



## Report B: Evidence of Work on 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. The original chart included in the interim report remains here with an additional section, **titled EO progress for 2019-21 What has been accomplished?** In the interim progress report, many of the actions taken were ongoing with some being in early stages of development. Similarly some actions have yet to become fully realised like a more systemised, needs –led approach to EDI training. Seeing the limited progress made on this point indicates that it must remain a key priority in the next cycle with new focus. As a result of this evaluation the college plans to further refine the framing of our Equality Outcomes in 2021 to make them more specific to the priority equality areas.

### **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

What evidence did we start (sources)	Evidence compared to indicators Change/no change/not enough information	What action was taken?	What part of the PSED does this support advance equality of opportunity/ eliminate discrimination /foster good relations/ all	Other linked initiatives e.g., -GAP -BSL plan -A& I Strategy -EOs1-5	Conclusion Achieved  Some achievement/ in progress  Not achieved	Factors affecting success	Potential areas for new EO development good practice examples/ what we have learned?	EO progress for 2019-21 What has been accomplished?
<b>Learning support feedback questionnaire</b>								
Increased mental health disclosure	Not enough information yet	-Wellbeing project -‘Purple card’ mental health work by FVSA  - FVC student mental health agreement working group created  - Baseline survey completed  -Mental health ambassadors in place	Advance equality of opportunity	<a href="#">A&amp;I plan</a> EO1,2,4	<b>Achieved</b>  <b>There has been a lot of work in this area but more can be done especially in response to COVID</b>  <b>Wellbeing project achieved actions have become standard</b>	Wellbeing Support Officer External funding	Continue to monitor college mental health and wellbeing activities  Examine student PIs for those students who disclose MH needs	<b>Multifaceted approach to mental health which also includes supporting staff mental health to create an informed community regarding wellbeing</b>

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		<ul style="list-style-type: none"> <li>-New in-house counselling team</li> <li>-Rape Crisis Support Worker</li> <li>- Triple S-integrated student support system</li> <li>-Care Experienced mentors</li> <li>-Carers charter</li> </ul>			<p><b>More general awareness of MH</b></p>			

Public Sector Equality Duty (PSED) Reporting 2021

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		-Staff wellbeing days  -recharge hours for staff  -internal well-being site  -Little book of positivity (well-being publication created by students)						

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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 href="#">A&amp;I plan</a> EO 1,2,3,4	<b>Achieved</b>	Risk – system only as good as information staff put in it	There is a need for FVC research capacity – use of data/analytics	<b>Triple S—system is in use and fully functional. However because it is a new business tool we will continue to evaluate its qualitative usefulness</b>
<b>Student survey 2016</b>								
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	<a href="#">People Strategy</a>  EO1,2,4	Some achievement in progress  Learning and Development officer advanced wellbeing but	-Varying levels of commitment -Limited opportunity for further training of staff	Training as a key outcome	<b>Increased activity but participation still inconsistent across teams</b>

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					other strands still need attention <b>-More online resource for training</b> <b>-suite of online resources linked to live training</b> <b>-reading list</b>			
	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	<a href="#">BSL Plan</a> <a href="#">Corporate Parenting Plan</a> <a href="#">Gender Action Plan</a> <a href="#">Access and Inclusion Strategy</a>	Partially achieved. Increased awareness and new systems put in place to increase consistency.	Limited available time to train staff	Training as a key outcome	<b>Still in progress--</b> <b>Create a CPD plan that ensures all staff understand EDI issues</b>

Public Sector Equality Duty (PSED) Reporting 2021

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				EO 1,2,3,4, 5				
<b>Student Focus group – disability</b>								
Disability awareness training needed for staff	No change, as indicated from L2L. Support is great in some areas and poor in others.	Input for staff development days in 2018 and 2019. New Learning Development Officer in post 2018.	all	<a href="#">Access and Inclusion Strategy</a>  EO 5  People Strategy	In progress	Limited time for training especially for teaching staff	Training as a key outcome	<b>Still in progress-- Create a CPD plan that ensures all staff understand EDI issues</b>

Public Sector Equality Duty (PSED) Reporting 2021

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Language campaign to clarify misconceptions concerning disability	Not enough information yet	Creative learning conference workshop August 2019	Eliminate discrimination  Foster good relations	<a href="#">Access and Inclusion Strategy</a>  EO 5	<b>Some achievement/ In progress</b>	Limited time for training especially with teaching staff Groups of staff receive EDI training where others do not have the opportunity	Training as a key outcome— practical EDI alternate mandatory course Specific training linked to needs of distinct characteristics	<b>Still in progress-- Create a CPD plan that ensures all staff understand EDI issues</b>
<b>PI data</b>								
Lowest retention/achievement group intersections BME 20-59, BME female, BME disabled	Not enough information yet	Focus groups on BME student experience 2019	all	<a href="#">Race Equality Action Plan</a> EO 2,3	Achieved	Low student engagement in participating in research	FVC research capacity	<b>FVC part of tackling racism pilot which includes steering group</b>

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<b>and senior level training</b>								
<b>Equalities post entry survey results</b>								
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  More detailed questions on student survey regarding hate incident awareness	all	<a href="#">Trans guide</a>  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	<b>Increased knowledge (+9%) of how to report. Increased number of reports for both staff and students.</b>
<b>EQIA project recommendations</b>								

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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	Build on formalised policy EQIA to include more less formal decision making across faculties	<b>Systemised policy EQIA with HR policies and Board/SMT papers.</b>
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 college business and complicate the process	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 normal work habit	<b>Ongoing CPD for staff for EQIA</b>

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<b>Impact assessment summary report 2015</b>								
Male learners underrepresented in learning support service	No change	None so far	-Advance equality of opportunity	<a href="#">Access and Inclusion Strategy</a>  <a href="#">Gender Action Plan</a>  EO 3, 4	Not achieved  <b>+258% average increase in mental health disclosures amongst men. This may be a window to exploring the issue</b>	Need for qualitative data to identify barriers	More activity around collecting qualitative data	<b>Triple S project rollout</b>  <b>Development of Gender Action Plan</b>
Disabled learners underperforming	Change	Improvements made to learning support systems	-Advance equality of opportunity	<a href="#">Access and Inclusion Strategy</a>  <a href="#">BSL Plan</a>	<b>Not achieved. There was a fluctuation in numbers in 2017/18 but numbers went back down in</b>	Learning support improved appointment system  Wellbeing officer post	Efficient support services and systems can have a positive effect on student achievement rates	<b>Some good work has been done to make sure the service is more robust but this has yet to affect achievement</b>

Public Sector Equality Duty (PSED) Reporting 2021

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					following years			rates consistently
<b>Cultural survey 2016</b>								
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	<a href="#">People Strategy</a> 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	<b>Equalities training in annual staff CPD opportunities</b> <b>Specific training incorporated into staff meeting sessions</b>
Develop resources for sharing best practice	Not enough information	Links on SharePoint to resources and websites on specific protected characteristics	-Advance equality of opportunity -Eliminating discrimination	<a href="#">creative learning and technologies strategy</a> EO 1,5	Partially achieved	Available time to share	Information is available but it can be difficult to find at times	<b>Equalities training in annual staff CPD opportunities</b> <b>Specific training incorporated into staff</b>

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		Equality activity recording tool						meeting sessions
<b>Forth Valley LGBTI Survey</b>								
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	<b>Induction--college expectations for school links pupils</b>