Report B – Mainstreaming Activity Report 2021-2025

Contents

This report should be read in conjunction with the following reports,

- Report A: Equality Outcomes Report 2021-2025
- Report C: Evidence of Mainstreaming and Equality Outcomes 2021-2025
- Report D: Rationale for FVC Equality Outcomes 2025-2029

Introduction

The purpose of this report is to outline the progress made by Forth Valley College (hereafter referred to as 'the College') towards mainstreaming equality across the organisation for the period 2021-2025. The report is a requirement of the College's specific duties under the Equality Act (2010)[1].

'Mainstreaming' activity refers to how the College integrates its commitment to promoting equality and fulfilling the Public Sector Equality Duty (PSED) into to the day-to-day operations of the organisation.

The College's mainstreaming activity seeks to achieve the three main aims of the Equality Act (2010), including the PSED, namely to

1. **Eliminate unlawful discrimination, harassment, and victimisation**.
2. **Advance equality of opportunity** between people who share a protected characteristic and those who do not.
3. **Foster good relations** between people who share a protected characteristic and those who do not.

The Act further explains that having due regard for advancing equality involves,

- Removing or minimising disadvantages experienced by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The Act defines nine protected characteristics: age, disability, gender reassignment, pregnancy and maternity, marriage and civil partnership (employment only), race, religion or belief, sex and sexual orientation.

Setting and making progress towards Equality Outcomes and mainstreaming help ensure that public authorities actively promote equality and consider the diverse needs of the communities they serve.

For the College Equality Outcomes 2025-2029 please see Report A.

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[1] Equality & Human Rights Commission, *Public Sector Equality Duty: specific duties in Scotland*, 2002

Strategy

Throughout the reporting period, there have been three iterations of the Strategic Plan (2017-22, 2022-2025 and 2025-30), all of which have had inclusion at their core, and have considered equality in their development, ambition and implementation.

The Strategic Plan 2025-2030 builds on the previous commitments and the intention to mainstream equality activity through its strategic aims, objectives and success measures is clear. Tangible commitments are made to throughout the new strategic plan to establish of a continuous improvement culture, provide the best environment that enhances student's experience, improve student satisfaction, retention and achievement, and embed equality, diversity and inclusion in all that we do.

College Values

The College values underpin our strategic aims, guide our objective setting and inform how we achieve these. Whilst inclusion has always been referenced in our values, the College refreshed its values for the 2025-30 Strategic Plan and has placed inclusion front and centre.

We Inspire	We encourage ambition and creativity, inspiring our students, staff and partners to reach their highest potential
We act with Integrity	We are committed to honesty, transparency, and accountability in all our actions and decisions.
We are inclusive	We champion diversity for all, ensuring that everyone feels valued and supported.
We are Respectful	We value every individual, fostering an environment of trust, fairness and mutual respect.

Table 1: Forth Valley College Values taken from 2025-2030 Strategic Plan

Student Learning & Experience Strategy

The College published its Student Learning Experience Strategy for 2025-30. This strategy demonstrates our commitment to empowering every learner, driving positive changes and building strong connection with our communities and industries. This strategy embeds the vision and aims of the expiring Widening Participation Strategy 2023-2025 and represents the College's commitment to mainstreaming this work in all areas of our operation, so that no separate strategy document is required. The focus of this new strategy is clear: to provide an exceptional learning and teaching experience, supported by inclusive systems, the very best resources, and technologies that enhance student success. By fostering a strong sense of community and belonging for both students and staff, we aim to create an environment where everyone can thrive.

Objectives related to inclusivity are threaded through each of the eight pillars of the SLE Strategy. These pillars include Learning & Teaching, Support & Guidance, Resources, Environment & Technologies, Curriculum, Community & Belonging, Student Partnership, Assessment & Feedback, and Organisation & Management, reflecting the College's commitment to mainstreaming equality into the fabric of all aspects of our operations.

The *Forth Valley College People Strategy* is referenced below.

Our People

Leadership & Governance

Leadership is critical to the mainstreaming of equality activity, shaping the culture of the organisation and ensuring that there is a clear commitment to all aspects of college functions. As described above, EDI is at the heart of the College's Strategic Plan and demonstrates the Principal and Board of Management's commitment to mainstreaming equality. The following table highlights the various levels of responsibility for leading on EDI activities for the College.

Senior Management Team	The Vice Principal – Learning and Student Experience has overall responsibility for the strategic direction of equality work within Forth Valley College.
Leadership Management Team and Board of Management	Regularly examines and discusses FVC equality data and information to ensure progress is continual and targeted.
Head of Inclusion and Student Services:	Has responsibility to ensure that the Equalities Policy is communicated and implemented to support the effectiveness of equality activities across the College.
Equality, Diversity and Inclusion Advisory Group:	Meets regularly to discuss and implement activities relating to specific equality work, as well as considering staff and student equality data.
Forth Valley College Student Association	As the main body representing students, the FVSA is responsible for participating in and contributing to equality and diversity work in FVC, including awareness raising, events and training.

Table 2: Forth Valley College Leadership & Governance EDI Responsibilities

Equality, Diversity & Inclusion Advisory Group

Over a period of 10 years there have been numerous iterations of a cross-college working group dedicated to EDI activity. In 2024, the College refreshed its approach to collaborative approach with the formation of the Equality, Diversity & Inclusion Advisory

Group (the Group) with the aim of learning lessons from previous iterations and providing a successful means of driving forward future EDI activity.

The purpose of the Group is to support a coordinated 'whole college' approach to EDI activity across FVC.

The Group:

- Provides a platform to involve and engage employees to drive the development and delivery of key activities that promote inclusion and tackle discrimination.
- Provides a forum for members to raise awareness of current organisational issues relating to discrimination, fairness, equity and wellbeing, which can be fed back to the Leadership Management Team (LMT).
- Promotes, champions and encourages the equality, diversity and inclusion (EDI) agenda and the work of the Group across FVC.
- Plays a part in reviewing the College's progress in relation to EDI activity, including understanding how the College monitors this progress and reviewing such monitoring reports. Members will be able to comment upon or make suggestions for further improvement. Support compliance with UK legislation in relation to EDI in particular the Equality Act 2010 including part 1 the Fairer Scotland duty 2018, and the Human Rights Act 1998.
- Promotes best practice in relation to equality, inclusion and diversity in the treatment of staff, students and the delivery of all activity.
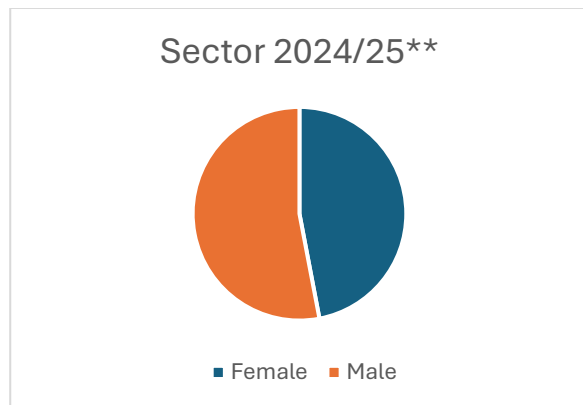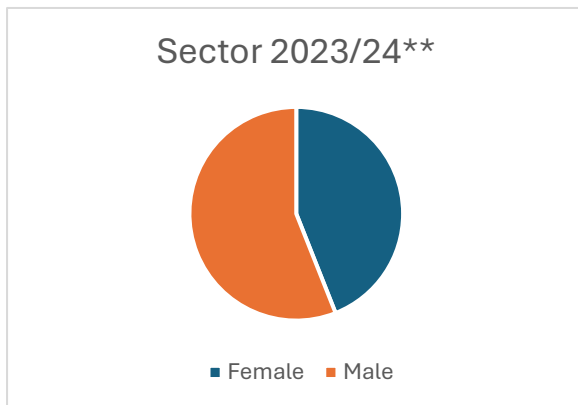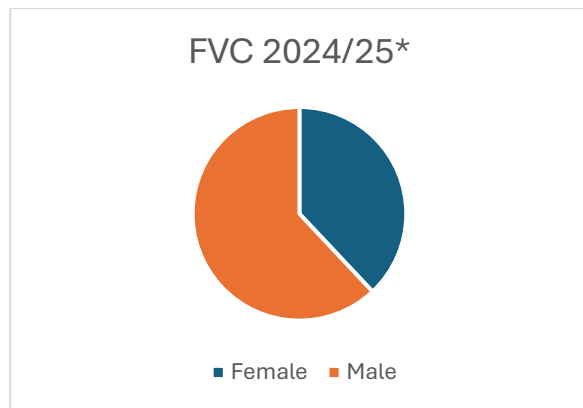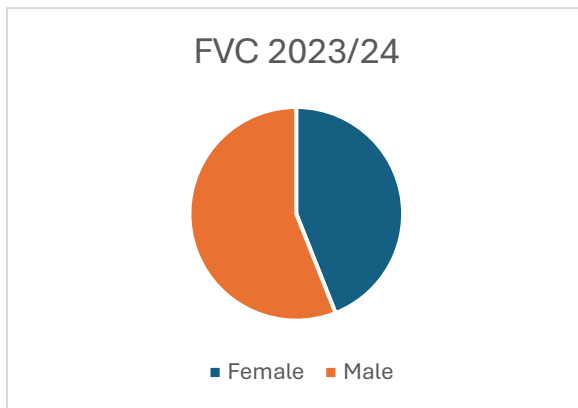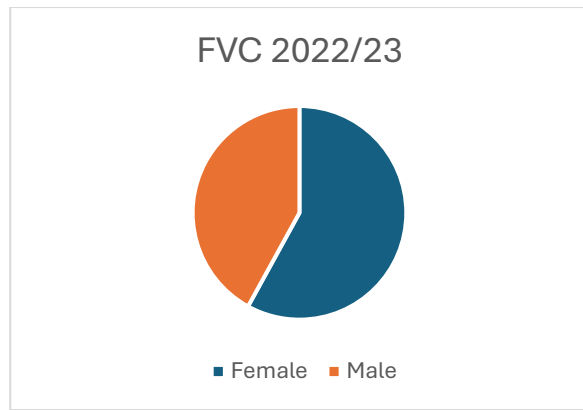
Membership of the group comprises members of staff from a variety of academic departments and Corporate Services teams, with members representing as many college departments/functions as possible and includes representation from the Forth Valley Student Association and recognised Trade Unions

Members have a foundation level of knowledge, understanding and experience of EDI and show an interest in enhancing EDI practices, and their own personal knowledge.

Board of Management Equality Profile

There are a maximum of 12 non-executive posts on our Board of Management. Below outlines the evolution of our gender balance over the period of the reporting cycle.

The data represented below is based on figures for March each year to allow for a direct comparison between years.

FVC 2021/22

Female Male

FVC 2022/23

Female Male

FVC 2023/24

Female Male

FVC 2024/25*

Female Male

Sector 2023/24**

Female Male

Sector 2024/25**

Female Male
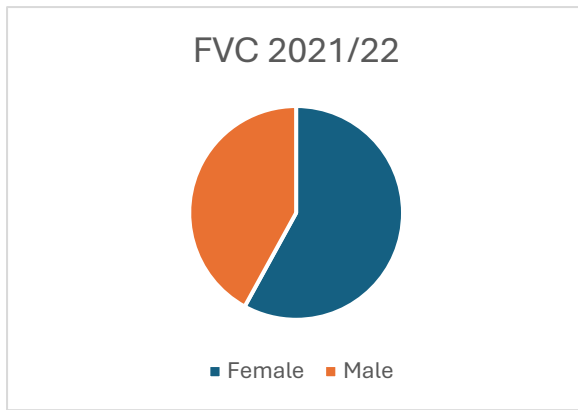
*Note this data is taken from April 2025 at which time the Board of Management has four non-executive vacancies.

** Sector data only available for 2023/24 and 2024/25.

While the Gender Representation on Public Board (Scotland) Act 2018 made it a requirement to have at least 50% of non-executive members. Prior to this the College had sought to achieve this balance as part of good practice and has largely achieved this since AY 2015/16.

Where there have been fluctuations in gender balance, this has normally related to the resignation of a non-executive member or where one has reached the end of their tenure. The College and Board of Management has always sought to redress the balance in the next round of applications for non-executive membership. As stated above, the College currently has 4 non-executive vacancies and recognises the need to encourage female candidates to bring the current balance back to historic levels.

At the time of writing, Board Membership includes one person from the BAME community and one member with a declared disability and Forth Valley College continues to be committed to increasing the diversity of our Board Membership.

Our advertisements have, for some time, expressly stated *"As an organisation that strongly reflects our local communities, we are seeking a diverse range of individuals with the skills and experience to enhance the activities and accountabilities of our Board. We would especially welcome applications from women and ethnic minorities."*

We advertise widely, using both online and local publications to reach a wide proportion of the Forth Valley and surrounding population. Moving forward, we will also engage with key local stakeholders and third-party organisations to ensure the opportunities are highlighted to ethnic minorities and individuals with other protected characteristics such as disability.

Our People - Staff

People Strategy

The introduction of the People Strategy 2022-25[2] enabled the College to focus on key areas for development as well as to enhance opportunities for staff to meet their full potential. The People Strategy linked to the previous college strategic plan 2020-2025 through the objective *"Creating a Thriving College Community."* Amongst the People Strategy's commitments is that *"We are committed to ensuring that all staff work in an environment that is free from discrimination, harassment and victimisation and that everyone can progress equally."* With the following four pillars defining the actions taken to meet this objective.

- Establishing a holistic approach to health and wellbeing
- Supporting our people to be all they can be
- Celebrating the contribution of all, as one team
- Empowering and nurturing a progressive leadership culture

To achieve this, the College has;

- Independent Equal Pay Audits every two years undertaken, including 2022 and 2024.

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[2] Note – the College is due to publish the renewed People Strategy 2025-30 in Spring /Summer 2025)

- Undertaken management training on EQIA completion and requirements.
- EQIAs analysed for all key policies and projects, influencing decisions.
- Introduced 'Reasonable Adjustments Disability passports.'
- Achieved Carers Established level 2023 by Carer Positive Scotland.
- Achieved Disability Confident Employer Status 2022.
- Created an Equalities group with staff representatives 2023/24.
- Introduced a Hybrid Working Policy for 2023-24.
- Undertaken Work Task Analysis to identify key workload demands in 2023.
- Delivered a range of mental health support including **Developing Personal Resilience, Men's Health and Mastering Self-belief.**
- Used feedback to enhance resilience through the Working Smart Foundation Programme.
- Introduced a Menopause Policy and Menopause awareness training for managers.
- Introduced Andropause Guidance.
- Undertaken staff surveys on culture, hybrid working and wellbeing.
- Continues its Listening to Employees forum to provide input for staff views
- Facilitated accredited leadership training.
- Undertaken Personal Review and Development meetings with staff to discuss all areas of employment including development, aspirations and support needs.

Regular updates of equalities monitoring data are taken to ensure data accuracy. Staff have direct access to their equalities data via employee self-service and can update as required.

Online staff development can be accessed from a variety of locations, an individual's workstation, LRC, IT Lab or remotely from home. Designated time has been allocated by the College for all staff to undertake their CPD with additional paid overtime offered to part time staff who may feel the impact greater. All staff development days and events are made available to all staff across the organisation. Those who are part-time and on maternity leave are offered the opportunity to attend.

Though much has changed with online delivery, where CPD is not available remotely or online, it is adapted to ensure consideration is given to those on maternity leave, adoption leave and those with flexible working patterns. Staff development is available to all employees regardless of contractual status or any protected characteristic. In addition, where possible, CPD is adapted to meet the individual's needs. All new staff receive an induction and, it is expected that they would discuss CPD requirements with their line manager through their Personal Review and Development (PRD) meetings. Participation for lecturing staff for Teaching Qualification for Further Education (TQFE) has been agreed at a national level and open to all equally. Individual needs are discussed at a personal level to ensure that CPD is relevant to the needs of the individual.

Whilst College systems have not yet evolved enough to record CPD information in such a way that allows us to analyse participation rates for specific groups of staff, planned development of the CPD recording system will mean that in the future, the College will be able to monitor the delivery and access to CPD, including for employees with protected characteristics.

Staff Equalities Profile 2024 v 2021

	2024	2021
Sex	**% of staff**	**% of Staff**
Female	57.09%	56.62%
Male	42.91%	40.35%
Prefer not to say	0.00%	3.03%

Age Band	**% of staff**	**% of Staff**
24 & under	3.89%	1.59%
25 - 35	9.46%	9.89%
36 - 45	24.83%	23.29%
46 - 55	28.04%	29.03%
56 - 65	27.53%	30.94%
66 & over	6.25%	5.26%

Sexual Orientation	**% of staff**	**% of Staff**
Gay	0.34%	0.32%
Heterosexual or Straight	86.99%	89.47%
Lesbian	0.51%	0.32%
Other Sexual Orientation	2.70%	0.16%
Prefer Not to Say	9.46%	9.73%

Disability	**% of staff**	**% of staff**
Vision	0.76%	0.48%
Hearing	1.66%	1.91%
Mobility	1.96%	0.80%
Learning/understanding/concentrating	3.17%	2.55%
Mental health	1.51%	1.44%

	% of staff	% of staff
Stamina/breathing/fatigue	0.30%	0.16%
Other Disability	8.16%	6.70%
Prefer not to say	4.38%	2.87%
No Disability Reported	78.10%	83.09%

Ethnic Origin	% of staff	% of staff
Scottish	78.04%	81.98%
Other British	11.15%	7.50%
Irish	0.84%	0.64%
Polish	1.18%	0.64%
Other white ethnic group	1.69%	2.23%
Any mixed or multiple ethnic groups	0.84%	0.64%
Indian, Scottish Indian or British Indian	0.51%	0.32%
Pakistani	0.00%	0.16%
Chinese, Scottish Chinese or British Chinese	0.17%	0.16%
African, Scottish African or British African	0.34%	0.32%
Arab, Scottish Arab or British Arab	0.51%	0.32%
Other (for example, Sikh, Jewish)	1.01%	0.32%
Prefer Not to Say	3.72%	4.78%

Religion	% of staff	% of staff
None	50.34%	44.34%
Church of Scotland	3.89%	7.97%
Roman Catholic	10.30%	7.34%
Protestant	0.00%	6.86%
Other Christian	22.64%	19.30%
Muslim	0.51%	0.64%
Hindu	0.34%	0.32%
Buddhist	0.17%	0.00%
Pagan	0.17%	0.00%
Another religion or body	1.18%	1.44%
Prefer not to say	10.47%	11.80%

Nationality	% of staff	% of staff
Scottish	3.72%	0.00%
British	89.19%	96.65%
Other EU	2.87%	1.91%
Other	2.87%	0.80%
Prefer not to say	1.35%	0.16%

Staff Recruitment

Sex	Applied	Hired
Female	43.85%	67%
Male	56.15%	33%
Other	0	0
Prefer not to say	0	0

Age Band	Applied	Hired
24 & Under	6.98%	5%
25-30	14.21%	13%
31-35	13.90%	16%
36-40	12.81%	20%
41-45	16.16%	11%
46-50	10.03%	15%
51-55	10.58%	7%
56-60	9.75%	7%
61-65	3.90%	2%
66 & Over	0.84%	4%

Sexual Orientation	Applied	Hired
Heterosexual/Straight	76.50%	85.40%
Lesbian	7.43%	1.80%
Prefer not to say	11.99%	5.40%
Bisexual	2.88%	5.40%
Gay	0.96%	1.80%
Other Sexual Orientaion	0.24%	0

Disability	Applied	Hired
No	78.10%	67.20%
Yes	6.86%	7.20%
Prefer Not to Say	15.04%	25.40%

Ethnic Origin	Applied	Hired
A1. Scottish	74.10%	83.60%
A2. Other British	6.06%	5.40%
A8. Other white ethnic group	3.58%	1.80%
C11. Indian, Scottish Indian or British Indian	3.31%	1.80%
A4. Polish	1.65%	0
C10. Pakistani, Scottish Pakistani or British Pakistani	1.65%	1.80%
C13. Chinese, Scottish Chinese or British Chinese	1.65%	0
D15. African, Scottish African or British Scottish	1.65%	0
C14. Other Asian	1.40%	0
F17. Arab, Scottish Arab or British Arab	1.10%	0
G19. Prefer not to say	3.03%	5.40%
A3. Irish	0.28%	0
A6. Roma	0.28%	0
B9. Any mixed or multiple ethnic groups	0.28%	0
E16. Caribbean or Black	0.28%	0

Religion	Applied	Hired
Christianity	22.64%	16.4%
No Religion	55.73%	74.5%
Other	6.35%	1.80%
Prefer not to say	15.27%	7.20%

Equal Pay

An Equal Pay audit is required every two years with the last audit conducted in 2024. Any significant' differences between the average basic pay or average total earnings of men and women performing equal work are investigated and reported on. It was found that the main grading structure is based on appropriate design principles and has been derived from a factor based analytical job evaluation scheme. Only two grades showed notable differences, the result of role gender divide and applicable pay allowances. Disability and Ethnicity was also reported on with no significant variations. New grading structures are currently in discussion on national level though will role positions will still be decided through an analytical job evaluation scheme. Complete audits can be found on the College website.

Employee Cultural Engagement Survey

Staff are regularly surveyed to measure engagement across the organisation. The last three surveys took place in 2016, 2019 and 2022. 2022 saw a refresh of our approach to cultural surveys by using a Cultural Survey Index. Here, an organisation's culture was defined as "The way we do things here" and that culture will be the product of many distinct factors, such as purpose, leadership, compensation, values, policies, and practices, which collectively influence how people behave.

Culture Position of Forth Valley College

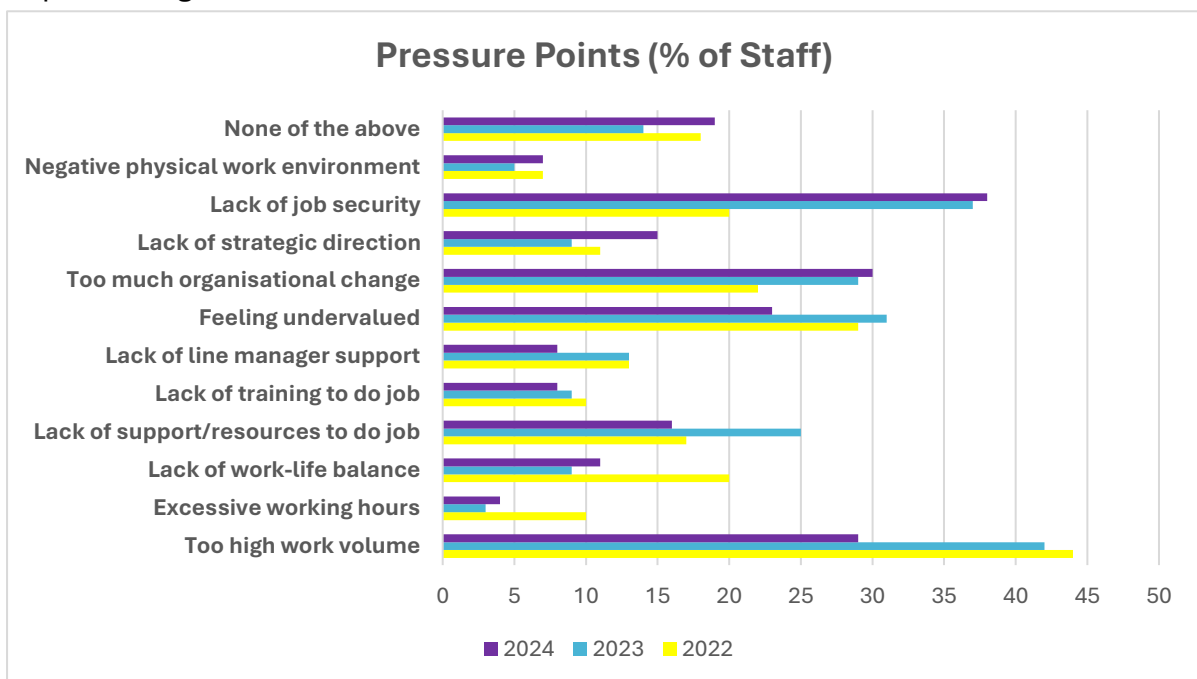Ceannas Culture Matrix - Forth Valley College Average
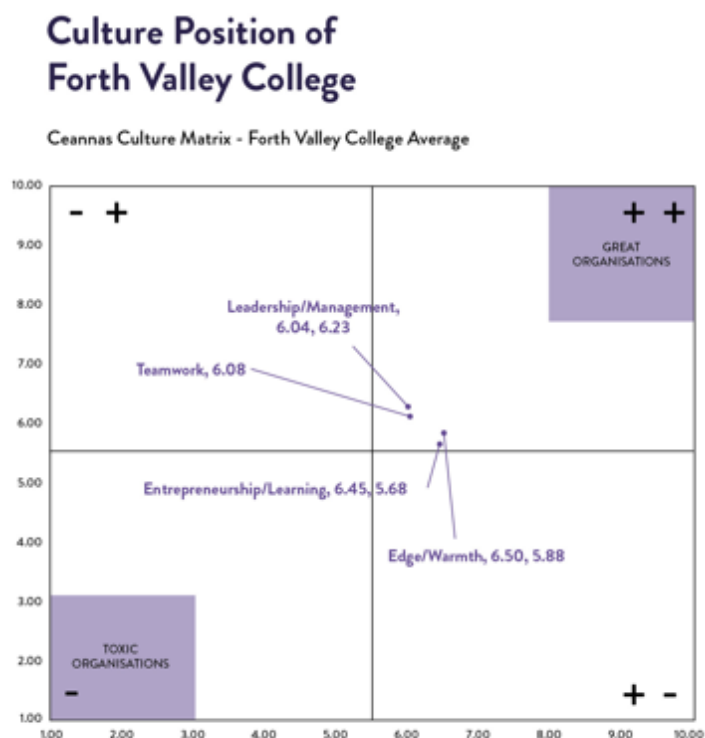
This places the College in a good position but one it can take lessons from, analyse and use to focus our efforts.

The College also undertook a regular wellbeing survey, which demonstrated an improvement in outcomes over a three-year period.

Wellbeing Project overall resiliance score for FVC

Year	Score
2022	4
2023	4
2024	5
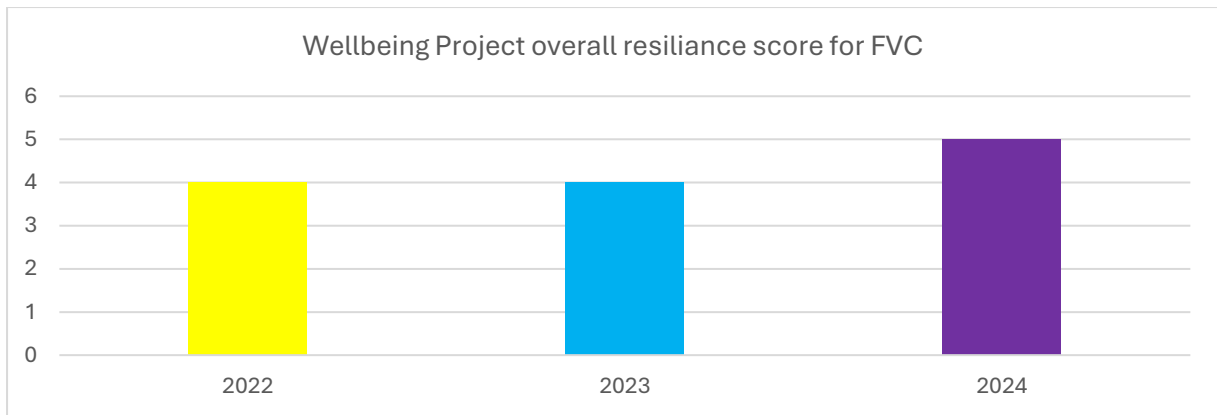
These findings support data rich decision making, allowing targeted action where it impacts the greatest.

Pressure Points (% of Staff)

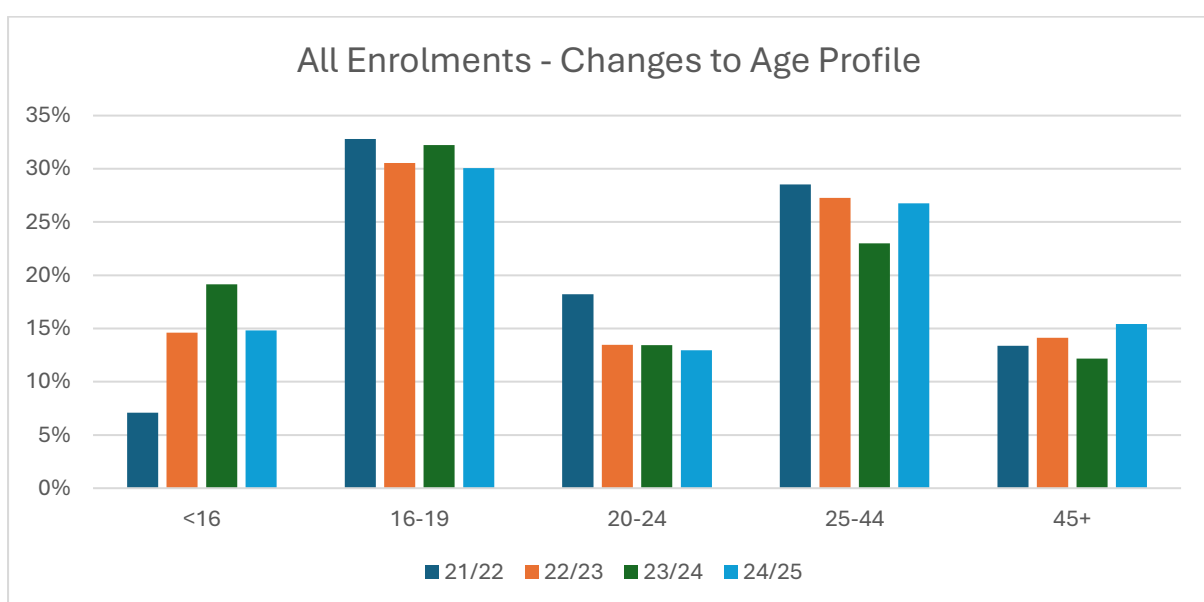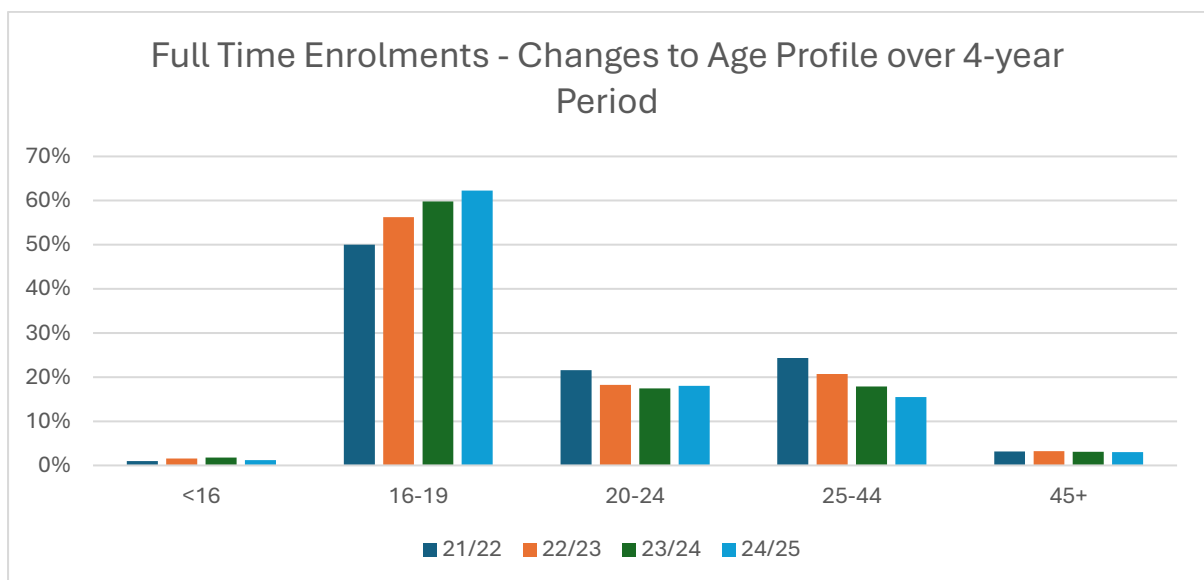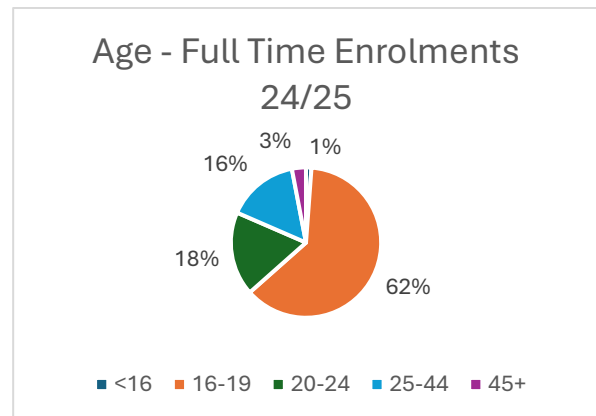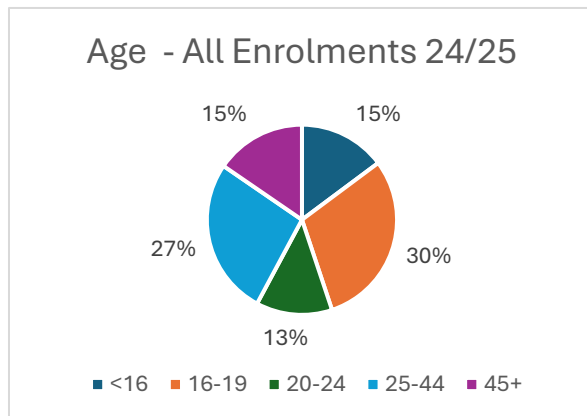|	2024	2023	2022
None of the above	19	14	18
Negative physical work environment	7	5	7
Lack of job security	38	37	20
Lack of strategic direction	15	9	11
Too much organisational change	30	29	22
Feeling undervalued	23	31	29
Lack of line manager support	8	13	12
Lack of training to do job	8	9	10
Lack of support/resources to do job	16	25	17
Lack of work-life balance	11	9	20
Excessive working hours	4	3	10
Too high work volume	29	42	44

Student Equalities Profile

The College collects equality monitoring data to better understand the student community and develop a deeper awareness of the potential barriers our students may face.
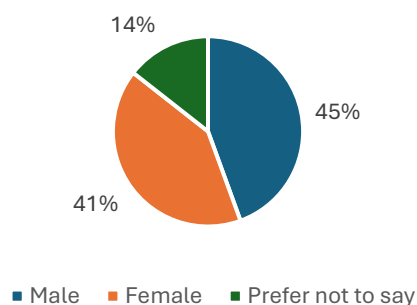
The charts below show the equalities profile of our students in AY 2024/25 (as at 30th April 2025), and shows the profile of all enrolments regardless of mode of attendance compared to the profile of full-time enrolments.
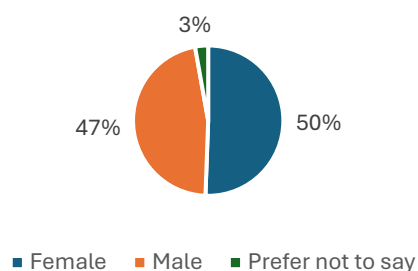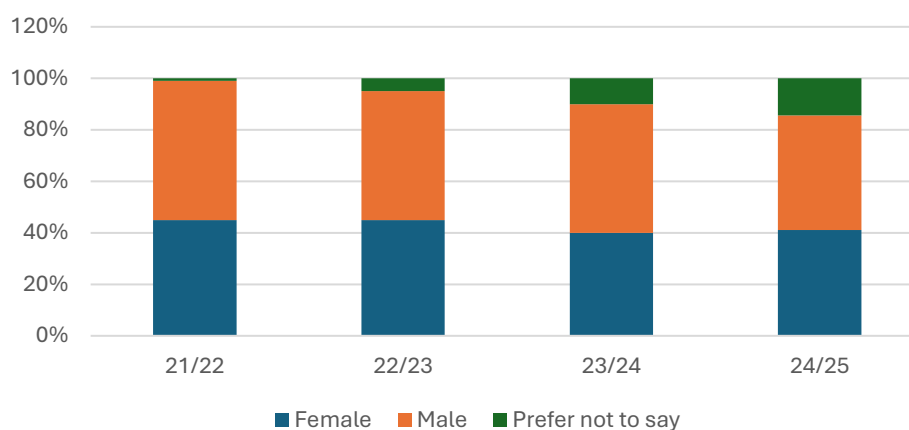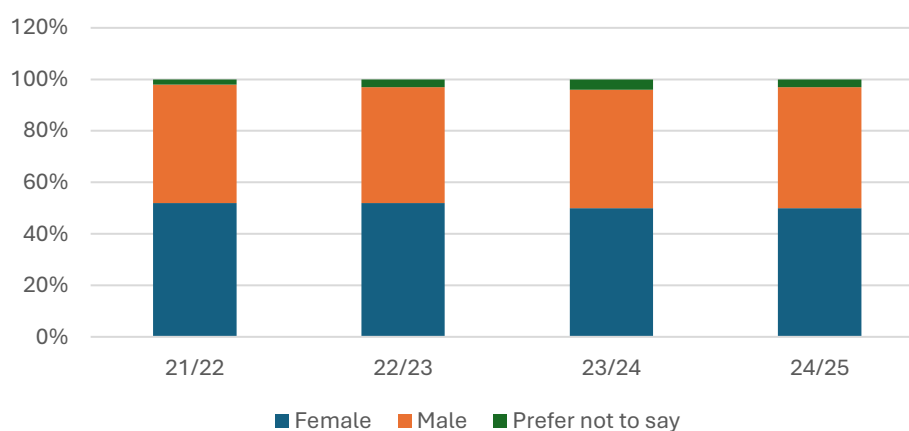
Age

Age - All Enrolments 24/25

- 15% <16
- 30% 16-19
- 13% 20-24
- 27% 25-44
- 15% 45+

Legend: ■ <16 ■ 16-19 ■ 20-24 ■ 25-44 ■ 45+

Age - Full Time Enrolments 24/25

- 1% 45+
- 3% <16
- 16% 25-44
- 18% 20-24
- 62% 16-19

Legend: ■ <16 ■ 16-19 ■ 20-24 ■ 25-44 ■ 45+

Full Time Enrolments - Changes to Age Profile over 4-year Period

Legend: ■ 21/22 ■ 22/23 ■ 23/24 ■ 24/25

All Enrolments - Changes to Age Profile

Legend: ■ 21/22 ■ 22/23 ■ 23/24 ■ 24/25

Gender

Gender - All Enrolments

- 14%
- 45%
- 41%

■ Male ■ Female ■ Prefer not to say

Gender - Full Time Enrolments

- 3%
- 47%
- 50%

■ Female ■ Male ■ Prefer not to say

All Enrolments - Changes to Gender Profile over 4-Year period

■ Female ■ Male ■ Prefer not to say

Full Time Enrolments - Changes to Gender Profile over 4-year period

■ Female ■ Male ■ Prefer not to say

Sexual Orientation

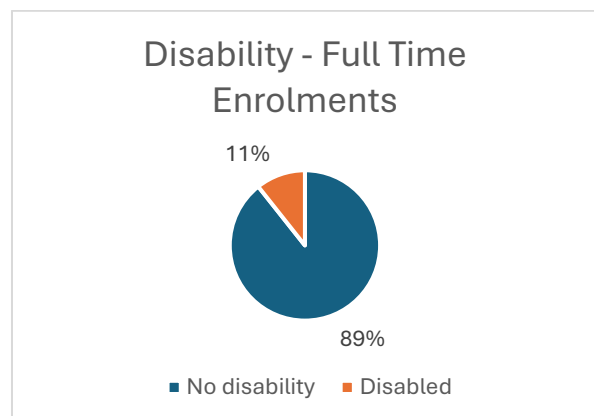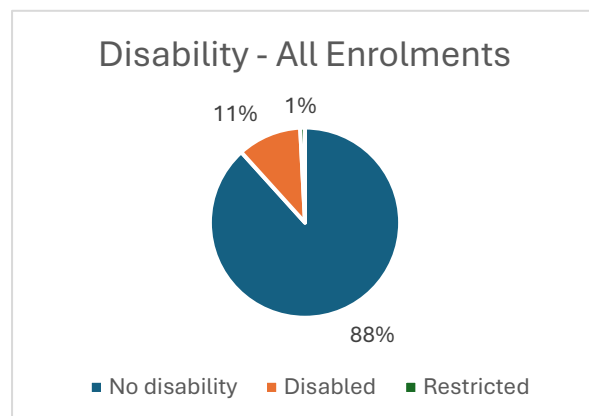Sexual Orientation - Comparison between Full Time and Whole College Enrolments
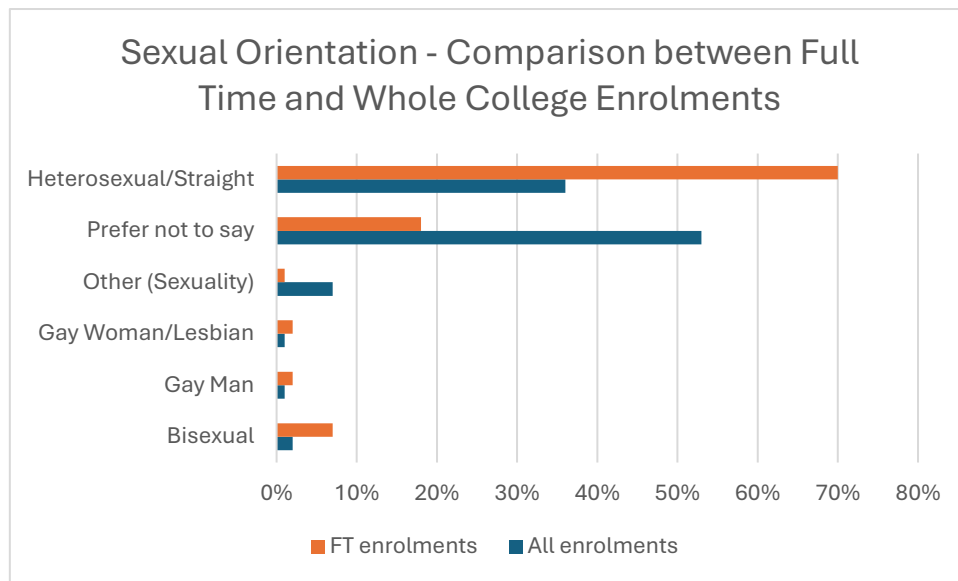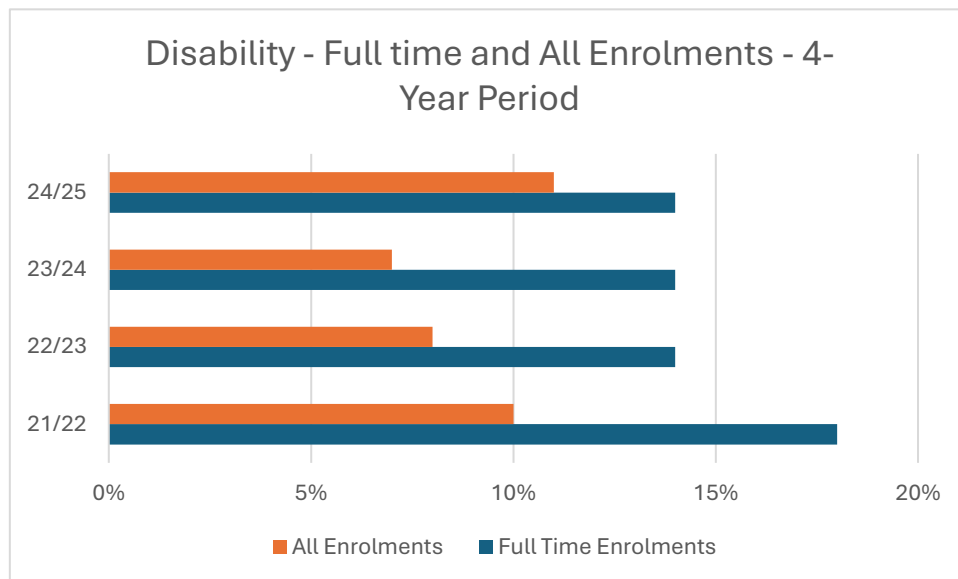
Gender Identity

Percentage of enrolments where students have disclosed their Trans status.

	All enrolments	FT enrolments
Yes	0.18%	0.32%
No	99.82%	99.68%

Disability

Disability - All Enrolments

Disability - Full Time Enrolments

Disability - Full time and All Enrolments - 4-Year Period

Ethnicity

Ethnicity - All Enrolments

- White 95%
- BME 4%
- Restricted 1%

Ethnicity - Full Time Enrolments

- White 95%
- BME 5%

BAME as a % of Full Time and Whole College Population over 4-year Period
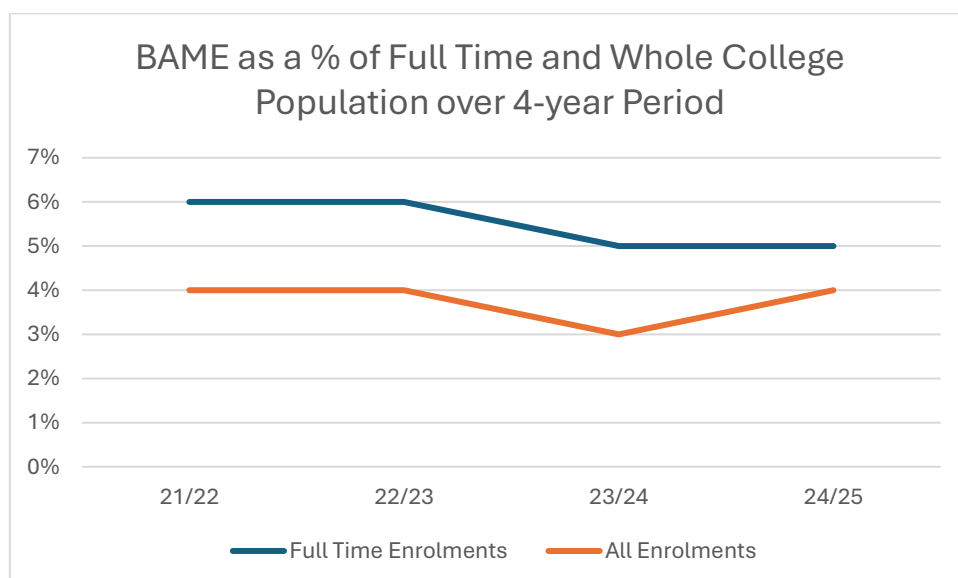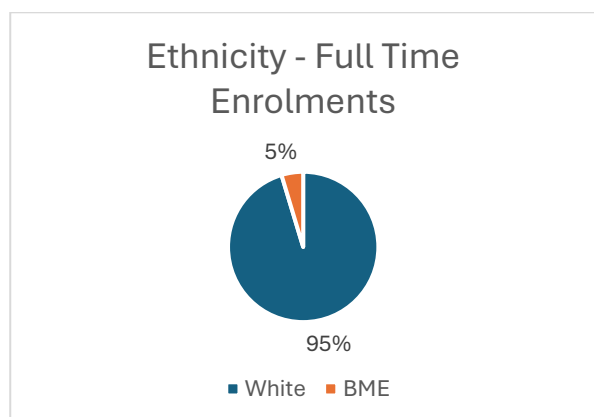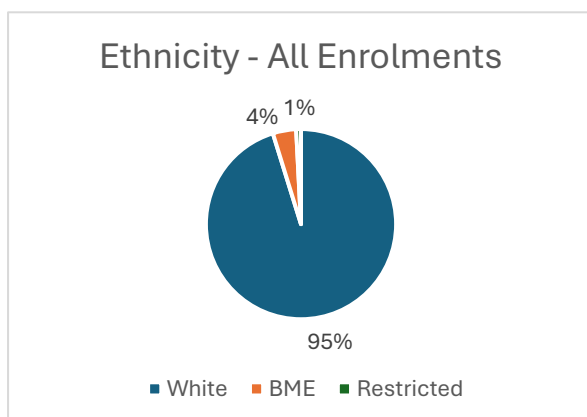
Ethnic Background – Further Detail

Further Breakdown of Ethnic Identity - BAME

Category	Percentage
Pakistani, Pakistani Scottish or Pakistani British	~17%
Other African background	~1%
Indian, Indian Scottish or Indian British	~4%
Chinese, Chinese Scottish or Chinese British	~5%
Caribbean, Caribbean Scottish or Caribbean British	~1%
Black, Black Scottish or Black British	~3%
Bangladeshi, Bangladeshi Scottish or Bangladeshi...	~1%
Arab, Arab Scottish or Arab British	~6%
Any other background	~31%
Any other Asian background	~7%
Any mixed background	~8%
African, African Scottish or African British	~16%

Religion and Belief

Religion or Belief - All Enrolments

- None: 30%
- Church of Scotland: 3%
- Roman Catholic: 3%
- Other Christian: 2%
- Muslim: 1%
- Information refused / prefer not to say: 59%

Religion or Belief - Full Time Enrolments

Legend:
- None
- Church of Scotland
- Roman Catholic
- Other Christian
- Muslim
- Another religion or body
- Information refused / prefer not to say
- Protestant

Conclusion

The College is proud of the work that it is doing to mainstream equality and the progress made on the Equality Outcomes 2021-25 (see Report A: Equality Outcomes Report 2021-2025). A diverse and supported workforce and student population only serve to enhance the experience and outcomes of all who interact with Forth Valley College. Like wider society, there is much work to be done around eliminating inequality and this has been acknowledged at both a strategic and operational level. Through robust self-evaluation and action planning, the College continues to embed inclusion work further so that the College's business needs, and equality duty responsibilities are truly aligned.

Moving into the next reporting cycle, it is anticipated there will be significant challenges for the College sector. This means a high-level, high-quality focus on mainstreaming work is required to have maximum impact. The College has a number of existing workstreams, and forums within which our future EDI work can be further embedded, which will drive progress towards the College's Equality Outcomes 2025-2029. Data analysis and informed decision making will be fundamental to success.