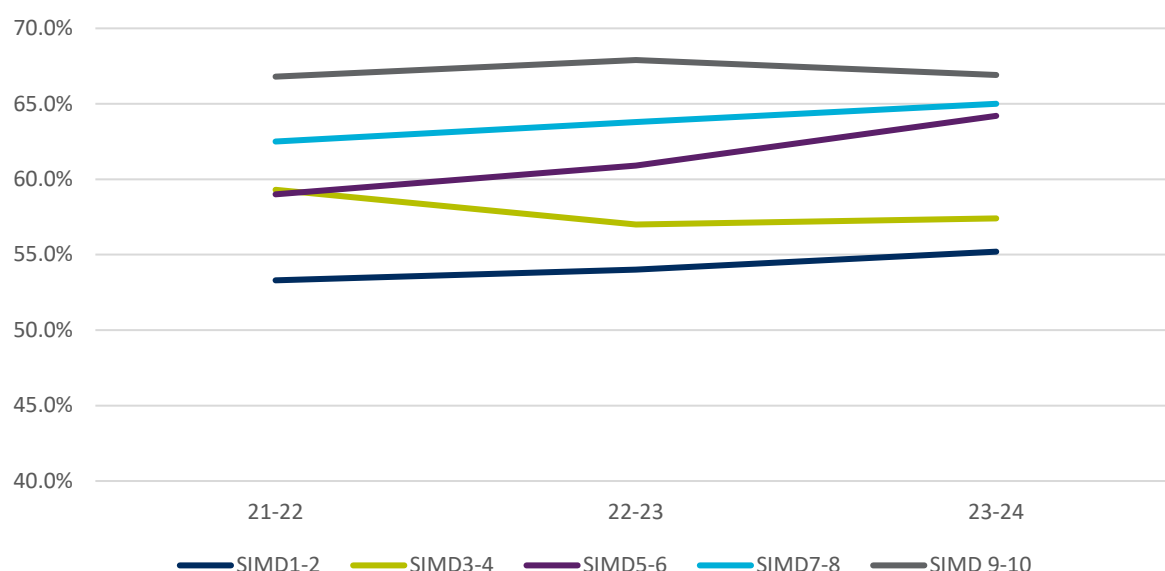
Further information regarding becoming a trauma-informed college can be found in the Mainstreaming section.

Socio-economic disadvantage and educational attainment

Socio-economic disadvantage remains a significant barrier to educational attainment in Scotland's tertiary education system. Students from lower-income backgrounds often face multiple overlapping challenges that can impede their academic progress, including limited access to resources, unstable housing situations, increased financial pressures necessitating part-time employment alongside studies, and fewer educational supports at home. Research consistently demonstrates a persistent attainment gap between disadvantaged students and their more affluent peers in Scottish colleges.

Figure 5. highlights the impact socio-economic disadvantage has on student attainment with the likelihood of successful completion reducing in line with the Scottish Index of Multiple Deprivation (SIMD). The mean difference in attainment over the 3-year period between the SIMD1-2 and SIMD9-10 was 13%. Furthermore, the highest number of students (31% for the academic year 23/24) fall into the SIMD1-2 category. The data supports our continuing work in this area for the period 2025-29.

Figure 5. Completed: Successful by SIMD quintile (All FT)



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.

Table 13. Equality Outcome action summary – Digital learning

Outputs	Progress	Commentary
Produce Digital Learning Standards including comprehensive accessibility guidance	Complete	The Digital Learning Standards are in place and reviewed yearly at a minimum, or when the need arises throughout the year. Accessibility guidance is underway with a Digital Accessibility SharePoint page available, containing a variety of videos and checklists to support with accessibility.
Provide training to colleagues in Inclusive Digital Technologies	In progress	Group and individual training sessions have been delivered. Staff and learners can attend any of the Innovation Hubs to obtain support with inclusive digital technologies on a drop-in basis or through prior booking. Further work is required to ensure all staff are fully conversant with accessibility requirements.
Provision of Learning Innovation Hubs (including facilitated drop-in sessions) to support staff and learner confidence, and effective use of digital technologies	Complete	The Kirkcaldy Campus Learning Innovation Hub has now opened hosting a variety of technologies including a VR Treadmill, learning glass lightboard, 3D printers, robotics tech, laser cutter, motion capture suits to support staff and learners.
Creation of accessible templates for use within our VLE and rapid content development platform	Complete	The accessible templates continue to be improved with the latest Moodle version taking on a tiles format. The Articulate Rise template remains accessible with a review due to be conducted. Both templates fully support accessibility requirements and provide a simple, more intuitive experience for learners
Provision of accessible webinar series to support with digital skills development	Complete	All videos can be accessed through single sign-on to ClickView for quick retrieval and use. An updated platform is due to be released.

Provision of an accessibility tool within VLE	Complete	Blackboard Ally is now installed in our Moodle platform to support staff and learners in accessible learning. Documents can be converted to a variety of formats including braille, and indicators are provided by the software to staff, should any aspect of learning require attention around accessibility.
Creation and dissemination of Digital Readiness course to ensure all learners are familiar with digital tools, using technology safely, and can develop digital skills	Complete	The Digital Readiness course has been reviewed and reformed to include an additional unit on Artificial Intelligence (AI) including an Introduction to AI, AI for Study Skills, Using AI to Improve Employability, Writing Prompts, Ethics of AI, and AI in Life.

3. National Equality Outcomes (NEOs)

In this section, data and progress against the recently published National Equality Outcomes (NEOs) is presented. The NEOs are listed in the [Tackling persistent inequalities together report](#).

1. The retention outcomes for university students aged 25 and over will improve.

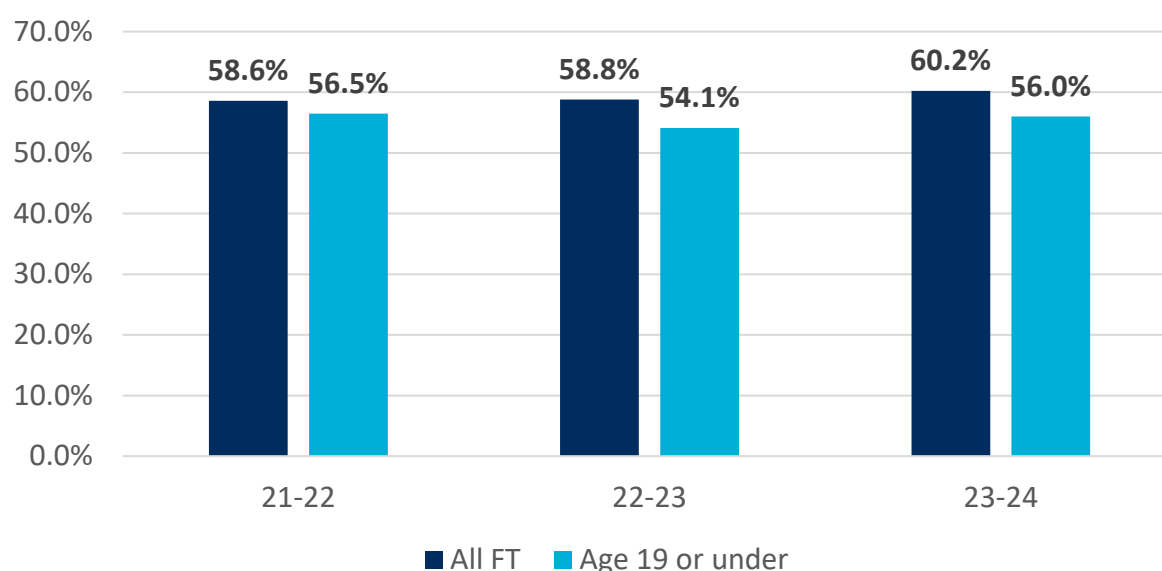
This NEO is not applicable to the college sector

2. The success rates for college students aged under 19 will improve.

Over the last three years, there has been a slight increase in the percentage of FT students successfully completing their course. In each of the 3 years, successful completion has been slightly lower in students aged 19 or under with the mean variance for the 3-year period being -3.7%.

FT students who are aged 19 or under make up 59% of the FT student population (23-24).

Figure 6. Completed: Successful data for all Full-time (FT) students compared to those aged 19 or under



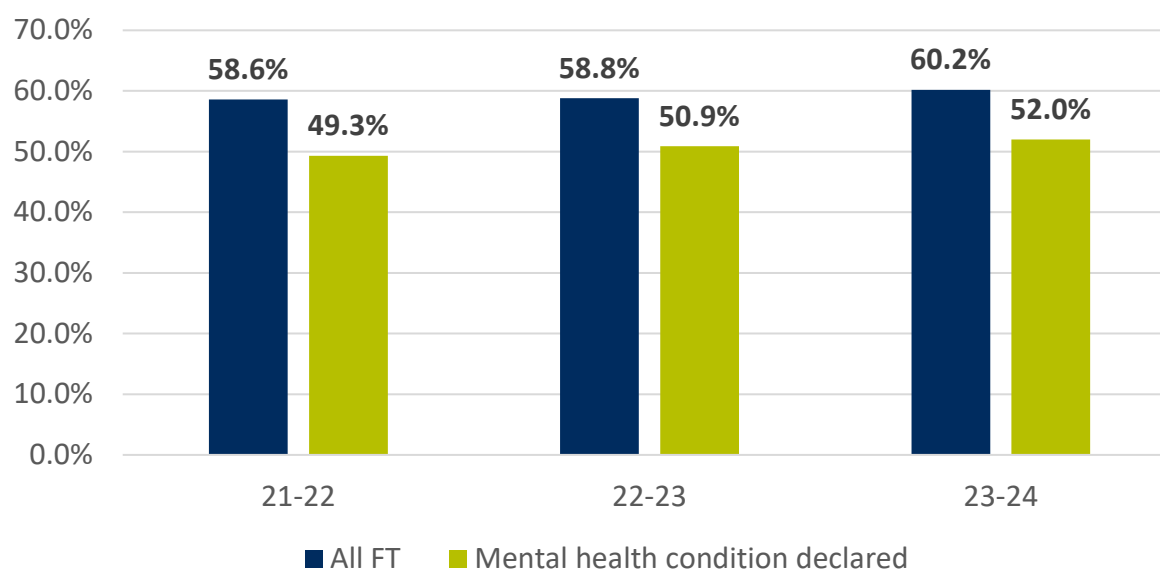
3. The success and retention rates of college and university students who declare a mental health condition will improve.

Students who disclose a mental health condition often face additional challenges, including stigma, access to appropriate support, and balancing academic demands with their well-being.

Over the last three years, there has been a slight increase in the percentage of FT students who declare a mental health condition successfully completing their course. In each of the 3 years, successful completion rates have been lower (Figure 7.) in students who declare a mental health condition with the mean variance for the 3 years being -8.5%.

FT students who declare a mental health condition make up 8.9% of the FT student population (23-24).

Figure 7. Completed: Successful data for all Full-time (FT) students vs students who declared a mental health condition



4. Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from teaching staff, while on their course.

In the Equality and Diversity Safety and Support Survey 2024, student sentiment was found to be positive regarding support and adjustments made whilst studying at the college e.g., the first two comments below. The last comment does highlight though that not all disabilities are visible.

- *I feel fully supported by my lecturers and the inclusion department. When discussing my disability, I felt listened to and the members of staff worked with me to ensure I had the appropriate support put in place.*
- *I feel like I don't have to pretend or try and hold back my adhd while I'm at college*
- *The college is inclusive regarding the lecturers but some of the staff isn't, I have an ongoing disability that hinders my walking ability. I have been told countless times that I "don't look disabled" when using the elevator. I have told the staff my circumstances before and yet I still got told how I can't be disabled and how I "look" perfectly fine. Getting told that multiple times is horrible. To not be believed*

5. Disabled staff and students report feeling safe in the tertiary system.

Of the students who disclosed a disability or chronic condition (n=34) nearly all (97%) reported feeling safe at college and 88% felt they could be their authentic self. Eighty two percent felt supported by the college which was 4.9% less than students who did not disclose a disability. Eighty percent felt their voice was heard by the college – a similar value to students who did not disclose a disability. The highest negative sentiment was in relation to knowing how to access mental health support with 26% disagreeing. This value was 5.2%

higher than those students who did not disclose a disability highlighting that this is something for the college to reflect on our communication around accessing of such support.

Figure 8. Equality and Diversity Safety and Support Survey 2024: Disability Disclosed (n=34)

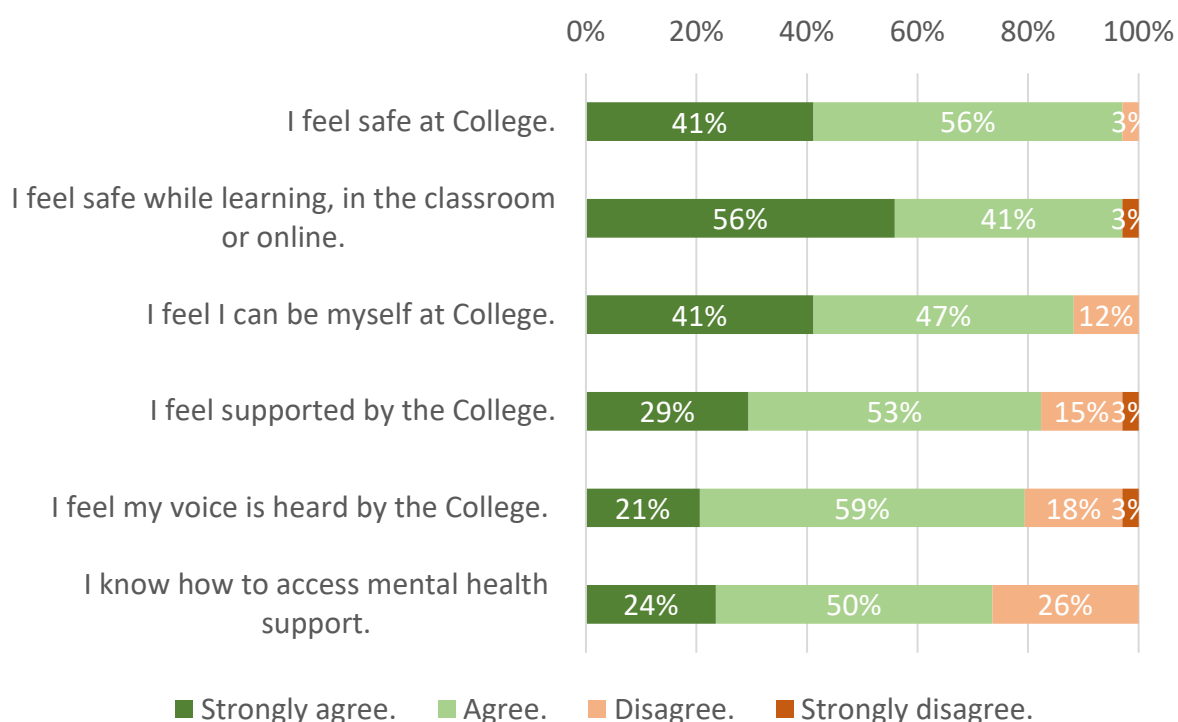
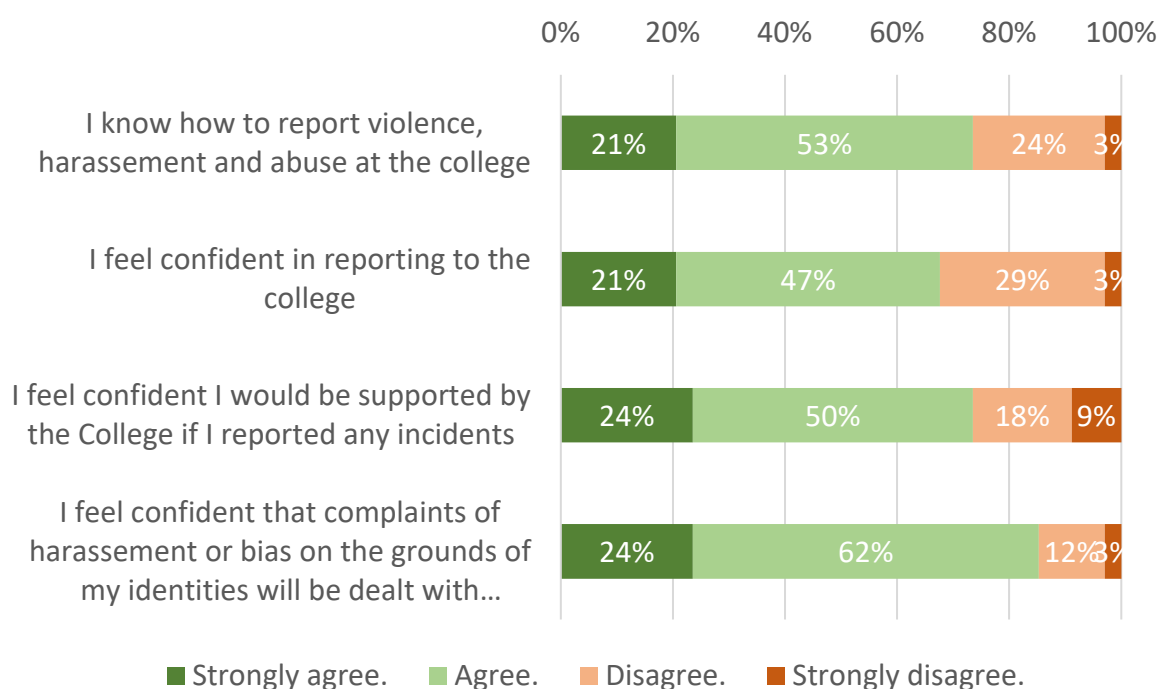


Figure 9. shows that 73.5% of students disclosing a disability stated that they knew how to report violence harassment and abuse at the college, 67.7% felt confident in reporting to the college, and 73.5% felt confident that they would be supported by the college if they reported any incidents. Lastly 85.3% felt confident that complaints of harassment or bias on the grounds of their identity would be dealt with appropriately.

Students were asked which college team they were most likely to report violence harassment and abuse to at the college. The vast majority (70.6%) said that they would report it to their Lecturer, 8.8% said that they would report it to the Inclusion team, 8.8% their Named Contact, and 5.9% reporting to the Guidance team. It is pleasing to see that the relationship between the student and their Lecturer and Named Contacts are such that they feel able to speak to them about issues relating to disability and long-term conditions.

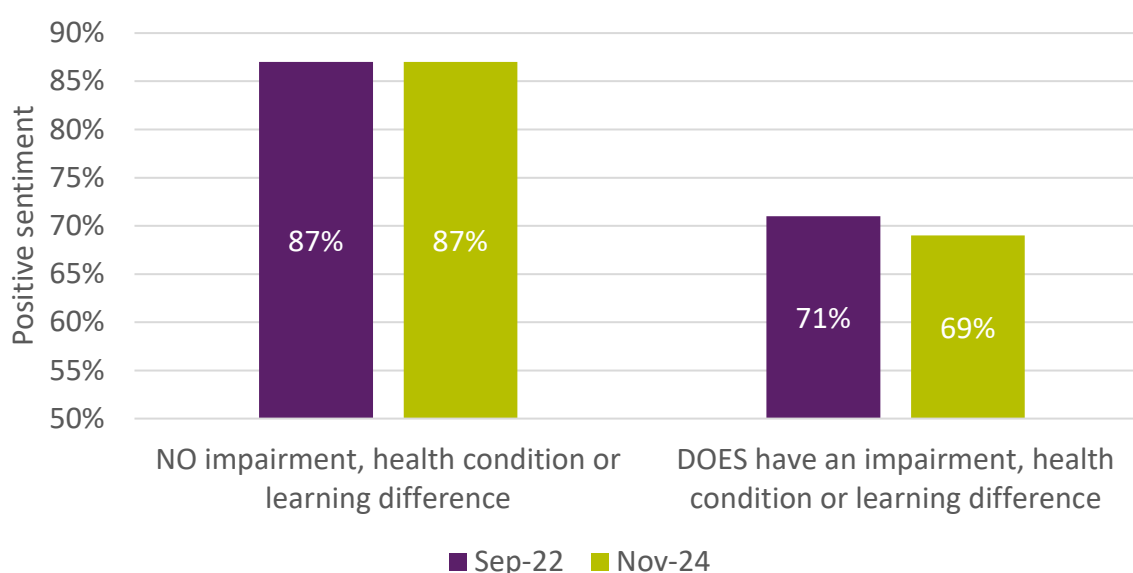
Figure 9. Feedback on reporting from students disclosing a disability or long-term condition



Staff data

Questions relating to this NEO were asked in the Colleague Engagement Survey, 2024. In relation to the question 'I feel comfortable being myself at work', there was a significant variance in sentiment (18%) between staff who don't disclose a disability and those that do (Figure 10). This variance was consistent with the previous survey conducted in 2022, where the variance was 16%.

Figure 10. I feel comfortable being myself



When colleagues were asked their level of agreement with the statement 'I am treated with respect by the people I work with across Fife College', the difference in positive sentiment

between respondents disclosing a disability and those not disclosing a disability was 10% (Figure 11). This variance was consistent with responses given in the previous survey.

Figure 11. I am treated with respect by the people I work with across Fife College

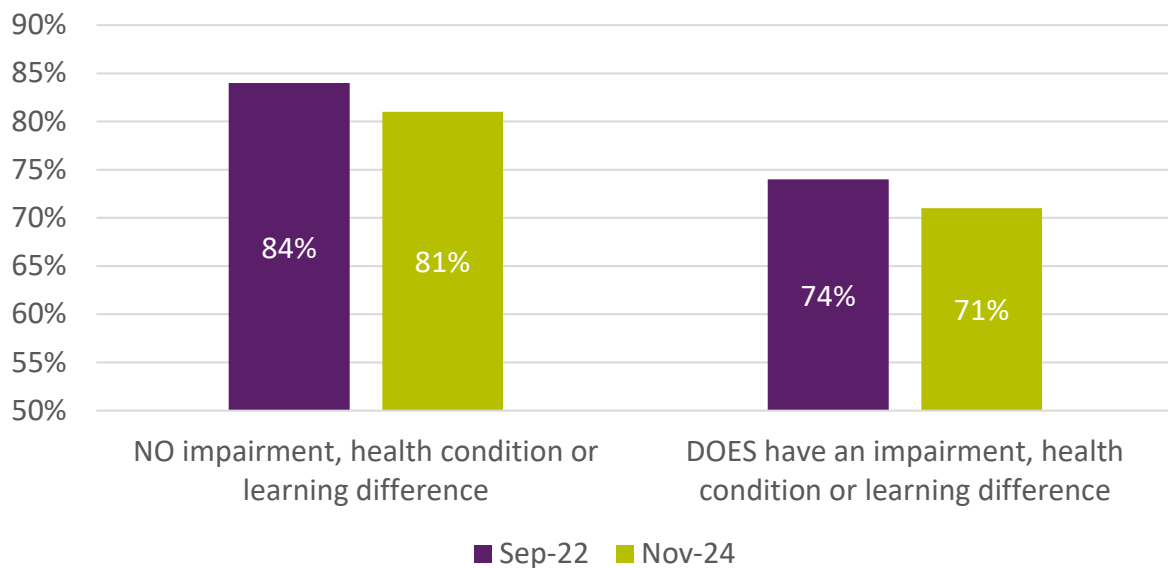
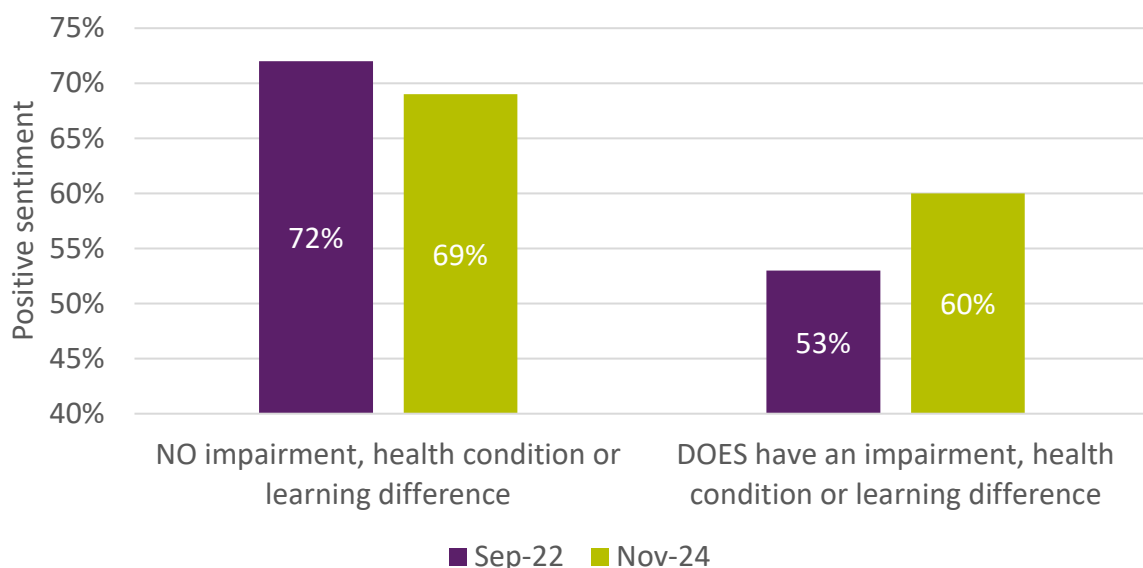
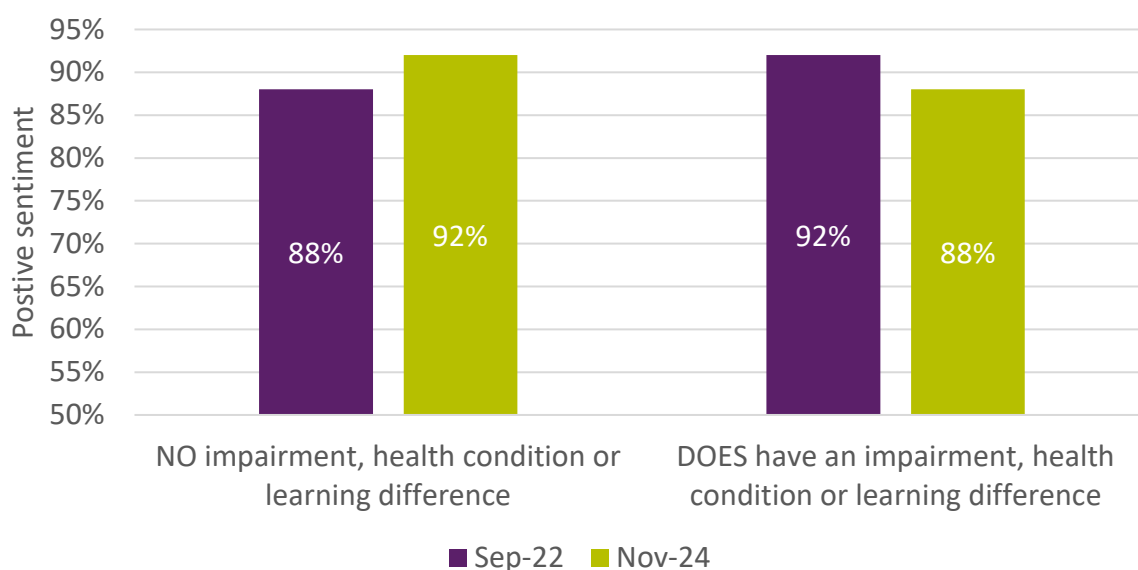


Figure 12 shows the variance in positive sentiment with respect to being treated equitably narrowed to 9% when compared to the previous survey's results (19%). The increase in sentiment is pleasing to see, the sentiment scores are still relatively low when compared to most questions in the survey.

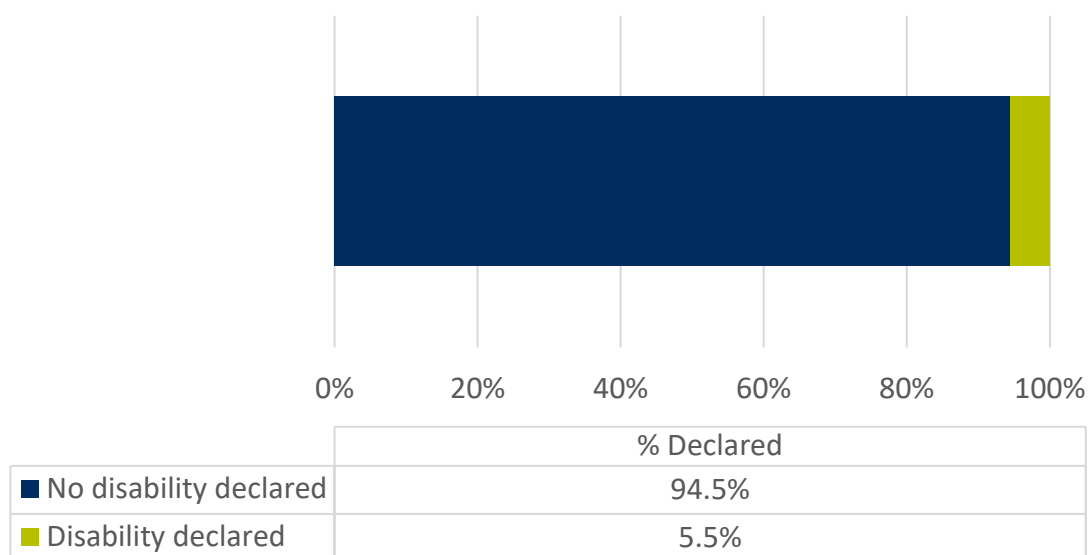
Figure 12. I feel I am treated equitably by Fife College when I compare myself to my college peers

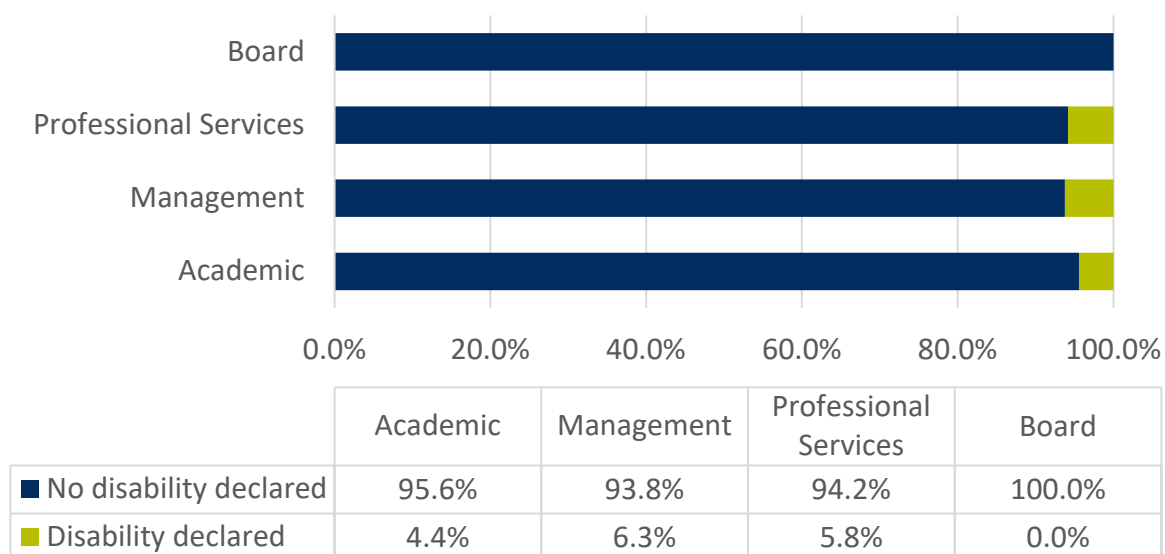


Absolute scores for positive sentiment for staff who don't have a disability and those who disclose a disability remain high when asked if they enjoy working in their team at 92% and 88% respectively.

Figure 13. I enjoy working in my team

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.

Figure 14. Percentage of staff declaring a disability vs no disability declared**Figure 15. Breakdown of disability declaration by staff category**



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

Student data

Of the 18 students who identified themselves as trans, all but 1 (94%) reported feeling safe at the college. One third however disagreed with the statement 'I feel I can be myself at college'. It is not known whether this sentiment differs from their feelings associated with being themselves out with college, but it is certainly something that we should follow up to identify what we can do to increase sentiment associated with authentic presentation. From the qualitative data, one learner commented: *Due to very strong views of very few select members of my class, I feel that if I were to be open about certain parts of my identity, I would not be safe.*

Half of students identifying as trans reported not knowing how to access mental health support and 44.4% didn't feel that their voice was heard by the College.

Staff data

A question relating to this NEO was not asked in the Colleague Engagement Survey, 2024. The college is currently considering how best to collect data relating to NEOs where they don't currently exist in the main staff engagement survey.

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.

Only 16 students who didn't identify as being either white Scottish or white British completed the survey. Of those, 87.6% said that they felt safe at college, 81.3% felt that they could be themselves at college, and the same percentage felt supported by the college. A slightly lower percentage (75.1%) felt that their voice was heard by the college and when compared to other student populations this group reported a higher percentage that knew how to access mental health support (87.5%). One race-related comment was received: *There are racists in my class and their behaviour towards me is reprehensible. The teachers don't care.*

When asked to whom students would report harassment, one learner explained that it would depend on where it took place: *If the harassment occurred in class, I would start with my lecturer, but if it was out with class, I would see Inclusion.*

The importance of getting it right first time is highlighted in this comment from a student:

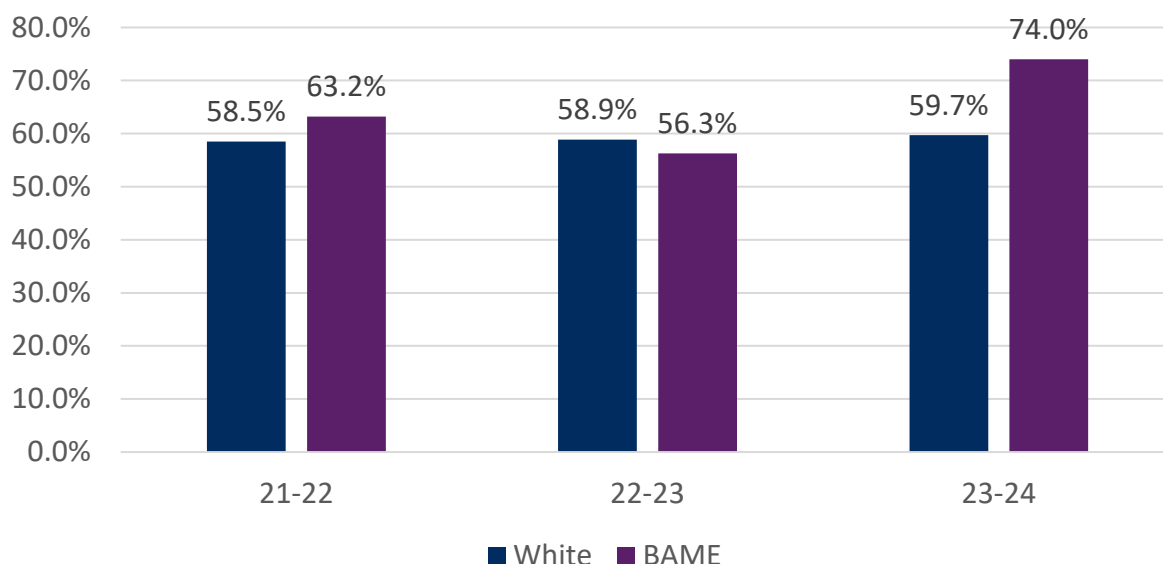
I only don't feel like I can go to anyone much because last time I did nothing was delt with, so I just ignore whatever happens

Staff data

For confidentiality reasons, reporting where the number of respondents with a particular protected characteristic was 15 or below is currently restricted. This threshold has been put in place to maintain the anonymity of staff responses and forms part of measures put in place to increase survey engagement figures.

9. Institutions should also have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist.

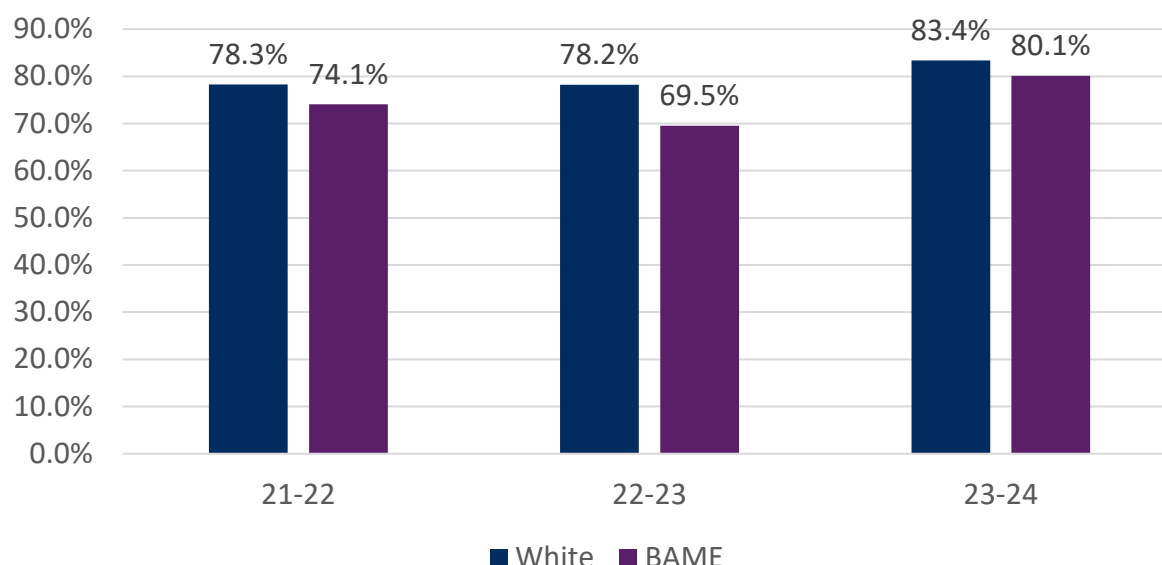
Figure 16. Completed: Successful data for all Full-time (FT) students vs Black, Asian, Minority Ethnicity (BAME) students



Over the last three years, there has been a relatively large variation in the percentage of FT BAME students who successfully complete their course which will be partly due to the small numbers. In two of the three years, successful completion rates were higher in BAME students relative to all FT students. The mean variance for the 3 years being +5.5%. Year 23-24 stands out as the difference in attainment is 14.3%.

The college has a small number of BAME FT who make up just 3.4% of the FT student population (23-24)

Figure 17. Completed: Successful data for all Part-time (PT) students vs Black, Asian, Minority Ethnicity (BAME) students



Over the last three years, there has been a relatively large variation in the percentage of PT BAME students who successfully complete their course which will be partly due to the small numbers. In all three years, successful completion rates were lower in BAME students relative to white student category. The mean variance for the 3 years being +5.4%. BAME attainment was highest in 23-24 at 80.1%, slightly under white student category.

The college has a small number of BAME PT students who make up just 2.7% of the PT student population (23-24)

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.

Currently, the Board of the college has 18 members.

- The racial diversity is low with all members identifying as white

There is a lack of racial diversity in the Board is aligned to relatively low levels of diversity in the Fife population. The percentage of people in Fife with a minority ethnic background increased from 2.3% in 2011 to 3.9% in 2022. This is lower than the Scottish average of 12.9%. The majority of Fife people identified their ethnic group or background as “White” (96.0%), although this has fallen from the previous census from 97.6%. “White Scottish” is the predominant group making up 84.6% of the white population, again falling from 87.8% in 2011. “Asian” remains the largest ‘Minority ethnic group’ accounting for 2.2% of the population and increasing from 1.6% in 2011.

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.

At the beginning of the current academic year 24/25, Black, Asian and other minority ethnicities (BAME) staff made up 1.7% of staff who disclosed their ethnicity. There is an under representation of BAME staff in comparison to the student population where equivalent ethnicities make up 3.5% in the whole student population, 3.1% for part-time students and 3.9% for full-time students.

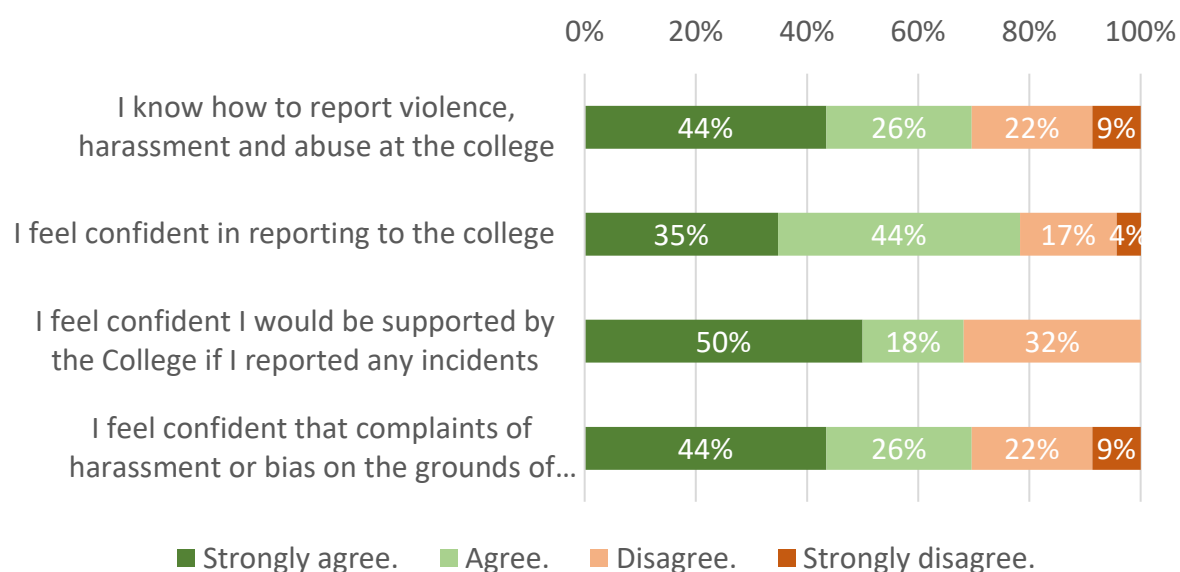
The percentage of people in Fife with a minority ethnic background increased from 2.3% in 2011 to 3.9% in 2022. This is lower than the Scottish average of 12.9%. The student population is therefore representative of the regional ethnic minority population, with under-representation in the staff population.

Religion or belief

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

The number of students identifying as practicing a religion or belief was twenty-three or 6.3% of the sample. In all four questions asked, the positive sentiment (Strongly Agree + Agree) averaged 71% and 78% agreed that they felt confident in reporting to the college. Positive sentiment was however lower in relation to the four questions was however lower on average with the overall sample's (n=361) response of 83%. Where the variance in positive sentiment was greatest was in relation to perceptions of support is they did report (-15%) and confidence that complaints of harassment or bias would be dealt with appropriately.

Figure 18. Feedback on reporting from students practicing a religion or belief



Staff data

For confidentiality reasons, reporting where the number of respondents with a particular protected characteristic was 15 or below is currently restricted. This threshold has been put in place to maintain the anonymity of staff responses and forms part of measures put in place to increase survey engagement figures.

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.

Student data

Of the 361 students that participated in our Equality and Diversity Safety and Support 2024 survey, 101 identified as male and of these 78% reported that they knew how to report violence harassment and abuse at the college, 84% felt confident in reporting, 85% were confident that they would be supported if reporting incidents, and 90% felt that complaints would be handled appropriately. Whilst positive sentiment is high across all four statements it is particularly pleasing to see that students felt that issues would be handled appropriately as this crucial to students coming forward and reporting any incidents that occur.

Figure 19. Feedback on reporting from male students

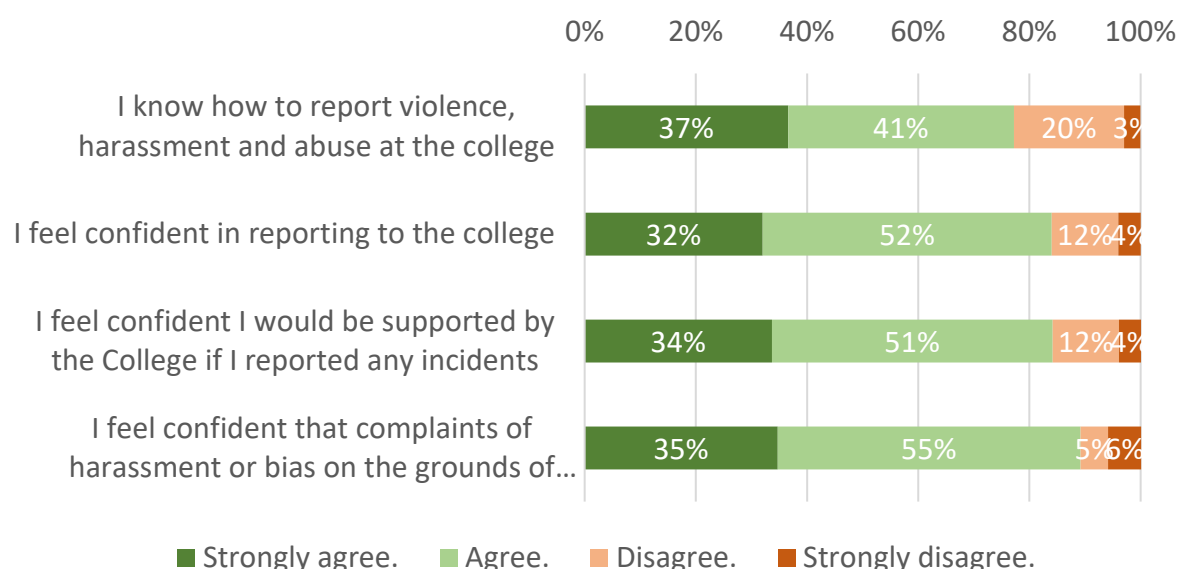
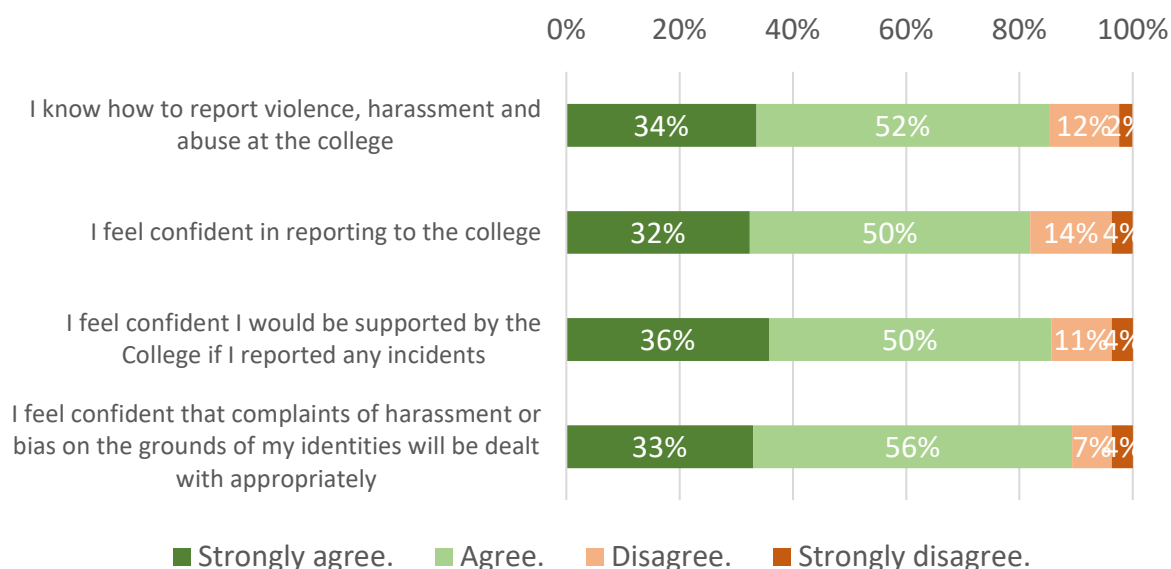


Figure 20. Feedback on reporting from female students



Overall, there doesn't appear to be any gender differences in relation to the reporting statements contained in survey. The statement below from a female student however highlights that we need to continue to ensure that all students are studying in an inclusive learning environment.

Reporting to Fife College feedback:

- Overall, I feel safe in college, but sometimes I find it challenging to be in a male dominated environment, and the behaviour of some male students can be rather sexist.*

Staff data

The College website has a page dedicated to Gender-based violence under [Policies & key documents](#) and included within this are details for reporting and accessing support for staff and students.

The college conducted a Staff Engagement Survey in November 2024, however information regarding this NEO wasn't collected.

14. Institutions can evidence approaches that prevent and respond to violence, harassment and abuse.

The College has signed up to the Emily Test Charter set up in memory of Emily Drouet, an undergraduate law student, who was subjected to a campaign of Gender-Based Violence (GBV) by a fellow student. We hope to 'pass' the test in March 2025 thereby demonstrating that our report and support mechanisms would have been sufficient to save a student like Emily.

In Oct 24, LISTEN Training provided by EmilyTest was delivered to 25 staff with the training covering the process for recording and actioning support for staff and students reporting gender-based violence. Since then, two members of staff have been trained to provide this training to colleagues across the college.



Student-facing staff especially those involved in the EmilyTest and those who have received the LISTEN training are encouraged to include the EmilyTest logo and a link to GBV support services in their email signatures and automatic replies.

In response to the Worker Protection Bill taking effect from 26 October 2024, we have reviewed our current means of preventing sexual harassment and considered what further actions we can implement to enhance what is currently in place. The enhancements are listed below:

- Communication and awareness raising from College Leadership Team around the College's expectations on a respectful and workplace culture.
- Conduct a risk assessment specific to sexual harassment aligned to the expectations of the duty, eg lone working, power imbalances.
- All-staff training on Sexual Harassment to be rolled out and refreshed on an annual basis. This is to include Third Party Harassment (instances where an employee is harassed by someone who is not a fellow employee, such as a customer or client).
- New reporting processes to make it easier for staff and students to report. These are currently under development and will be communicated and made available during Semester 2.
- Ensure specific questions are included in staff survey around sexual harassment and safety in the workplace.

All managers are required to complete the iHasco [Sexual Harassment Awareness](#) training as part of their development programme:

The iHASCO Sexual Harassment Awareness training is also being rolled out to all colleagues across the college with areas with higher proportions of male staff being targeted first eg the School of Engineering, Construction, and Technical Skills. This School was also prioritised due to a predominately male student population and to reassert that gender-specific behaviour

and discourse demeaning to women is not accepted. As of 24th January, 221 staff (24%) have completed the course.

Safe Reporting Hub

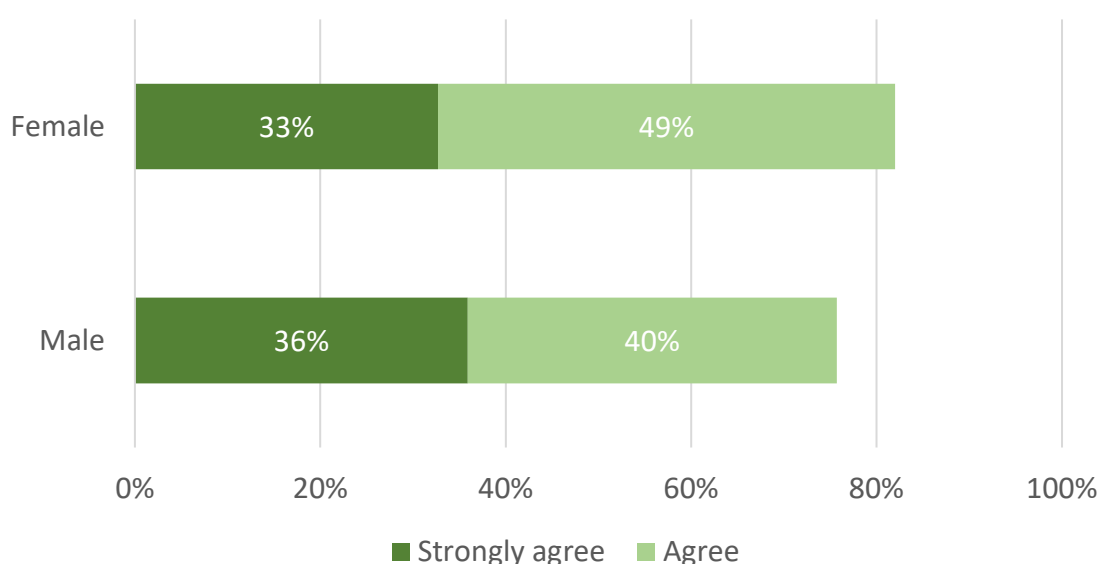
A new mechanism for college staff to report all forms of harassment is in its early days of being implemented. The college seeks to make such reporting a simple, sensitive, and supportive process whilst also addressing the under-reporting of harassment and gender-based violence to often found in institutions and the workplace.

15. Men (staff and students) know how to access mental health support (recognising intersectionality within that group).

Student data

76% of male students either agreed or strongly agreed that they knew how to access mental health support. This was 6% less than female students. Whilst this male figure is lower, efforts to increase awareness around mental health support are being made for all students as this is the statement that had the lowest levels of agreement in the feeling safe and supported section of the survey.

Figure 21. Positive sentiment regarding knowing how to access mental health support by gender



Staff data

The college conducted a Staff Engagement Survey in November 2024. Within the Health, Wellbeing and Support section, colleagues were asked if they *knew how to access the College support outside their team when I need it*. The positive sentiment (those stating Agree or Strongly Agree) was 70% in male respondents. There was a reduction in positive sentiment (-7%) when compared to the previous survey conducted in September 2022. Overall positive sentiment in relation to Health, Wellbeing and Support is high at 76%. Data for the other questions in this section are presented below in Table 14. With the variance to female responses also provided. The only statement where there was a gender difference was asking for support and guidance where male staff reported reduced positive sentiment (-9%) in comparison to female colleagues.

Table 14. Health, Wellbeing and Support – Positive Sentiment (Colleague Engagement Survey, 2024)

Statement	Male	Variance to Female
I believe Fife College supports the health and wellbeing of colleagues	67%	+1%
I have a healthy work-life balance	72%	+3%
We have strong, supportive relationships among colleagues within our team	85%	-1%
The people in my team can be relied upon to help when things get difficult in my job	83%	-3%
I can ask my manager for support and guidance when I need it	76%	-9%

16. Institutions will have regard to significant imbalances on courses and take action to address it.

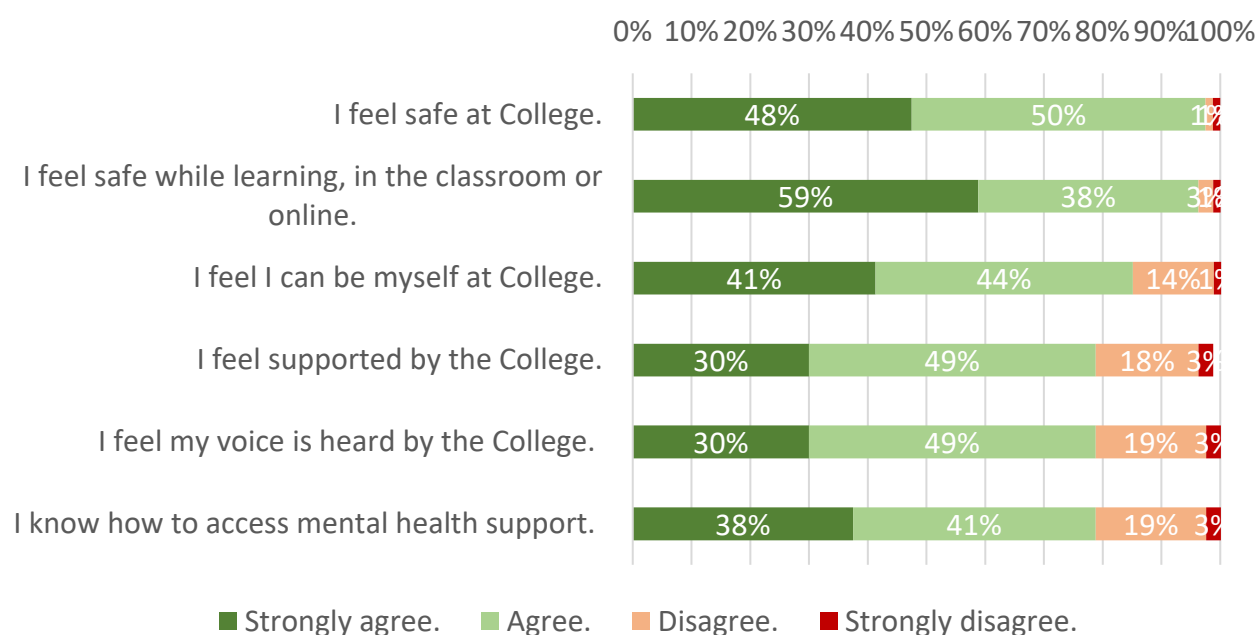
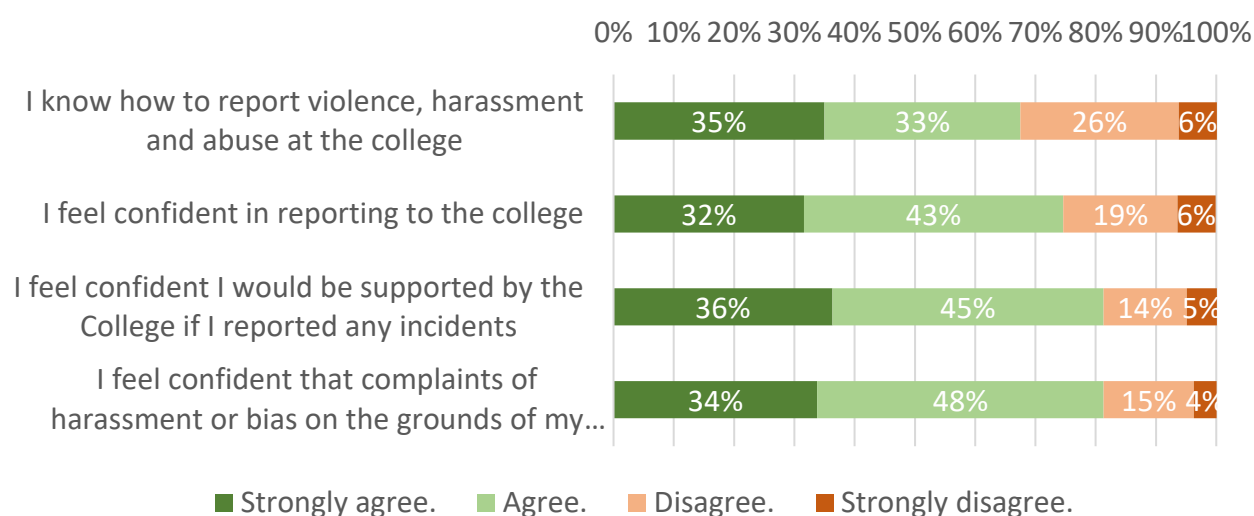
Information regarding this NEO has been covered in Section 2 of this report: Outcome 2

Sexual orientation

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

Student response

97.5% (n=78) of students who identified as Lesbian, Gay or Bisexual either Strongly Agreed or Agreed with the statement 'I feel safe at college', 96.3% reported feeling safe in the classroom or online learning environments, and 90.1% Agreed or Strongly Agreed with the statement 'I feel I can be myself at college'.

Figure 22. Feeling safe and supported: lesbian, gay and bisexual student data (n=80)**Figure 23. Reporting: lesbian, gay and bisexual student data (n=80)**

Slightly less lesbian, gay and bisexual students (75%) felt confident in reporting to the college when compared to the overall student response (81%) for this statement. There were no differences in perceptions of being supported by the college in the event of reporting an incident (81%), however the positive sentiment regarding feeling confident that complaints of harassment or bias on the grounds of my identities will be dealt with appropriately was lower for lesbian, gay and bisexual students (81%) compared to the overall student response (87%).

Feeling safe and supported at Fife College

Due to very strong views of very few select members of my class, I feel that if I were to be open about certain parts of my identity, I would not be safe

Staff data

For confidentiality reasons, reporting where the number of respondents with a particular protected characteristic is 15 or below is currently restricted. This threshold has been put in place to maintain the anonymity of staff responses and forms part of measures put in place to increase survey engagement figures.

4. Mainstreaming

4.1. Student support

Inclusion

Everyone is entitled to take part in learning and to realise their own potential. If there is anything which could get in the way of your learning and participation at college, or you encounter a problem with learning, a good starting point is to talk to a member of the Inclusion team.

The Inclusion team is here to help you with any aspect of your learning that you are worried about. This can include:

- Help develop and review your personal learning support plan (PLSP) which allows adjustments to be made so you can take part in learning and set goals.
- Demonstrate how technology can be used in learning.
- Provide a sign language interpreter.
- Provide study materials in an alternative format.
- Liaise with lecturers and external agencies.
- Providing a reader/support for assessments where required
- Help organising your workload.
- Discuss a personal emergency evacuation plan (PEEP) if you may experience difficulty exiting the building in the event of an emergency.
- Loan specialist equipment, e.g., ergonomic keyboards, mouse.
- Help with DSA funding applications for students on HNC and above courses.



Health & Wellbeing Advisor

Fife College has student focused **Health & Wellbeing Adviser** who:

- Develops and delivers a range of Mental Health initiatives
- Contributes to the Health and Wellbeing Strategy for Fife College
- Seeks to improve the communication between Fife College and Health Promotion Services
- Promotes and educates students and staff in mental health and wellbeing – through ongoing training and workshops, including Scotland's Mental Health First Aid, Mindfulness, Suicide Alertness etc.

- Works closely with NHS Fife to promote positive lifestyle behaviours including tobacco prevention
- Creates and produces Health and Wellbeing events and initiatives through campaign work
- Works directly with a cohort of students who require more in-depth Health and Wellbeing support

Support for attainment for students with a disability

The Inclusion team and the academic schools' support for attainment is centred around the following:

- Collaborative partnerships: regular communication, joint planning and shared responsibility:
- Promote inclusive teaching practices: accessible learning materials, assistive technology and flexible assessment arrangements
- Effective communication: clear and concise communication, visual aids, active listening and regular check ins
- Reasonable adjustments: identify needs, implement adjustments and document adjustments

Personal Learning support plan (PLSP) data 2023-24

The total number of PLSP's for academic year was 1478 which was a significant increase (+283) from academic year 2022-23 and increase of 444 from academic year 2021-22. Literacy difficulties, dyslexia and mental health continue to be the main reasons for a PLSP each year. However, there is a large increase in students reporting attention deficit hyperactivity disorder (ADHD), from 104 to 280 (2021-22 to 2023-24), and autistic spectrum disorder (ASD), from 122 to 307 in the same 2-year period.

Enhanced support for autistic learners with anxiety

Autistic learners often experience heightened anxiety due to sensory sensitivities, difficulty with social interactions, and challenges with change and uncertainty. To provide effective support, the Inclusion team:

Individualise Support: We recognise that each autistic learner is unique and tailor strategies to their specific needs. Each student is given the opportunity to co-create their Personal Learning Support plan which outlines their strengths and challenges. This allows lecturing staff to be aware of the changes that need to be made to meet the student's needs. Assistive technology training is offered to students who have been identified as benefiting from this.

Create a Supportive Environment: We have been working to establish a calm, predictable, and sensory-friendly learning environment. Inclusion staff have undertaken Calm training to develop their skills in managing behaviours that challenge to ensure that all students are given the opportunity to study in a supportive environment. Class training has also been arranged in areas where there are several autistic learners to educate and inform their peers

about difficulties they may experience, but also the strengths and skills they can bring to a team. This creates a supportive environment within the classroom.

Promote Open Communication: We continue to encourage open and honest communication with learners to understand their triggers and coping mechanisms. We have created a new process for arranging and carrying out Personal Learning Support Plan (PLSP) appointments. This new process allows students the opportunity to select a time, location and appointment method that they feel most comfortable with. This has increased engagement and reduced 'no-shows'. Students are also given the same opportunity to regularly review their support plans at any stage throughout the academic year.

Collaborate with Parents/Guardians: We currently work closely with parents/guardians to develop a consistent approach to managing anxiety. When creating a PLSP we gain consent from students to discuss their support needs and their progress with a parent/guardian. In cases where this permission is given, we are able to discuss arrangements with parents and ensure that a holistic and collaborative approach is implanted to ensure that the students' needs are being met.

Enhanced Transition: Working closely with external stake holders to offer campus tours, familiarisation sessions and staff introductions. Within mainstream courses, we have been attending meetings with a few local high schools to facilitate the transition process for students to ensure that they are able to thrive in college. We have also been working closely with social workers and psychologists for a small number of students which has ensured that any specialist recommendations have been considered. Supported programmes courses have a recommended year-long transition course while the student is still at school.

4.2. Support for mental health

My Wellbeing is our main point of access for colleagues to access support, information, and training relating to mental health and other aspects of wellbeing. Examples of courses relating to mental health can be found in the screenshot below.

Mental Wellbeing



Fiona Clark
People Development Lead

You can use the drop-down menu to select a course or use the Next and Previous buttons to scroll.

< Previous	Student Mental Health ▼ ↗
<h3>Student Mental Health</h3> <p>In this course, you will gain an understanding of key mental health, and of strategies that help to support good mental health, responding to crises and pro-actively combatting stress. You will be a mental health practitioner, or counsellor.</p> <p>Note this course is hosted on CDN's professional learning platform. If you are not registered, you will be need to create your account.</p> <p>Duration: approximately 10 hours.</p>	<ul style="list-style-type: none"> Managing Stress Mental Health in the Workplace Mental Health Awareness Awareness of Mental Health Problems Understanding Mental Health Support your mental health during challenging times Student Mental Health Managing depression in the workplace

Over the last two academic years, Fife College has provided a huge array of wellbeing events through its Wellbeing Festival model. These have included sessions specifically targeting men.

Tuesday, 18 April | 12.30 - 13.00 | Typical Men | Matt Farquharson

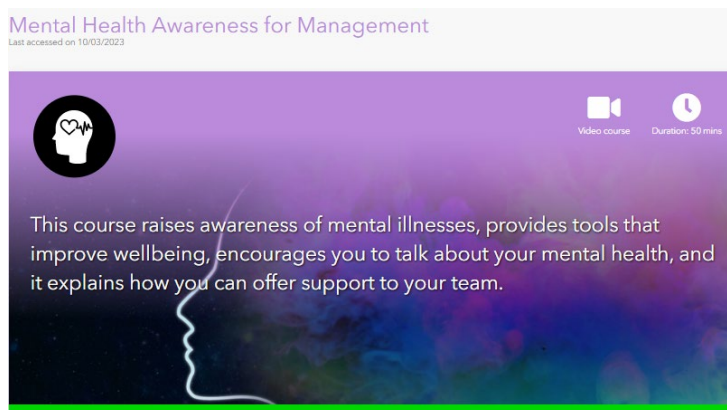
The shifting role of men at home and at work, and the good, bad and ugly of what that means for everybody. Matt Farquharson is the author of three Sunday Times bestselling books, written with wife Anna Whitehouse: Parenting the Shit Out of Life, Where's My Happy Ending, and a first novel, Underbelly, recently adapted by Pulse Films with Matt adapting.

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



Mental Health training for managers

IIRSM approved Mental Health Awareness Training for Managers has been included in the Leadership Development programme. The course is designed to make management teams aware of mental health issues and illnesses inside and outside the workplace. It provides wellbeing-management techniques and aims to reduce the stigma surrounding mental health at work.



Suicide awareness and prevention: Breaking silence and building support

Date: Tuesday 10th September 2024 Time: 1pm Duration: 30 mins

This webinar aims to shine a light on the sensitive yet critical issue of suicide, fostering awareness, and providing insights into prevention strategies. Together, we'll work toward breaking the silence surrounding mental health challenges and fostering supportive environments that promote understanding and aid for those in need.

Our panel of mental health professionals, advocates, and individuals with lived experiences will lead an open and empathetic discussion. We'll explore ways to recognise warning signs, offer support, and create a culture where seeking help is encouraged and accessible.

4.3. Equality and Diversity Support and Safety Survey

In May 2024 the first Equality and Diversity Support and Safety Survey was created. The survey focused on student sentiment aligned to the new National Equality Outcomes. The



data from this survey has been used to report against the NEOs in this report. The survey was run again towards the end of 2024 and this data, and future surveys will be used in future NEO reporting.

As part of our ongoing commitment to creating a safe, inclusive and diverse campus, we are inviting students to take part in our College Equality and Diversity Survey.

Survey Purpose: We want to hear from students about their experiences with inclusion, diversity, and equity.

Their response will help us identify areas for improvement and make meaningful changes to benefit the entire college community.

Please encourage your students to access the survey, there are just 6 multiple choice questions and will take no more than 5 minutes to complete.

The link below can be shared with your students as it is not a personalised link
[Equality and Diversity Support and Safety Survey \(smartsurvey.co.uk\)](https://smartsurvey.co.uk/Equality-and-Diversity-Support-and-Safety-Survey)

4.4. Fife College Student Association (FCSA) – 22 Things

Below are highlights of the FCSA's activity in relation to EDI over the last two years.

1. [Walk at Pride with Fife College](#)
2. [Free BSL Sessions](#) and [Learn BSL resources](#)
3. Stress Reduction Week (488 attendees)
4. Dr Alex George, the UK's Youth Mental Health Ambassador for the Department of Education hosted a session for students and staff at [Carnegie Conference Centre](#) (Approx. 250 attendees). All recordings were also shared with prison learners.
5. Male guest speakers were intentionally sourced to discuss mental health, suicide and addiction. Author Aidan Martin shared his life journey with Fife College students and staff at the Carnegie Conference Centre in Dunfermline recently. Aidan, the author of *Euphoric Recall*, a memoir about his recovery from extreme trauma and addiction while growing up in West Lothian, described his survived experiences with suicide, violence, and severe mental health issues. Open and honest about his struggles and how he has overcome them, Aidan has been working with Education establishments in Scotland, including prison learners, talking about his book and the themes within such as addiction, trauma, education, and rehabilitation.
6. The FCSA were instrumental in creating the Student Equality and Diversity Support and Safety Survey, 2024.



7. Faith rooms have been established on three largest campuses, and one will be present at the new Dunfermline City Campus. FCSA worked with Estates colleagues to have designated prayer rooms on campus for our students to use – particularly of faiths that require multiple prayer times each day, but open to everyone.
8. [Equality Officers](#) have provided support and organised activities in relation to the [LGBTQ+ community](#), Black history month, BSL collaboration with Edinburgh College, Gender-based violence charter (Emily Test), and men's health initiatives.
9. Society evenings – Expanded from teams and individual groups to creating a consistent space each week for students to meet and participate face to face. In 23/24 there were 102 participants in Semester 2, with 101 achieving successful college outcomes.
10. Blog posts and sign-up information on the FCSA website and shared during events such as Freshers, Re-freshers and LGBT History Month.
11. FCSA 24 supported rare disease day ([Today is #RareDiseaseDay, and... - Fife College Students' Association | Facebook](#)) and the chosen charity for event was [#TheLilyFoundation](#)
12. FCSA unicorn trail – Promoting community support for LGBT, Mental Health, Disabilities, [Unicorn Trail | FCSA](#).
13. Consistently work with/promote local organisations and council events for students, staff and community [Facebook](#)
14. Created Wellbeing Wednesdays for sports and societies (prior to full sports schedule and societies evenings)
15. Stress Free Zones – Activities and support during exam stress
16. Tai Chi, Yoga, Breathing workshops, and Digital videos
17. Partnered with Strathclyde University to offer a peer support network for Care Experienced or Estranged students: [Are you a Care... - Fife College Students' Association | Facebook](#)
18. Partnership with Strathclyde University to provide a peer support network for Care Experienced or Estranged students: [Are you a Care... - Fife College Students' Association | Facebook](#)
19. Student LGBT project on pronouns [Our LGBT Officer Eilidh has... - Fife College Students' Association | Facebook](#)
20. Care experienced and Estranged students pledge [Care Experienced Students | Fife College](#)
21. President pledges and working with college to reduce barriers to food access (microwaves and free hot water)
22. Annual Ask the Council events paired with know your rights to support students in need of housing and citizenship rights - [Ask the Council Returns to Campus](#)



4.5. Fife College Achieves Disability Confident Leader Status!

Fife College has been awarded the Level 3 Leader status in the Disability Confident Scheme by the Department for Work and Pensions (DWP). This prestigious recognition highlights our commitment to inclusivity and our proactive approach in supporting disabled individuals within our community.



What is the Disability Confident Scheme?

The Disability Confident Scheme is a government initiative designed to encourage employers to recruit and retain disabled people and those with health conditions. Achieving Level 3 Leader status means we have demonstrated our leadership in promoting disability confidence and have created robust supporting mechanisms for colleagues with disabilities or health conditions.

What This Means for Us:

- **Commitment to Inclusivity:** We have shown our dedication to creating an inclusive environment where everyone can thrive.
- **Support for Disabled Individuals:** We actively support disabled individuals in their careers and ensure they have the necessary resources and opportunities.
- **Leadership and Advocacy:** We lead by example, sharing our knowledge and practices to help other organizations become disability confident.

4.6. Equality Impact Assessment (EIA): Dunfermline City Campus (DCC)

The college has an Equality and Diversity Strategy Group, and part of the group's remit is to review EIAs across the organisation. One example was the EIA for the new [Dunfermline City Campus \(DCC\)](#), an innovative, integrated and collaborative venture to relocate:

- Fife College (Dunfermline Campus)
- St Columba's RC High School
- Woodmill High School

to a purpose-built new site on the eastern expansion area of Dunfermline. The new campus will have a phased opening with the two schools opening in the summer of 2024, and the new College campus opening in 2025.

Some examples from the Equality Impact Assessment (EIA) are provided below:

- The Student Learning Hub is on the ground floor to reduce access issues for all students within this area.
- Step free access on whole campus for wheelchair users
- Adaptable furniture

- All toilets are gender neutral, and cubicles are provided for sports facilities changing.
- Adequate lighting and security features
- Baby changing facilities on every floor
- Creating an all-faith room on campus which will have equipment required for all religions

4.7. Championing Diversity & Inclusion Award at the Scottish Public Service Awards

Fife College recognised for being first college in Scotland to offer relaxed graduation ceremonies



Fife College has been shortlisted for the Championing Diversity & Inclusion Award at the Scottish Public Service Awards. This national recognition celebrates the College's pioneering relaxed graduation ceremony, which offers an inclusive celebration for students to mark their academic achievements.

The first college in Scotland to offer such an option, the relaxed format was introduced by the College last year to support students with additional support needs, autism, social anxiety, or sensory processing difficulties.

The second annual relaxed graduation ceremony took place this week (12 November) at the College's Kirkcaldy Campus. The event saw students attend alongside close family and friends in an informal setting tailored to their needs and comfort levels.

The event was carefully planned to be welcoming and flexible, with attendees encouraged to participate at their own pace. By keeping guests limited, the College ensured that graduates and their loved ones could enjoy a calm and meaningful celebration in a pressure-free atmosphere.

The College's offer of a relaxed graduation underscores its commitment to fostering an inclusive and supportive learning environment for all.

HNC Business graduate AJ Dale shared his positive experience of attending this year's ceremony. AJ, from Cupar, said:

"I have been a student for a few years and worked my way up to HNC. I've seen a few of the graduation ceremonies on the big screen and always admired them, but the thought of attending one myself was very daunting and anxiety-provoking due to the large number of people and the loud environment. When I found out about the option of a relaxed graduation, I couldn't wait to attend!"

"I was very nervous, but with support from the staff and such a calm and relaxing environment, my nerves were put at ease. It was great being able to speak to the Principal, Jim – we talked about how I gained so many skills while studying and how overjoyed I was to have graduated."

"I would recommend the relaxed graduation to anyone who struggles in busy environments but would still like to enjoy the graduation experience."

4.8. Fife Business Diversity Awards 2024

Fife College were awarded Gold in the Healthy Workplace Employer category at the Fife Business Diversity Awards 2024. The awards are run by [Fife Council Supported Employment Service](#). They showcase the achievements of people disadvantaged by age, disability or circumstances in the workplace, and the employers who strive to promote Equality and Diversity within the workforce.

This accolade celebrates our commitment to fostering an inclusive workplace where everyone feels welcome, supported, and able to thrive. Our HR team's dedication to supporting a new employee with a neurodiversity diagnosis was recognised as a standout example of inclusivity and collaboration. The judging panel praised our efforts to promote staff wellbeing, celebrate diversity, and create a zero-tolerance culture for discrimination.

4.9. Digital Learning

A Digital Accessibility and Assistive Technology Policy has been written and will ensure that all web-based content and mobile applications that the College funds, develops or controls meet the requirements set out in the [Public Sector Bodies \(Websites and Mobile Applications\) \(No. 2\) Accessibility Regulations 2018 \("The Regulations"\)](#). This includes making reasonable adjustments where appropriate under the Public Sector Equality Duty and the [Equality Act 2010](#).

The policy is in addition to the Digital Learning Standards which were introduced 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.

There are six sections within the standards including accessibility and EDI:

1. Structure/Design
2. Assessment
3. Communication Methods and Participation
4. Cross-platform Compatibility
5. Accessibility, E&D, Legal and Ethics
6. Quality Assurance

4.10. People Development - Inclusion

The college has invested in a learning platform with a good reputation for EDI related courses. All staff have access to the full bank of courses and Lecturers who have a pastoral role can share with students or the courses can be used to enhance curriculum delivery.

Some examples of courses are provided below:

- Gender matters
- Inclusive leadership
- The impact of micro behaviours
- Understanding and tackling gender bias
- Understanding race bias
- Understanding unconscious bias
- Tackling gender bias



[Go to course list on iLearn](#)

4.11. Staff Community Groups

Of the Staff Community Groups currently in place, the Women's Community Group have the most engagement from colleagues. Highlighted below is some of the group's activity:

4.11.1. Women's Community Group: 23-25

Leadership: Managed by Louise Vallance and Stef Sloan.

Origins: Established in March 2022 following a collaboration with EndoFife, an endometriosis support group.

Mission: To provide a supportive community for women, addressing a broad range of health concerns and their impact on the workplace, including physical, mental, emotional, and financial well-being.

The group's inception stemmed from an information session held in March 2022 to raise awareness about endometriosis, a condition affecting 1 in 10 women. This session sparked discussions about women's health and its impact on work life.

Expanded Focus

Since its inception, the Women's Community Group has addressed a variety of topics relevant to women, including:

- Body confidence
- Pensions and financial planning
- Volunteering opportunities
- Mindfulness walking groups.
- Miscarriage and stillbirth awareness

Gender Based Violence

Since partnering with Emily Test Charter, the women's community group has established dedicated SharePoint pages to address gender-based violence (GBV). These pages provide clear signposting to support services and educational resources about GBV.

Additionally, we have promoted the Emily Test through information sessions on Emily's story, highlighting the impact of abuse. This increased engagement has fostered collaborations with other GBV organizations, such as Hemat Gryffe Women's Aid.

Menopause Awareness

One of the group's most successful initiatives was the Menopause Awareness session featuring Ruth Devlin from Let's Talk Menopause. This session, open to both female and male staff, provided valuable insights into menopause and its workplace implications.

Positive Feedback

The session received overwhelmingly positive feedback, including:

- "Very informative, with great participation – even some males on the call!"
- "You are doing great work on this subject and the Women's Community Group; it is much appreciated."
- "Informative session which provided information that I will be able to use when any menopause issues arise with my team."
- "I learned a lot of important information, and most importantly, how we, as a college, are helping staff."

Our SharePoint site serves as a valuable resource, providing access to recordings, videos, links, and support resources from all sessions. You can access this here -

<https://fifecol.sharepoint.com/sites/MyWellbeing/SitePages/Women's-Community-Group.aspx>

Overall, the Women's Community Group plays a vital role in fostering a supportive and informed workplace environment for women.

4.11.2. LGBT Community Group

The two campaigns the group are currently working on are Safe to Speak to and Fife Pride.

Safe to Speak to

The Safe to Speak to Campaign was launched by the LGBTQ+ community group to support staff to be visible allies across our campuses.

Allies will wear a progress flag designed Fife College lanyard to identify them as allies and show a visible presence of LGBTQ+ understanding and acceptance across our staff.

The Safe to Speak to campaign is also promoted to students and staff to raise awareness of staff that are safe to speak to about LGBTQ+ issues without fear of judgement or rejection.

Participating staff will be trained in LGBTQ+ allyship to be confident in addressing any issues that are brought to them because of their visibility. Training runs multiple times a year if you're interested in joining.

Over 100 colleagues have received the training, including the College Leadership Team who are now visible allies.

A 30min eLearning course suitable for all staff has also been created. This interactive course is for any member of staff. The learning objective are to be able to:

- understand the importance of visible allies and what it means to be an ally;
- gain basic knowledge of the LGBTQ+ community and the issues that they are facing; and
- be confident when supporting LGBTQ+ people throughout the college.

Upon completion of this course, colleagues will be offered a lanyard so that students and staff can recognise you as someone who is safe to speak to. You can also add to your email signature to confirm this role.

Fife Pride

Several areas of the college have come together to approach Fife Pride with the hope of Fife College becoming a more central part of the event. Every year the Pride parade begins at our Kirkcaldy campus. The plan is to offer to open the campus for food, toilets, and stall holders to kick the day off with a fun and inviting atmosphere.



4.11.3. Men's Community Group

The first campaign of the newly formed Men's Community Group was to highlight prostate cancer. Forty PSA tests were provided to colleagues and within days these were fully booked. Additional resources have been curated and uploaded to the group's SharePoint site.

Onsite PSA Test

Glenrothes - Room S1.14

Tuesday 1st April
09:00 - 15:30

What is a PSA test?

A PSA test is a test to measure the amount of prostate specific antigen (PSA) in your blood. We take a small sample of blood from your finger and send this to our lab for analysis, and you will receive your results within 10-14 days.



4.12. Age

Over 200 colleagues are over the age of 60 (Oct. 2024) and workshops such as the one below is one mechanism for providing support to this group of individuals.

Age Scotland – Planning for your Future Workshops

Age Scotland are hosting regular online pre-retirement workshops, and we are delighted to share with colleagues that we have secured some spaces for Fife College members of staff who show interest on the following dates.

Workshop Aim: If you are nearing retirement or thinking about planning for life after work, this workshop will give you access to financial, legal, health & wellbeing and life transition experts to help you to start preparing for your future.



What does the workshop cover: This online workshop is facilitated via Zoom and presented over two half days. The workshop consists of the following topics with plenty of opportunity for discussion and online breakout groups:

- **Thinking about You** – We explore the emotional journey you will go through and look at how to manage change as well as identifying opportunities for work, volunteering and hobbies in retirement.
- **Thinking about Finance** – making the most of your money, understanding pensions, tax, savings and investments.
- **Thinking about Legal** – equity release, wills, Power of Attorney and care costs.
- **Health & Wellbeing** – keeping physically active and looking after your mental wellbeing.

4.13. Race

A SharePoint page on the college's intranet titled 'We Stand United Against Racism' has been created and serves as a dedicated toolbox for colleagues, offering a range of resources—including podcasts, videos, and academic papers—to support learning and action on race and equality.

Drawing on materials from Advance HE and Education Scotland, an anti-racism campaign ran each week focusing on a key theme. The campaign began with a message from our Principal alongside the Advance HE Race Statement, followed by the Race Literacy Glossary to establish key terminology. Subsequent weeks covered microaggressions and the Tackling Racism Diagnostic Tool, equipping colleagues with essential knowledge and practical strategies.

To conclude the campaign, we were pleased to host Natalie Evans, co-founder of Everyday Racism, the UK's largest anti-racism platform. As an author and educator, Natalie has been at the forefront of empowering individuals to take meaningful anti-racist action.

**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.**

Influencing your sphere

Wednesday 26 February 2025 12.00-13.00 (Online)

This is for those who have been learning and educating themselves on being anti-racist and want to put their learning into action. In this workshop we will look at the importance of showing up, allyship, influencing your sphere and how to implement real change.

Outcomes of the session:

- An understanding of how racism shows up for people every day.
- An understanding of how to influence your sphere and make lasting change in the world around you.
- Increased confidence in standing up against racism
- Practical ways of living an anti-racist life.

Natalie Evans (She/Her)

**Co-Founder & Director of Operations, Everyday Racism |
Author | Writer | Speaker**



Natalie Evans is the co-founder of **Everyday Racism (EDR)**, the UK's largest anti-racism platform on Instagram, and the author of *The Mixed-Race Experience* and the children's book *Everyday Action, Everyday Change*. www.everydayracism.co.uk @everydayracism_

Show Racism the Red Card on Friday 20th October 2024

UNISON has always been a strong supporter of the work of Show Racism the Red Card (SRtRC) and their campaigns to help eradicate racism from our society – this has even greater significance for us in UNISON as we celebrate and campaign around the UNISON Year of the Black Worker.



5. Equality Outcomes 25-29

The college has identified two Equality Outcomes for the 2025-29 period.

1. Invest in an academic and pastoral role (Course Tutor) for all levels of study to create positive outcomes for all students
2. Enhance the student experience and narrow the attainment gap in the following student populations:
 - SIMD20 and below
 - Students disclosing a disability [Mental health covered in NEOs]
 - Care experienced
 - Learners from an ethnic minority background

A great deal of support is currently provided to learners and the addition of the Course Tutor role for all students is a positive development. Previously, dedicated time allocated to academic and pastoral support was provided for students on non-advanced courses only.

Data analysis shows that successful completion rates for key groups of learners (from the most deprived postcode areas; who have declared a disability; who are care experienced or from an ethnic minority background) have declined and are below sector norms. Fife College prides itself on being an inclusive college and is committed to raising levels of attainment for all our learners.

National Equality Outcomes

For the first time, this report includes reference to the National Equality outcomes and over the next reporting period (25-29), the college aims to further develop our data collection and feedback mechanisms so that we can report against all applicable NEOs from both student and staff perspectives as well as progress NEO specific actions.