Report B Progress report on achievement of equality outcomes

In 2017 Forth Valley College used various data sources to determine where we as a college needed to target improvement in order to demonstrate our commitment to the PSED to advance equality of opportunity; eliminate discrimination and foster good relations. See mind map in this link.

The table below refers to factors identified, actions taken and how far we have come to achieving these activities. As this is an interim progress report, many of the actions taken are ongoing, some are in early stages of development. As yet it is difficult to ascertain exactly how much of an impact identified activities have made. However we acknowledge that monitoring each action as well as how well different actions work in conjunction is essential to gather evidence to help shape the direction of future equality work. As a result of this progress update the college plans to refine and improve the framing of our Equality Outcomes in 2021 to make them more specific to the equality areas we need to work on.

Equality Outcomes 2017-21

EO1 All FVC students and staff (lecturers, support staff and Senior Management) ensure equality is embedded across all College functions

EO2 All students at FVC including those with protected characteristics can access and benefit from a curriculum that reflects individual and local needs

EO3 All students and staff are able to access the right support for their individual needs in an environment free from discrimination and harassment

EO4 FVC students with protected characteristics progress equally onto positive destinations

EO5 All FVC staff promote equality in the fulfilment of their job role and are able to effectively deal with the needs of a wide range of students

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Learning support feedback questionnaire								
Increased mental health disclosure	Not enough information yet	-Wellbeing project -'Purple card' mental health work by FVSA	Advance equality of opportunity	A&I plan EO1,2,4	In progress	Wellbeing Support Officer supports students (via external funding)	Continue to monitor college mental health and wellbeing activities Examine student PIs for those students who disclose MH needs	Develop FVC mental health and wellbeing strategy, including staff training considerations
Drive to capture more qualitative information	Not enough information yet	Development of Triple S project: to capture interventions and support to provide fuller picture of students' time at FVC	-Advance equality of opportunity -Foster good relations	A&I plan EO 1,2,3,4	In progress	Currently being piloted Risk – system only as good as information staff put in it	There is a need for FVC research capacity – use of data/analytics	Need to capture, analyse and use more qualitative information alongside quantitative data

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Student survey 2016								
Revealed an inconsistency of awareness of EDI issues within learning and teaching approaches	No change— as indicated from L2L. Support is great in some areas and poor in others.	Evidence gathering of practice across college teams (Equality Activity Recording Tool)	-Advance equality of opportunity -Foster good relations	People Strategy EO1,2,4	Some achievement in progress identified as action for staff group of Equality and Inclusion Development group and Learning and Development officer	-Varying levels of commitment -Limited opportunity for further training of staff	Training as a key outcome	Create a CPD plan that ensures all staff understand EDI issues

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	No change— as indicated from L2L. Support is great in some areas and poor in others.	Creation of Equalities and Inclusion Development group 2018 (ongoing)	-Advance equality of opportunity -Foster good relations	BSL Plan Corporate Parenting Plan Gender Action Plan Access and Inclusion Strategy EO 1,2,3,4, 5	Partially achieved. Increased awareness and new systems put in place to increase consistency.	Limited available time to train staff	Training as a key outcome	Create a CPD plan that ensures all staff understand EDI issues
Student Focus group - disability								
Disability awareness training needed for staff	No change, as indicated from L2L. Support is great in some areas and	Input for staff development days in 2018 and 2019. New Learning Development	all	Access and Inclusion Strategy EO 5	In progress	Limited time for training especially with teaching staff	Training as a key outcome	Create a CPD plan that ensures all staff understand EDI issues

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	poor in others.	Officer in post 2018.		People Strategy				
Language campaign to clarify misconceptions concerning disability	Not enough information yet	Creative learning conference workshop planned for August 2019	Eliminate discrimination Foster good relations	Access and Inclusion Strategy EO 5	In progress	Limited time for training especially with teaching staff	Training as a key outcome	Create a CPD plan that ensures all staff understand EDI issues
PI data								

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Lowest retention/achievement group intersections BME 20-59, BME female, BME disabled	Not enough information yet	Focus groups on BME student experience 2019	all	Race Equality Action Plan EO 2,3	In progress	Low student engagement in participating in research	FVC research capacity	Continue to engage with this hard to reach student group to foster trust. Involve NUS BME student officer
Equalities post entry survey results								
15% of students don't know how to report a hate incident	No change in survey results 2017/18 Increase in reports and inquires about reporting process	Review and republication of hate incident process	all	Trans guide EO 3	Partially achieved— more consistent awareness raising needed so that general knowledge is normalised	Moodle barriers	Most students are aware of how to report a hate incident	Continued promotion of hate incidents and what to do about them

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EQIA project recommendations								
EQIA embedded in team evaluation and SMT decisions	Change-13 updated and new EQIA on policy and SMT papers	EQIA training delivered to HR and FVSA in 2018 EQIA updates carried out on policies by HR	Advance equality of opportunity Eliminating discrimination	EO 1, 3	Partially achieved HR and SMT papers setting precedent	Systematic implementation across department – difficult to 'sell' EQIA as part of decision making processes	Once staff feel confident about the process they make it part of their normal work habit	Ongoing CPD for staff for EQIA
Adopt an equality and human rights approach to impact assessment	Change-13 updated and new EQIA on policy and SMT papers	Decided that EQHRIA were not appropriate in an education setting as they have little relevance to	Advance equality of opportunity Eliminating discrimination	EO 1, 3	Partially achieved HR and SMT papers setting precedent	Simplification of EQIA process from short lived EQHRIA	Once staff feel confident about the process they make it part of their normal work habit	Ongoing CPD for staff for EQIA

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		college business and complicate the process						
Impact assessment summary report 2015								
Male learners underrepresented in learning support service	No change	None so far	-Advance equality of opportunity	Access and Inclusion Strategy EO 3, 4	Not achieved	Need for qualitative data to identify barriers	More activity around collecting qualitative data	Triple S project rollout Development of GAP
Disabled learners underperforming	Change	Improvements made to learning support systems	-Advance equality of opportunity	Access and Inclusion Strategy BSL Plan	Partially Achieved - new PI reports show increase in disability achievement by 3%	Learning support improved appointment system Wellbeing officer post	Efficient support services and systems can have a positive effect on student achievement rates	Consider how can this be replicated elsewhere

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Cultural survey 2016								
Need for staff CPD in EDI	No change	Creation of Equalities and Inclusion Development group 2018 – one of the sub-groups is looking at this	all	People Strategy EO 1, 5	Partially achieved— needs to be more systematic	Available time for face-to-face CPD	Pockets of training are beneficial when delivered but not systematic enough	Create a CPD plan that ensures all staff understand EDI issues
Develop resources for sharing best practice	Not enough information	Links on SharePoint to resources and websites on specific protected characteristics Equality activity recording tool	**-**Advance equality of opportunity -Eliminating discrimination	creative learning and technologies strategy EO 1,5	Partially achieved	Available time to share	Information is available but it can be difficult to find at times	Include Equalities training in annual staff CPD opportunities

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Forth Valley LGBTI Survey								
Develop induction material specifically to target school link	Not enough information	HIM and EDI training in Welcome induction material August 2018	-Advance equality of opportunity -Eliminating discrimination	EO 1,2	In progress	School links come to college for a short time period.	We can create a positive reputation through partnerships	Have LGBT+ group reach out to community groups