

Equalities Mainstreaming Report 2015



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Making Learning Work

Forth Valley College is made up of over 13,500 students and 500 staff and offers more than 750 courses at its campuses in Alloa, Falkirk and Stirling. Approximately 94% of students successfully progress on to employment or further study upon completion of their course.

As the first regional College in Scotland, we have always sought to deliver the highest quality learning for our students. We are committed to achieving the best possible results for the College and our stakeholders, fostering innovation, partnership and new approaches to learning whilst always **Making Learning Work**.

We recently received the AOC Beacon Award for Innovation in FE which we received for our “whole system” approach to leadership and learning to deliver innovation in learning, curriculum design, learning environments, processes and partnership. Our curriculum strategy delivering the right provision in the right place for our localities was a featured aspect of the bid which also highlighted that equality and diversity are at the heart of our design and delivery and our mainstreaming approach to meeting our equality duty.

Forth Valley College has always taken a mainstreaming approach to meeting the three aims of the General Equality Duty to:

- Eliminate discrimination, harassment or victimisation
- Advance Equality of opportunity
- Foster Good Relations

Our Strategic Plan for 2014-18 provides the overall business context and long term objectives, whilst our annual Operational Plans outline the College’s immediate priorities. Our equality outcomes are integrated into our Outcome agreement with the Scottish Funding Council.

Our highlights can be summarised as follows:

- Association of Colleges Beacon Award for Innovation
- Investors in Inclusiveness Award
- LGBT Youth Foundation Chartermark Award
- LGBT Youth Silver Award for Student Services
- Equality embedded in all strategic planning
- Strong links with industry, public sector and community partners
- A curriculum that reflects equality and diversity
- Performance indicator analysis of learner profile, retention and attainment broken down by equalities protected characteristics integrated into self-evaluation of learning and teaching
- Staff support mechanisms such as counselling, work positive advisers, harassment advisers and hate incident process
- Learner support mechanisms such as counselling, guidance and welfare and needs-led learning support
- Equality awareness raising events throughout the academic year

This equality mainstreaming report will demonstrate how our strategic theme activities have delivered outputs that meet the key aims of the General Equality Duty.

Strategic Theme 1: Creating a superb environment for learning. Meeting GED – Eliminating discrimination, harassment and victimisation

Our business model embeds equality in all that we do. Senior level institutional planning together with the delivery of learning and teaching all take place in an environment that respects and values our staff, students and visitors.

Top level commitment to equality is evident in all institutional planning including our College Strategic Plan, our Learning Strategy, our International Strategy, and our departmental operational plans.

The College estates strategy ensures that all College environments are used efficiently to deliver a superb learning environment. Our stunning new campuses in Alloa and Stirling have had a profound impact on our students and our plans for a new state of the art Falkirk campus will secure the type of learning environments where all students can flourish.

Specific improvements on security carried out in Falkirk benefit women and lone workers and the development of flexible learning spaces in Falkirk to match the successful Alloa and Stirling models are beneficial to all students, but particularly to students with additional support needs who can maximise the variety of approaches that these spaces encourage.

Our impact assessment approach ensures that we examine key decisions for their impact on students and staff with protected characteristics.

Case Study: impact assessment of international strategy

The International Strategy was developed in March 2015 and the strategy went through the process of impact assessment. Potential negative impacts were identified as issues with infrastructure support of international students and possible issues with good relations. Conversely the potential for international students to influence and contribute to positive good relations was also highlighted. The impact assessment exercise was an excellent tool to examine both positive and negative impacts. Negative impacts were mitigated through support mechanisms and review being built in to the operating plan and procedures.

College culture is fundamental to a superb learning environment and our Respect Campaign, Student Charter and incident reporting mechanisms all support our ethos of equality for all. Feedback from students and staff is overwhelmingly positive - the results of surveys evidence that the College environment is largely free from discrimination and harassment. In 2013 91% of staff agreed that the College is committed to improving performance on equality and diversity. Despite a lower

response rate in 2015 this figure is still relatively high at 89%¹. 98% of students were satisfied that the College promotes a culture of respect.²

Our links to partner agencies further reinforce our approach to College culture through our membership of the local Stop Hate Campaign comprising all public sector agencies in the Forth Valley area. We have signed up to the #NoBystanders Campaign with Stonewall and our public sector partners demonstrating our commitment to challenging bullying and discrimination.



Public sector partners signing No Bystanders Pledge

Our strong College strategic approach and culture demonstrate our commitment to achieving the aims of the General Equality Duty to eliminate discrimination, victimisation and harassment. Evidence from our staff and student surveys demonstrates that our Equality Outcome “FVC staff and learners know that the college is committed to ensuring equality is embedded across all practice” has been achieved.

Strategic Theme 2: Cultivating a vibrant learning organisation where students develop skills, achieve qualifications valued by industry and progress seamlessly. Meeting GED – Advancing Equality of Opportunity

Our curriculum is shaped by national and regional trends, by links we have throughout a number of key sectors and, most importantly, by the students themselves. Our students are empowered to have control over the curriculum and this feeds directly into the planning activity for following years.

¹ Staff survey 2013 and 2015 table 6 appendix 3

² Post Entry Survey 2014 table 1 appendix 3

Embedded within our quality culture is the drive to ensure that the learning experience is of high quality and meets the aims of the Learning and Student Engagement strategy.

The College has recently been awarded some extremely high accolades with the award of important CharterMarks that contribute to meeting the aims of the General Equality Duty.

Our Investors in Inclusiveness CharterMark recognises specific areas of good inclusive practice such as: our culture of respect, equality awareness raising, training of staff and students; needs-led learning support service; staff and student engagement; inclusive learning and teaching approaches; accessibility of services, buildings, technology and learning.

“This award is given in recognition of the College’s commitment to being an inclusive organisation. The CharterMark underpins quality improvement across all areas and provides a thorough framework for evaluating standards. BRITE staff found many examples of good practice throughout the College and this outcome is well deserved.” Alison Cox, 3i Training and Consultancy

We were also awarded the LGBT Youth Foundations Chartermark as an endorsement of our promotion and development of equality and diversity throughout our campuses. This was further reinforced in the achievement of the Silver award for the student services function area.

“In achieving the Foundations LGBT CharterMark the College have demonstrated to students, communities, staff and external stakeholders that they have taken LGBT equality seriously, and have made significant progress in ensuring that discrimination will be challenged and diversity will be welcomed” Ann Marriott, LGBT Youth Team Leader.

We are proud of the external recognition as a demonstration that our whole College, mainstreaming approach is effective, and that students with protected characteristics are accessing a curriculum and services that meet individual needs.

The College has STEM assured status and has undertaken many initiatives to tackle the issue of women’s under-representation in this area.

Case Study: STEM activity

Our Science and Engineering Departments are involved in key activities that promote STEM subjects in an attempt to advance equality of opportunity. These include the Primary Engineers project to work with primary school children promoting practical engineering science, Christmas Lectures on the theme of Scottish Inventors and Inventions for local high school pupils to benefit from expert talks and experiments, and local Science festivals promoting science in the community. We have introduced STEM clubs in the evening for school pupils aged 8-14 to encourage young students to be interested in Science subjects. We recognise that this area of work is still developing and it will take time to translate the actions into the desired output of more women choosing to study in this area.

Our innovative School-College Opportunities to Succeed (SCOTS) programme allows high school pupils to undertake a range of vocational opportunities, supported by their school and the College, to help them consider their opportunities after leaving school. It encompasses tasters across eight vocational subject areas and allows school pupils to experience subject areas where their gender is under-represented. This may result in more females going into STEM subject areas and more males going into childcare and is something we will continue to review and monitor.

Equality and Diversity are promoted in every full time course via workshops and online courses. Good relations and dealing with conflict are promoted in citizenship skills and health and wellbeing lessons and learning activities. All learning activities are student led with the opportunity for students to consider and reflect on the diversity of students in their groups through peer review, peer teaching, buddy and mentoring activities.

Our Listening to Learners survey in 2013/2014 revealed that 99% of student groups said that they were involved in planning their own learning and that their individual needs/preferences were met (upward trend over 3 years from 96%). 80% of student groups stated that their course was helping them to understand and value diversity (an increase of 26% from 2012/2013).³

We asked 1300 students to give us feedback post entry and 98% of these stated that they were either very or fairly satisfied that the College promotes a culture of respect.⁴

Further feedback surveys have been carried out for the protected characteristic groups of disability and race and the results were positive in terms of college culture and environment. These are summarised in tables 2 and 3 in Appendix 3.

Case Study: Hospitality and Salon Services

One of the class members identified as LGBT (Lesbian, Gay, Bisexual, Transgender). The student took this opportunity to enhance her learning by being very honest and open about herself and her relationship. After she had disclosed during an icebreaker that she was in a same sex relationship, the lecturer approached her and asked if she would feel comfortable being the subject in a role play task for the consultation outcome which is embedded in all practical units of the SVQ. The lecturer explained how great an opportunity it would be to underpin the Equality Act and promote inclusion and diversity in a real way as per the College's Equality Policy. The student was enthusiastic and welcomed the support.

Another student who was a mature student and had a classroom support background asked the consultation questions and carried out the service whilst the student who identified as LGBT acted as the client and began to talk about her circumstances just as a client would in a real life situation. This provoked a very worthwhile lesson where other pairs demonstrated what they felt would have been

³ Listening to Learners Survey 13-14 table 4 appendix 3

⁴ Post Entry Survey 2014 – table 1 appendix 3

unacceptable behaviour. The end result was that some students from the group who had initially been uncomfortable about the initial disclosure had an opportunity to examine their preconceptions and were more comfortable. Students felt they would be more capable of handling what is a realistic day to day scenario within the salon environment. The opportunity to unite and guide the class in this issue allowed the lecturer to foster good relations and take action, where appropriate, to eliminate discrimination, harassment and victimisation as required under the College's Equalities Policy.

During completion of the Listening to Learners survey the student and the class as a whole commented on how well they felt supported both by the lecturer and the Centre, all felt that support and guidance was easily accessible.

Advancing Opportunity and Fostering Good Relations as described above is encouraged and integral to all aspects of learning and teaching content and delivery and the use of our Learning Activity Planning Tool is evidence that staff are making use of this excellent resource tool that we developed. A further development is that the resource is being used for peer observations as part of our quality system.

Self-evaluation is another way of assessing the impact of our practices. Performance indicators are examined by equalities profiles for retention and attainment and individual departments take action to tackle any inequalities identified.

Case study: Creative Industries Department Self-evaluation

During the departmental self-evaluation exercise, it was identified that a high level of students with dyslexia in particular had a lower than College wide rate for retention. The department took action and agreed to highlight support services available to students and be vigilant for any issues. A review of Extended Learning Support (ELS) included the introduction of new practices and software to aid overall support. A focused, smaller ELS team is providing a more effective approach. Improved links with the Learning Development Service is providing more coherent ELS support.

Screen Capture software "ishowu" was introduced in the department as a learning tool to assist students to work independently. Lecturers in sound production used the software to record a practical technique and recorded a voice over to go with it, this allows students to use the "how to.." video to study at home or indeed anywhere via our Moodle resource.

Whilst this benefits all students it is particularly useful for students with additional support needs who prefer audio/video to reading printed materials. This innovative method of delivering learning resources to meet different learning needs has been highlighted on our internal good practice Grapevine.

The Learning Development team work with individual dedicated Extended Learning Support staff in teaching departments to deliver a needs-led learning support service. Approximately 600 students received support with their learning in 2013/14 ranging from assistive technology support, extra time for exams to dedicated mentoring and one to one support. A feedback survey was carried out in 2013/14

where 98% of respondents said it was easy to get support and that the support recommended matched their learning needs at the time, 89% of respondents agreed that overall, the support helped with their learning. (Table 5 Appendix 3)

Empowering students to plan their learning and the high levels of feedback on College culture are evidence that we are delivering a curriculum that reflects a wide range of requirements in an environment that is free from discrimination.

Our Learning and Teaching delivery mechanisms, including contextualising equality and diversity training in subject areas, ensure that we are meeting our Equality Duty to Advance Equality of Opportunity. Our STEM activities specifically address the issues of female under-representation in these subject areas.

Strategic Theme 3: Instilling an energy and passion for our people, celebrating success and innovation. Meeting GED – Eliminating discrimination, harassment and victimisation, fostering good relations

We foster the talent of our own staff and help individuals to progress wherever possible. Our staff development opportunities are open to all levels of staff with specific tailored strategies for the College's "staff development days" developed for both Academic and Support staff.

Investment in the Health and Wellbeing of staff continues to be a priority. We have developed various support mechanisms such as our volunteer harassment advisers, our Work Positive advisers and our staff and student counselling services, demonstrating our commitment to the wellbeing of our staff and students, these are described in the case study below.

Case Study: Healthy Working Lives

The College has developed many initiatives that raise awareness of and support health and well-being generally and mental well-being in particular. The College holds the Mental Health Commendation Award recognising excellence in promoting a mentally healthy workplace demonstrating an awareness of how health, safety and wellbeing affect our work. Managers and supervisors have been trained to increase knowledge and understanding of mental health and wellbeing and stress in the workplace.

The College also has 3 star status in the NUS healthy body/healthy mind award for using sport and exercise as a way to maintain good mental wellbeing and mental health awareness workshops have been delivered to students by Learner Development Workers as part of the Health and Wellbeing element of Curriculum for Excellence. As the first point of contact in terms of welfare and guidance front facing staff have completed the Scottish Mental Health First Aid course enabling them to have a greater understanding of the needs of students with mental ill health.

Our Work Positive initiative allows employees to work through a process to evaluate their own work pressure. Work Positive advisers are staff volunteers who work to support individuals to raise issues and resolve these through an action plan.

A harassment advisory service and counselling service are further mechanisms to support staff and students well-being. The College is signed up to the See Me pledge and the Student Association is actively involved via class representatives, health awareness events and awareness raising for local charity groups such as Action in Mind. Articles in the Student Magazine further emphasise the positive steps that can be taken to promote good mental health.

We are also partners in the Forth Valley Multi Agency Stop Hate partnership to promote the use of Hate Incident Reporting to ensure that we eliminate discrimination and foster good relations.

Equality awareness raising events are hosted throughout the year, all of which contribute to understanding and celebrating diversity to foster good relations and eliminate discrimination.

National events like LGBT History Month are promoted enthusiastically via activities such as LGBT film shows, quizzes and events where LGBT identities are celebrated. The College developed its own promotional banner highlighting the timeline of LGBT rights and successful LGBT people.



Mini PRIDE parade to celebrate LGBT History Month

International Women's Day was promoted through our social media platforms. We promoted the campaign #MakeItHappen, marking the economic, social and political achievements of women as part of our aim to advance equality of opportunity.

Case Study: 16 Days of Action Campaign

The 16 Days of Action Campaign aims to raise awareness of the issues of violence against women as a barrier to equality of opportunity.

Stalls offering information and advice on services available were held at each campus reception and there was also a “hands are not for hurting” activity where staff and students were asked to pin personal campaign messages to a display board.

Staff and students also got together to replicate the campaign’s white ribbon symbol at the Falkirk Campus with balloon release events taking place at the Alloa and Stirling Campuses.



Prior to the 16 days of action we organised a number of domestic abuse awareness workshops for students including sessions delivered by our partner experts from Women’s Aid and Falkirk and the Clackmannan Domestic Abuse Co-ordinator. Sessions were delivered to students studying Care, and Salon Services Courses. A speaker from the White Ribbon Campaign also delivered a talk to Construction students. Learner Development Workers were instrumental in contextualising the awareness activities within the Health and Wellbeing strand of their work with students.

The College also linked with the national social media campaign #InHerShoes and published photos everyday on their Facebook and Twitter sites. The Student Association were happy to be involved and support this important campaign.

Equalities training is delivered to students and staff throughout the year. Learner Development Workers include equality and diversity training as part of a 6 week block on citizenship and diversity. Students are also able to access our on-line equality and diversity training module. In addition equality and diversity is integrated into subject content with 80% of student groups stating that their course was helping them to understand and value diversity (an increase of 26% from 2012/2013).⁵

Staff are asked to undertake online equality and diversity training and bespoke equality training has been delivered to the Business Development Team as well as

⁵ Listening to Learners Survey 2013-14 table 4 appendix 3

specific LGBT training to the Access and Student Services Team. Transgender awareness training will be delivered in June 2015.

The College has also received the prestigious Buttle UK Chartermark confirming our commitment to ensuring that Care Leavers receive ongoing throughcare and aftercare support whilst at College. Support is available with choosing a course; completing an application; applying for funding; help in organising childcare or transportation; alternative modes of study; flexible attendance; advice on progression routes; peer mentors; designated staff for ongoing guidance and support; social activities; focus groups to provide feedback; ongoing support with any disclosed additional support needs; guidance on job searches, CV writing and interview skills.

Staff feedback: 89% of staff either agreed or strongly agreed that the college is committed to ensuring all staff, students and visitors are treated with equal dignity and respect. 78% of staff agreed or strongly agreed that “there is a real commitment at FVC to continuing to improve performance on equality and diversity.”⁶

In response to feedback, staff development activities were streamed by job area and take place at different times of the year. Teaching staff had, and will continue to undertake their staff development in August. Support staff, for the first time, undertook staff development in February 2015.

Using our “Making Learning Work” mission statement will define and shape the priorities for staff development activities and will be in line with the strategic plan to ensure that a clear return on investment for staff development can be seen.

This year (2014/15) we utilised training needs analysis (TNA) with managers identifying and linking back the training to the core activities of the role/area. This ensures that the training provided is better suited to the needs of staff and students and will move away from a “one size fits all” approach.

One of the key aims of the strategic plan is succession planning and by having a more structured and tailored approach to staff development will allow this process to be implemented. Each department are currently reviewing their role profiles and have been tasked to consider succession planning whilst undertaking this.

Student feedback from our Listening to Learners survey and post-entry survey overwhelmingly evidences our positive environment and culture, with the majority of learners stating that the college promotes a culture of respect⁷.

Our staff and student support mechanisms demonstrate our commitment to eliminating discrimination. Equality events and staff and student feedback are evidence that we tackle prejudice and promote understanding to Foster Good Relations.

⁶ Staff Survey: Feedback on Equality Outcomes 2015 table 6 Appendix 3

⁷ Post entry survey 2014 table 1 and Listening to Learners table 4 –appendix 3

Strategic Theme 4: Leading as a business that is a champion for governance, financial control and balanced risk taking. Meeting GED – Eliminating discrimination, harassment and victimisation

We are confident that we operate a comprehensive risk management process through all levels of decision-making, this includes our impact assessment process. The Board of Management and Senior Management Team have received impact assessment training and we aim to ensure that we increase the number of decisions that are impact assessed across College.

Our Equality Outcome Plan for the period 2013-2017 was developed and published on our internal Sharepoint and external website. Some specific outcomes have been achieved (see Equality Outcome Plan Update March 2015)

Our Procurement Strategy, Policy and Procedures include the requirement that all suppliers accept they will comply with the College Equality Policy and the Equality Act 2010. As part of the sustainability test suppliers are asked to describe their access to training and equality and diversity compliance.

Our governance model ensures that we have robust mechanisms in place to evidence that we meet all three aims of the General Equality Duty.

Strategic Theme 5: Enhancing our position as the business and community partner of choice. Meeting GED: Fostering good relations

We continue to have a high level of engagement with local employers, responding to their needs through the delivery of bespoke training and programme provision that reflects the local economy.

Other key stakeholder partnerships with local authorities and third sector organisations ensure that we meet the needs of Forth Valley community partners. Strategic Forth Valley Groups that we are partners with include the Multi-Agency Hate Response Strategy Group and the Lesbian, Gay, Bisexual, Transgender and Intersex group.

Case Study: Key Partnerships

The Department of Access and Progression have a Transition Co-ordinator from ENABLE Scotland who has developed the “Transitions to Employment” project working with students with learning disabilities and additional support needs to find work. The department are part of the local Skills Pipeline programme detailing what is available for young people at different stages.

The Department also partner with local authorities for ESOL provision to meet the needs of local communities. They also host an ESOL Conference involving the full range of local partners including Third Sector organisations.

Our newly developed International Strategy aims to welcome students from overseas institutions, European Exchange Programmes and individuals who wish to study here. This contributes to the rich and diverse culture that will enhance the student experience and skillset of students who could benefit from international placement opportunities.

We have been awarded the Erasmus Charter for Higher Education (ECHE) by the Education, Audiovisual and Culture Executive Agency.

This prestigious charter mark will enable the College to apply for funding through the European Commission Erasmus+ programme enabling student and staff exchange programmes.

A strong partnership approach to developing projects with local business and community stakeholders is a key element of Fostering Good Relations across the Forth Valley area.

Strategic Theme 6: Delivering a whole system approach. Simply effective, efficient and consistent. Meeting GED: Eliminating discrimination, harassment and victimisation

Significant investment has resulted in an infrastructure to support College systems to meet the demands of an IT enabled and mobile user base. We have moved to an interactive prospectus on our website and the provision of online application and student funding systems. These ensure that students receive information tailored directly to their needs and complements advice available from our specialist staff.

The Eduroam service enables College users to use their own smartphones and IT equipment to access the College network. Teaching staff have capitalised on this by developing mobile Apps to give students mobile access to learning resources.

Cross College management information systems have been streamlined and all reporting on students is now broken down into equalities profiles.

We have integrated our performance indicator analysis into our self-evaluation process. Analysis of the indicators for 2013/14 found that the attainment rate for students with disabilities was lower than that of non-disabled students.

Case Study: Detailed PI analysis of students with disabilities

Analysis of the 2013/14 performance indicators seemed to suggest that there may be an issue with the retention and attainment of students with disabilities compared to students with no disability. Curriculum managers investigated this further within individual programme areas. Health reasons and personal circumstances accounted for a high number of withdrawals as did lack of engagement with Learning Development Services.

Proactive steps to assist with the retention and attainment of students have been identified as part of action planning as follows:

1. Teaching staff will continue to be aware of support needs of students and spot and refer to welfare and guidance staff as required
2. Teaching staff will continue to promote Learning Development services to students with additional support needs
3. The learning development team will:
 - Produce case studies and video stories to highlight the benefits of learning support
 - Develop new promotional materials
 - Make use of social media platforms as a promotional tool

These actions should result in an increased use of support services and an improvement in the retention and attainment rate for students with disabilities, this will continue to be monitored at self-evaluation annually.

Good management information infrastructure and informed use of this to action plan and make sure that learners with protected characteristics continue to learn in an accessible environment that allows us to meet individual needs for progression, ensures that we continue to meet our overall equality duty.

Summary of actions to be addressed 2015-2017

Our progress against equality outcome targets has been excellent and is summarised in our Equality Outcomes Progress Report.

Areas where further progress requires to be made are as follows:

- Improve engagement with community groups in planning for new outcomes
- Embed engagement and involvement with staff and learners in feedback on progress and new outcome planning
- Evaluate the impact that activities have on the learning experience of learners with protected characteristics
- Measure success in increasing the number of women into STEM subjects
- Increase the attainment rate of learners with disabilities as a result of intensive promotional activity

Our strategic approach to embedding equality into all mainstream activities is evidence that we are meeting the three aims of the General Equality Duty. Activities outlined in this report highlight how we have achieved this. Our Equality Outcome Report details specific progress on targets to date. We will continue to monitor our progress throughout the life of the plan to April 2017.

Statement of commitment

Forth Valley College is committed to the principles and intentions of equal opportunities including equal pay for all employees for the same or like work or work rated as equivalent or of equal value. The College strives to eliminate any gender bias in its pay and grading structure and recognises that equal pay between men and women is a legal right.

As a College in Scotland, we are required to comply with the General Equality Duty (and further enhancements and additions to equality legislation as outlined in the Equality Act 2010). We are also required to comply with the specific duty on equal pay which requires us to proactively address the causes of the gender pay gap.

It is in the interest of the College to ensure that we have a fair and just pay system. It is important that employees have confidence in the process of eliminating gender bias and we are therefore committed to working in Partnership with recognised trade unions (EIS/FELA and Unison) to take action to ensure that we provide equal pay.

The Associate Principal – HR & Operational Effectiveness is responsible and accountable for developments regarding Equal Pay in Forth Valley College.

The College objectives are to:

- Identify and eliminate any unfair, unjust or unlawful practices that impact on pay, and
- Take appropriate remedial action.

In order to put its commitment to providing equal pay into practice the College will:

- Implement regular equal pay reviews in line with appropriate legislation for all current staff and starting pay for new staff (including those on maternity leave, periods of unpaid leave, career breaks or non-standard contracts)
- Consult and continue to work with trade union representatives to provide equal pay
- Provide training and guidance for those involved in determining pay
- Inform employees of how these practices work and how their own pay is determined
- Set aside the resources necessary to achieve equal pay
- Respond to grievances on equal pay as a priority
- Monitor pay statistics annually

The College has

- Implemented an analytical job evaluation scheme free from gender bias (in 2006/7). All established and new College posts have been (and will be) analysed by trained analysts using this system. We have a systematic and consistent approach to defining the relative worth of each role.
- Undertaken an independent (Northgate Arinso) Equal Pay Audit in June 2009, April 2012 and December 2014 and proactively worked to address any recommendations from these audits.

Monitoring and Action Planning

The College Board of Management, Senior Management Team and HR Committee have overall responsibility for monitoring this statement and will ensure it is reviewed and updated as required.

This statement should be read in conjunction with Forth Valley College's Equality Outcome Plan 2013-2017. Our Plan describes how we will meet our general duties to eliminate unlawful discrimination and harassment, advance equality of opportunity and foster good relations. A key priority as outlined by the Equality Human Rights Commission (EHRC) is to address the causes and consequences of the gender pay gap. Any developments regarding our commitment to Equal Pay and actions taken will be reflected in our progress report which will be produced every two years.

Equalities Impact Assessment (EQIA)

Any changes to, or reviews of, HR or other key College policies and practice which may impact on equal pay considerations, should be carefully monitored and a full equalities impact assessment carried out where required, before any action taken.

An Impact Assessment on this statement has been completed. As it has been written to fully comply with equality legislation and outline our commitment to equal pay, this statement will not result in a negative or adverse impact on one or more groups in respect of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation or other characteristics.

We are interested to know of any possible or actual adverse impact that this statement may have on any groups in respect of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation or other characteristics.

We welcome feedback on this statement - contact:

humanresources@forthvalley.ac.uk

Appendix 1 Student profile

		Enrolments												
		Session												
Dept/College	Characteristics	2010/11		2011/12		2012/13		2013/14						
College	Non-Disabled	12968	92%	13052	91%	12412	91%	12598	88%					
	Disabled	1203	8%	1301	9%	1221	9%	1681	12%					
	Total - College	14171	100%	14353	100%	13633	100%	14280	100%					
College	White	13118	93%	13616	95%	12871	94%	13495	95%					
	BME	1053	7%	737	5%	762	6%	785	5%					
	Total - College	14171	100%	14353	100%	13633	100%	14280	100%					
College	Male	6906	49%	7928	55%	7051	52%	7296	52%					
	Female	7265	51%	6425	45%	6582	48%	6984	48%					
	Total - College	14171	100%	14353	100%	13633	100%	14280	100%					
College	15 and under	954	7%	692	5%	729	5%	672	5%					
	16-19	4325	31%	5558	39%	5949	44%	6338	44%					
	20-24	1720	12%	2121	15%	2255	17%	2568	18%					
	25-44	4026	28%	3571	25%	3133	23%	3248	23%					
	45-59	2226	16%	1960	14%	1285	9%	1187	8%					
	60 and over	920	6%	451	3%	282	2%	267	2%					
	Total - College	14171	100%	14353	100%	13633	100%	14280	100%					
College*	Transgender**							**						
	Non-Transgender													
	Total – College													
College*	None											4194		80%
	Christian/Protestant											129		2%
	Roman Catholic											9		0%
	Other Christian											716		14%
	Muslim											1		0%
	Buddhist											12		0%
	Jewish											1		0%
	Any other religion or belief					108		2%						
	Prefer not to say					49		1%						
Total - College					5219		100%							
College*	Heterosexual					4131		93%						
	Gay Man					32		1%						
	Gay Woman/Lesbian					30		1%						
	Bisexual					78		2%						
	Other					28		1%						
	Prefer not to say					162		4%						
	Total - College					4461		100%						

**the number identifying as transgender is small and has not been printed in order to maintain privacy

*The data for Transgender, Faith and Belief and Sexual Orientation has been collected from session 2013/14

Appendix 2 Staff Profile

Age	2013	2014
16-24	1.9%	2.8%
25-34	14.6%	14.4%
35-44	24.3%	24.4%
45-54	34.7%	29.5%
55-64	22.4%	26.2%
65+	2.1%	2.8%

Forth Valley College has a healthy age range across the workforce.

Marital Status	2013	2014
Civil partnership	3.1%	1.8%
Married	49.3%	61.8%
Not married or in a civil partnership	17.9%	18.4%
Other		5.2%
Not Known	28.8%	10.1%
Prefer not to say	0.9%	2.7%

Gender/sex	2013	2014
Female (including trans female)	59%	52.1%
Male (including trans male)	41%	43.5%
Prefer not to say		4.4%

Sexual Orientation	2013	2014
Heterosexual/straight	29.6%	84.0%
Prefer not to say	1.5%	6.6%
Not Known/blank/gay man/gay woman*	68.8%	9.4%

*This figure includes people who have identified as gay man/gay woman/bisexual as well as those who have given us no definitive information but has been cumulated due to the low number.

Transgender	2013	2014
No	39%	85.6%
Prefer not to say	2.4%	6.1%
(blank)	58.6%	8.3%

86% of the workforce has opted to specify their transgender status.

Religion or Belief	2013	2014
Christianity	20.2%	45.4%
Other	2.9%	4.2%
No Religion	13.7%	31.2%
Prefer not to say	4.6%	11.2%
(blank)	58.6%	8.0%

80.6% of the workforce has opted to provide details of their religious/non-religious beliefs. Within this data, the largest religious group was Christianity at 45.4%.

Disability	2013	2014
Disability	6.4%	7.6%
No known disability	90.7%	84.8%
Prefer not to say	2.9%	3.8%
Blank		3.8%

84.8% of the workforce has no known disability.

Ethnicity/Race	2013	2014
White Scottish	76.5%	79.7%
White Other	7.8%	9.2%
Other	3.9%	2.3%
Prefer not to say	7.9%	4.1%
(Blank)	3.9%	4.7%

79.7% of the workforce has been grouped as White Scottish with 8.8% opting not to give any information.

Appendix 3

Table 1 Extract from Post-Entry Survey 2014

Considering the college environment how satisfied are you that the college promotes a culture of respect?	
Very	920
Fairly	413
Not very	23
Not at all	5
Grand Total	1361

Are you aware where to get support if you experience any bullying or harassment	
No	238
Yes	1123
Grand Total	1361

Table 2: Equality in Forth Valley College for students with the protected characteristics of Race (17 respondents)

Question	Yes	No	Not Sure
Have you been a victim or witnessed any bullying or harassment in college?	1	15	1
Do you think the college does enough to prevent discrimination and be respectful to all?	10	0	6
Do you think equality and diversity is included in the content of your course?	9	2	2
Do you know where to get support for your learning in college?	12	1	2
Do you know where to get guidance or welfare support in college?	8	3	4
Do you know how to report any incident of discrimination, bullying or harassment	8	5	3

Table 3: Equality in Forth Valley College for students with additional support needs (15 respondents)

Question	Yes	No	Not Sure
Have you been a victim or witnessed any bullying or harassment in college?	1	14	
Do you think the college does enough to prevent discrimination and be respectful to all?	10	2	1
Do you think equality and diversity is included in the content of your course?	10	3	1
Do you know where to get support for your learning in college?	13	1	
Do you know where to get guidance or welfare support in college?	11	2	
Do you know how to report any incident of discrimination, bullying or harassment	8	4	1

Table 4: Extract from Listening to Learners Survey

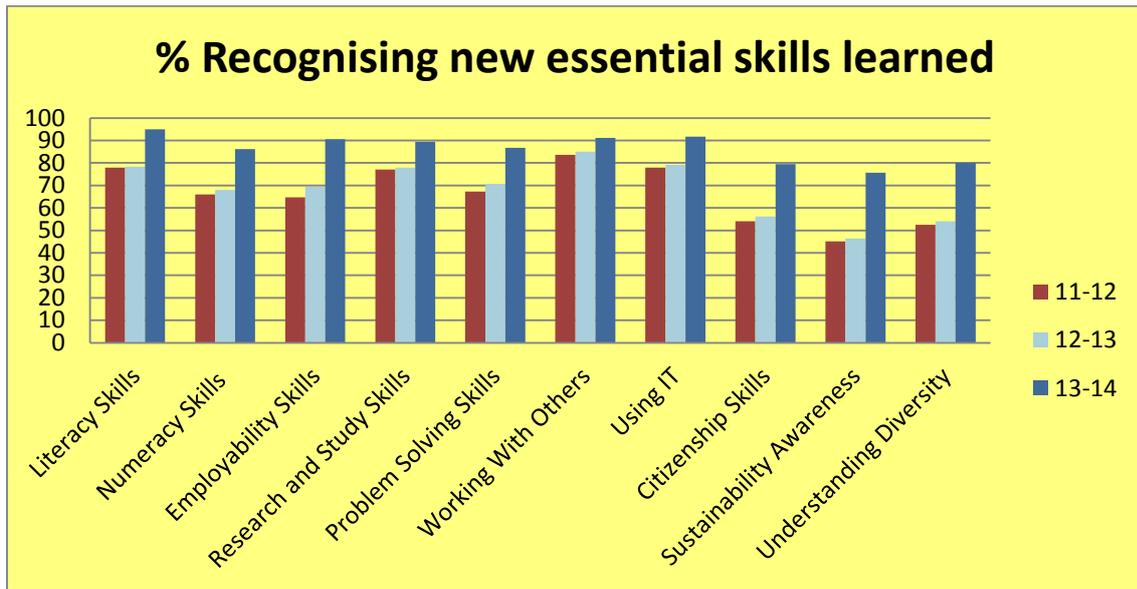


Table 5 Extract from Learning Development Feedback Survey 2013/14

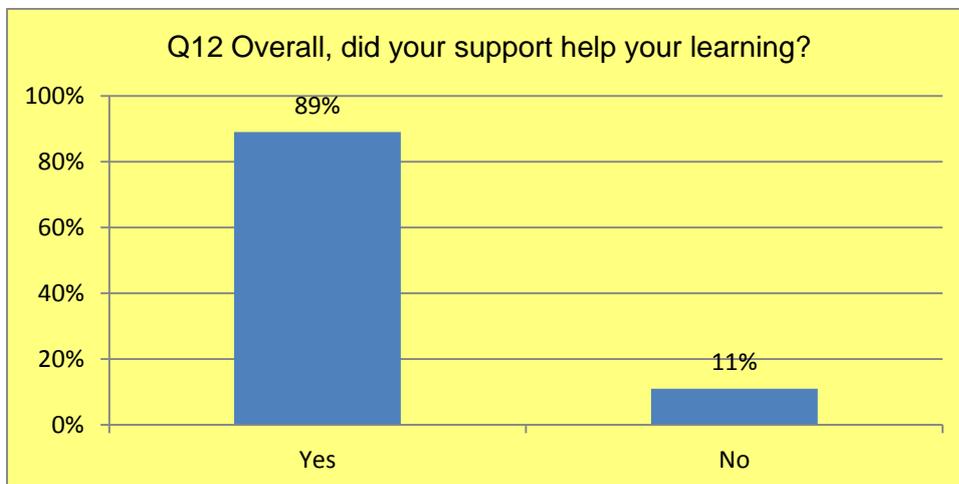
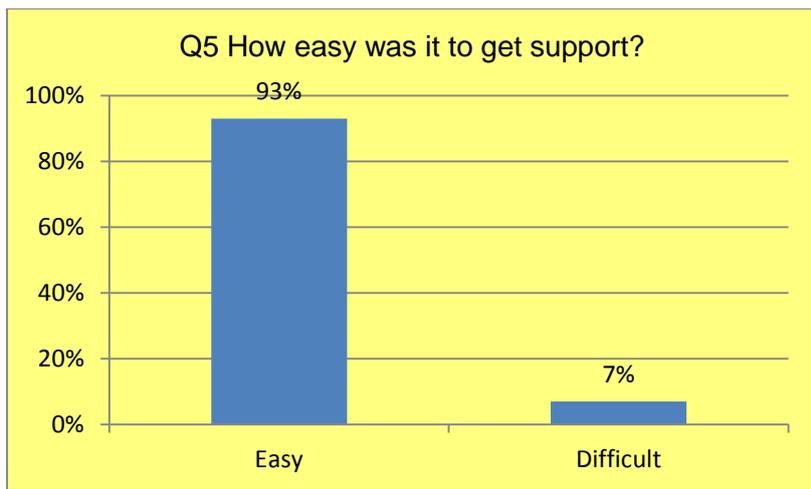
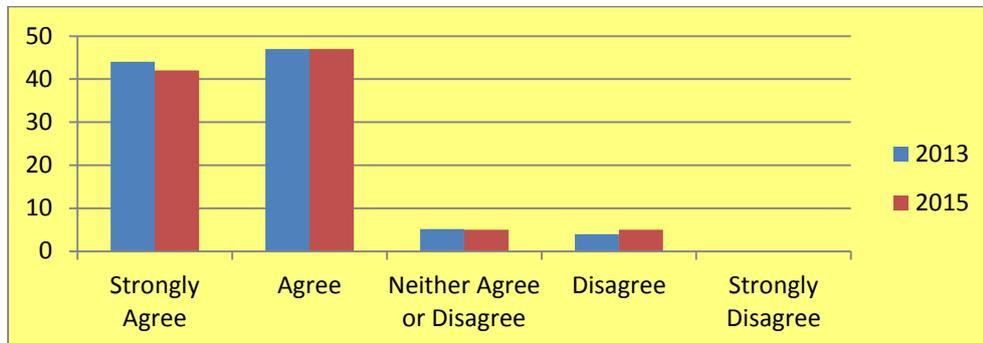


Table 6 – Staff Survey

Q.1 There is a real commitment at Forth Valley College to continue to improve performance on equality and diversity



Q.2 From my experience I believe that Forth Valley College is committed to ensuring all staff, students and visitors are treated with equal dignity and respect

