

Equality Outcome Plan

Forth Valley College

2013 - 2017



equality for all

Efficient Regional Structures	Right Learning Right Place	High Quality and Efficient Learning	Developed workforce	Sustainable institutions
EO1	EO2	EO3	EO4	EO5
FVC learners and staff know that the college is committed to ensuring equality is embedded across all practice	All learners at FVC including those with protected characteristics access a curriculum that reflects individual and local needs	All learners benefit from a curriculum that reflects a wide range of requirements in an environment free from discrimination and harassment	FVC learners with protected characteristics progress equally onto positive destinations	FVC staff understand the requirement to promote equality in the fulfilment of their job role



Forth Valley College is committed to meeting the General Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations for people with the protected characteristics (PC) of age, disability, gender reassignment, pregnancy and maternity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

Our Equality Outcome Plan supports the Scottish Government National Outcome 7 to reduce inequalities. Our strategic approach to the delivery of high quality and efficient learning, in the right place and which matches both individual and local need, meets our aim to contribute to a developed workforce. Successful delivery of our Equality Outcome Plan together with the SFC College Outcome Agreement regarding positive destinations and improved life chances will help to reduce the barriers that people with protected characteristics face in terms of health, education, employment and skills.

Locally, the College's programme provision is in response to the demands of the regional economy and ensures that all our delivery fits with both local authority and local employer priorities. It is our role to ensure that learners with protected characteristics access this provision equally and achieve positive destinations in line with those who do not have protected characteristics. The actions outlined in our Equality Outcome Plan demonstrate how we will achieve this.

Research into the national and local picture regarding inequalities that people with protected characteristics face demonstrates many issues both attitudinal and institutional in terms of experience, access and progression. Examination of the Forth Valley College picture through data analysis for staff and learners reveals a positive picture overall. We carried out two staff surveys, one to determine the data profile of staff and a second survey to establish a baseline position on

the experience and attitude of staff towards equality. Staff were also part of the process of developing outcomes through action planning sessions with individual departments to identify priorities. The data for learner participation and progression is analysed on an annual basis.

In addition, learners were involved through Learner Focus Groups, a Learner Engagement Questionnaire and the Student Representative Council meeting. Community groups were consulted through our partner local authority consultation mechanisms facilitated by the Central Scotland Regional Equality Council.

The final Equality Outcome Plan reflects the analysis of data and the feedback from the consultation and involvement exercises. Each outcome has a set of actions, measures and explanatory evidence and rationale. The actions demonstrate how we will meet our Equality Outcomes and the measures demonstrate how we will evidence progress.



Efficient Regional Structures

Equality Outcome 1: FVC learners and staff know that the college is committed to ensuring equality is embedded across all practice			
GED: Meets elimination of discrimination, advancing equality and fostering good relations for all PC groups			
Actions	Measures	Timescale	Responsibility
1.1 Demonstrate senior level commitment in corporate and strategic documents	<ul style="list-style-type: none"> College outcome agreement Departmental operational plans Personal Target setting and Review documents Staff Surveys 	From April 2013 on an annual basis	SMT/Marketing
1.2 For Staff: Embed HR policies and support mechanisms for staff <ul style="list-style-type: none"> flexi working bullying and harassment service counselling service Work Positive Policy occupational health staff profile data collection and monitoring equal pay policies job evaluation process 	Analysis of flexi working requests, bullying and harassment incidences, uptake of counselling service, occupational health referrals, equal pay audit results, job evaluation results, equal opportunities monitoring of applicants on application.	Annually in April - April 2013 baseline figure	HR Manager
1.3 For Learners, embed: <ul style="list-style-type: none"> Complaint mechanisms Counselling service Learner Adviser guidance and welfare Student Union Executive Equality posts 	Analysis of complaints, uptake of counselling service, Learner Feedback surveys	April 2013 April 2015 April 2017	Policy Officer Student Services Manager

Actions	Measures	Timescale	Responsibility
1.4 Deliver equality training as part of staff development: <ul style="list-style-type: none"> HR staff development strategy to include equality training Provide on-line equality and diversity training Provide regular equality awareness workshop training 	Analysis of uptake of Equality and Diversity Training	August 2013, 2014, 2015, 2016	HR Manager/ Equalities Manager
1.5 Promote the hate incident monitoring procedure for learners and staff	Measure the number of staff and learners who are aware of how to report a hate incident	April 2013 April 2015 April 2017	Equalities Team/ Marketing
1.6 Annual staff data collection and monitoring: systems and processes to be reviewed	Improved return rate for staff data from current 40% to 80% over 2013-2017	Annually in December 2013, 2014, 2015, 2016, 2017	HR Manager
1.7 Assess the impact of key decisions	Impact Assessment process and evidence of completed impact assessments on FVC website	From April 2013 on an annual basis	SMT Heads of Teaching Depts Heads of Service

Evidence and Rationale for EO1 Actions

ACTION	EO1 actions are aimed at eliminating discrimination for all groups with a focus on hate crime for the specific groups of disability, transgender, faith and belief, race and sexual orientation.
<p>1.1 1.2 1.3 1.4</p>	<p>The strategic approach outlined in Equality Outcome 1 (EO1) consolidates Forth Valley College's ethos and approach to ensuring that we meet our general equality duty to eliminate discrimination for individuals with the protected characteristics of age, disability, gender reassignment, pregnancy and maternity, marriage and civil partnership, race, religion or belief, sex and sexual orientation. There is strong evidence from national reports and our internal staff and student consultations to suggest that leadership and direction are important in demonstrating a commitment to all three elements of the General Duty. Actions 1.3-1.5 to support staff and learners ensure that the infrastructure that is essential to eliminating discrimination is in place.</p> <p>The gender pay gap nationally reveals that women earn 14.9% less than men for the same job (Fawcett Society). The pay gap in FVC is 9.16%. This is due to occupational segregation. We will continue to monitor and analyse pay gap information.</p> <p>A staff survey carried out in December 2012 (see appendix 1) revealed 94% of staff who took part in the survey either strongly agreed or agreed the College was committed to continuing to improve performance on equality and diversity. We will aim to keep this high rate of positive feedback. Staff also felt that a high profile for hate incident reporting and harassment advisory services was very important.</p> <p>Learner Focus Groups (summary in appendix 2) that were carried out demonstrated that there were no major issues in terms of bullying and harassment and that the college is generally welcoming and endeavours to promote an atmosphere of respect through mechanisms such as its Learner Charter and Respect Campaign. 97% of the students who responded to the Learner Engagement Questionnaire (Appendix 3) agreed that the College treats all people equally and fairly.</p>
1.5	<p>Hate Incidents in the Forth Valley area are monitored for disability, race, transgender, sexual orientation and faith and belief. FVC is a partner in the Multi-Agency Hate Response Group made up of the NHS, police, fire and local authorities. The total incidents reported to Central Scotland Police for the Forth Valley area in 2011/12 number 344. The number of incidents reported in FVC is 5 for the same period. However we believe that overall there is a great deal of under-reporting of hate incidences. Our commitment to monitor these incidents internally is based on the evidence that hate crime and related values and attitudes are an issue for these characteristics in particular. Appendix 4 details the issues of bullying, harassment and victimisation that LGB and T people in particular face. Our procedures for reporting bullying and harassment</p>

1.5 (continued)	<p>and complaints, together with mechanisms such as counselling and advisory services demonstrate that we have systems to support both staff and learners in these incidences. National figures for incidences of bullying and harassment towards LGB and T (see appendix 4) people also underpin the rationale for this commitment. Monitoring of hate incidents was deemed to be a high priority for community groups (see appendix 5) and for staff (see appendix 1).</p>
1.6	<p>The staff profile by protected characteristics survey is summarised in appendix 6. Staff were asked to complete their individual record for each of the protected characteristics. However, the return rate at 40% was relatively low. The target to increase this to 80% over the life of this plan is based on the issues arising from the difficulty in having truly representative data. This return rate was suggested by the Black Leadership Network in a letter to public sector organisations. The Black Leadership Network is a network of officers from BME voluntary organisations in Scotland (See appendix 4 for the full list of organisations). Job applications will also be analysed by equalities profiles.</p>
1.7	<p>Our impact assessment process will contribute to our overall evidence that we consider equality in all major decision making and demonstrate this to staff and learners by publishing our results.</p>

Right Learning, Right Place

Equality Outcome 2: All learners at FVC including those with protected characteristics access a curriculum that reflects individual and local needs			
GED: Meets eliminating discrimination and advancing equality for all PC groups			
Actions	Measures	Timescale	Responsibility
2.1 Review admissions process	Impact assess the process regularly. Gain feedback from learner survey	April 2013 April 2015 April 2017	Teaching Departments/ Student Records Team Marketing/Curriculum & Quality
2.2 Staff development for staff involved in interviewing	Numbers of staff trained	August 2013, 2014, 2015, 2016, 2017	HR/Heads of Teaching Departments
2.3 Deliver specific service for learners with Additional Support Needs (ASN)	Analysis of numbers of learners using this service and evaluate feedback on learner experience	Annually in June of each academic year	Learning Development/ Equalities Team
2.4 Develop and deliver a project that addresses the issue of under-representation of females in STEM subjects	Increase participation of women in Science to 50% and in Engineering to 10% by 2017	April 2015 April 2017	Head of Science Head of Engineering
2.5 Learning Strategy has equality embedded in all learning and teaching approaches	Measure through self-evaluation and self-assessment of progress against Learning Strategy targets. Analysis of Learning Activity Planning Tool.	April of each year	Curriculum Managers Head of Curriculum & Quality
2.6 Programmes reflect local industry demands. Programmes meet the requirements of local authority single outcome agreements and other partnerships.	Analysis of SFC College Outcome Agreement targets	Annually	SMT

Actions	Measures	Timescale	Responsibility
2.7 Develop a mechanism for engaging with existing community groups	Increased evidence of the number of community groups involved in stakeholder engagement exercises to at least one meeting with local groups that represent the characteristics of age, disability, gender reassignment, faith and belief, race, sex and sexual orientation.	April 2017	Equalities team



Evidence and Rationale for EO2 Actions

ACTION	EO2 actions are aimed at eliminating discrimination and advancing equality for all groups with a particular focus on reasonable adjustments for people with disabilities and specific projects for gender.
2.1 2.2	<p>Analysis of College performance indicators - summarised in appendix 7 for representation of protected characteristic groups reveals that for race we have a higher profile than the local demographic figure, for disability we have a below national average cohort and for gender we match national average statistics. Action 2.1 and 2.2 aim to ensure transparency in our admissions process. We will analyse why our figure for learners declaring a disability is lower than the national average and take action to address this. In terms of gender we are aware that in some areas such as STEM subjects women are under-represented and in Care subjects men are under-represented. We will monitor any negative impacts on older learners caused by the concentration of provision on young learners. (Appendix 4) We will also examine measures to increase the lower rate of attainment of younger learners. Transparency in our admissions process is key to ensuring equal access across PC groups. Rigorous examination of Performance Indicators profiled by PC groups is embedded in our self-evaluation process. Staff who are involved in interviewing require to be fully aware of the need to be transparent in decision making and the need for non-discriminatory practice in this process. The marketing team have a responsibility to promote College provision to learners with PCs.</p>
2.3	<p>Individual needs for learners with disabilities for reasonable adjustments are met through specific learning development support. We will examine why our figure for disclosure of a disability is lower than the Scottish figure (Appendix 7). Feedback mechanisms reveal that learning support recommendations are not always put in place (Appendix 2). This requires further work in terms of staff development and follow up.</p>
2.4	<p>The national figure for men studying SET subjects is 75% (ECU Statistical Report 2012). The issue of women being under-represented in these subjects is a national one which we will try to address locally. The Department of Science and Department of Engineering will develop a project to examine the issues of women studying in STEM subjects. The project will also scope out the types of support mechanisms that we can put in place such as mentoring, buddying, and tapping into national projects such as Interconnect network groups. Evidence in appendix 4 also underpins the rationale for this action.</p>

2.5	<p>The Learning Strategy ensures that learners' individual needs are met through a variety of approaches to learning content, delivery and assessment. The strategy is reviewed regularly and is structured around clear objectives that have inclusive practice embedded throughout.</p>
2.6	<p>The SFC College Outcome agreement has specific targets for student wSUMs, the target for learners with an Additional Support Need is 7% of all enrolments, 45% for female enrolment, 9% from learners declaring a disability and 2% of learners from BME communities. This is in line with our current learner profile.</p>
2.7	<p>Whilst we did engage with some community groups through the local authority involvement exercises we recognise that the results of this were not fully representative (see appendix 5). We had limited success in engaging with local groups representing people with protected characteristics. It is important to build and improve on this for future development of outcomes that ensure the curriculum meets local needs for people with PCs.</p>

High Quality and Efficient Learning

Equality Outcome 3: All learners benefit from a curriculum that reflects a wide range of requirements in an environment free from discrimination and harassment			
GED: meets eliminating discrimination, advancing equality and fostering good relations for all PC groups			
Actions	Measures	Timescale	Responsibility
3.1 The Learning Strategy reflects the need to meet individual learner needs	Self-assessment on progress towards meeting the targets of the strategy	Annually in June	Heads of Teaching Departments/Curriculum and Quality
3.2 Increase use of the Learning Activity Planning Tool to embed equality and diversity into learning and teaching	Number of activities using the tool analysed as part of the self-assessment process for the learning strategy	Annually in line with progress against the strategy targets - reported on at the end of each academic session	Curriculum Managers/ Curriculum and Quality
3.3 The College culture and ethos is reinforced through the harassment advisory service, the Respect campaign, Hate Incident Monitoring procedures and counselling services. These services require to be promoted more and at regular intervals.	Staff and learner feedback and focus groups	April 2013 April 2015 April 2017	Equality team/Marketing team
3.4 Improve specific equality and diversity awareness content as part of the learner experience	Measure through Learner Activity Planning tools	Annually	Curriculum Managers
3.5 Aim to achieve the BRITE Investors in Inclusiveness Chartermark	Awarded Chartermark	May 2013	BRITE cross college chartermark group

Actions	Measures	Timescale	Responsibility
3.6 Aim to achieve the LGBT Youth Chartermark	Awarded Chartermark	Academic session 2013-14	LGBT cross college chartermark group
3.7 Provide support for spiritual care service and faith groups who wish to support each other	Number of groups and sessions held	Annually	Equalities Team/ Student Union
3.8 Provide staff with good practice guides for working with LGB and T, race and disability PC groups	Guides issued to all staff and communicated regularly	Annually	Equalities Team
3.9 Deliver staff development and training	Number of sessions held	Annually	HR Manager and Equalities Team
3.10 Carry out equality awareness raising campaigns for all PCs	Number of events held in each session	Annually	Equalities Team/ Student Union
3.11 Gather performance indicator information for retention and attainment by PCs	Analysis of any issues arising during self-evaluation	Annually	Curriculum Managers/ Curriculum and Quality
3.12 Capture the learning experience of learners with protected characteristics using targeted focus groups and a specific VLE area for reporting complaints	Survey learners with PCs to measure any differential impacts - aim for satisfaction rate that is equal to overall learners i.e. 98%	June 2013 June 2015 June 2017	Equalities Team

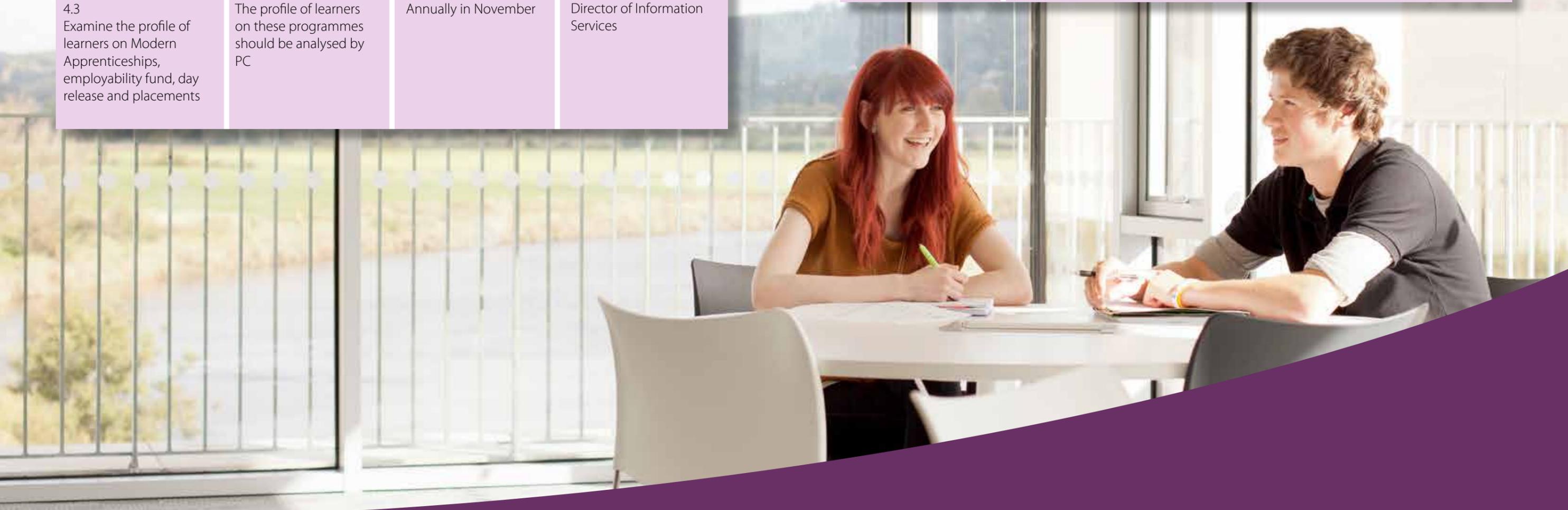
Evidence and Rationale for EO3 Actions

ACTION	EO3 actions are aimed at eliminating discrimination, advancing equality and fostering good relations for all PC groups.
3.1	Good practice in learning and teaching in meeting individual learner need will ensure that learners with PCs are not excluded. Curriculum content that includes diversity and awareness-raising around values and attitudes will contribute to an environment that is free from discrimination and harassment and will help to foster good relations amongst groups. This is all enshrined in the Learning Strategy
3.2	The Learning Activity Planning Tool was rolled out in academic session 11/12. The tool ensures that learning activities all meet the requirements of the Learning Strategy. Increased use of this tool would demonstrate progress towards meeting the aims of EO3.
3.3	The feedback from staff and learner surveys are in appendices 1,2 and 3. Overall there is good feedback on the college culture, however learners have asked for specific reinforcement of the respect campaign, learner discipline and services such as counselling and harassment advisory service. Better promotion of the Hate Incident Monitoring Procedure was raised as an issue by learners. Class representatives also asked for information on these services to be more visible for their use and suggested using Moodle for this.
3.4	Learners asked specifically for more awareness raising for equality and diversity. In addition negative values and attitudes are recognised as a barrier for people with specific characteristics such as LGB and T, race, faith and belief, and disability and this is a way of addressing these in order to foster good relations.
3.5	Forth Valley College has been working with BRITE to pilot a new Investors in Inclusiveness Chartermark which will allow institutions to measure their level of inclusiveness throughout their organisation. We aim to fulfil the criteria for this by May 2013.
3.6	The LGBT Youth Chartermark is a recognised indicator for LGBT inclusiveness. We aim to achieve this over the academic session 2013/14. This will demonstrate our commitment to LGBT equality and help to meet the three needs of the GED.
3.7	The PC of faith and belief is new and having consulted with learners (appendices 2 and 3) we will aim to proactively work with learners to ensure that their spiritual needs are supported through any faith groups that they wish to establish. We will assist the Student Union to facilitate this on behalf of learners.

3.8	There is a gap in knowledge and understanding of some of the issues that people with PCs face, particularly LGB and T and race and disability. Staff development is key to building this awareness, however specific guides on good practice will also be part of the awareness raising so that staff can ensure that the needs of people with these characteristics are being met in the delivery of services.
3.9	Staff development is key to ensuring that the College is fully compliant with its obligations to eliminate discrimination, advance equality and foster good relations.
3.10	Learner Focus Groups highlighted that general diversity awareness raising was crucial to breaking down barriers and fostering good relations for PC groups appendix 2.
3.11	<p>Analysis of college performance indicators is part of assessing the impact of our policies and procedures in practice. This is carried out at self-evaluation by teaching departments. Appendix 7 summarises our performance indicators for representation, retention and attainment across the characteristics of age, disability, gender and race. Overall figures match national figures except for disability which we will investigate. Individual departmental issues for some characteristics will also be investigated and reported on as part of the self-evaluation process.</p> <p>Note: we do not have information on the PCs for sexual orientation, gender reassignment and faith and belief. We are awaiting the outcome of a proposal from the college sector to Scottish Funding Council regarding the collection and analysis of this data. The sector is keen to have a uniform approach which will allow for benchmarking comparisons.</p>
3.12	Analysis of our performance indicators and Listening to Learner feedback does not sufficiently capture the experiences of people with specific characteristics. This is a gap that we will fill through more targeted feedback mechanisms to capture how learners with PCs feel about values, attitudes and general behaviours in College. Specific questions on bullying and harassment and equal treatment were asked in learner focus groups and in the Learner Engagement Questionnaire (see appendices 2 and 3). The feedback on these questions is good and whilst there appears to be no overall inequalities revealed, more specific targeted feedback may demonstrate inequalities. The Student Council meeting did highlight some issues with behaviours in college and suggested using an area on our virtual learning environment to report complaints or issues confidentially would be useful.

Equality Outcome 4: FVC learners with protected characteristics progress equally onto positive destinations			
GED: meets elimination of discrimination and advancing equality for all PC groups			
Actions	Measures	Timescale	Responsibility
4.1 College SFC Outcome targets for destinations of learners should be analysed by protected characteristics	Equal progression for PC groups	Annually in February	Director of Information Services
4.2 Develop a framework to capture destinations of learners	Framework will be used as a tool to capture destinations and should include PC breakdown	April 2014	Director of Information Services
4.3 Examine the profile of learners on Modern Apprenticeships, employability fund, day release and placements	The profile of learners on these programmes should be analysed by PC	Annually in November	Director of Information Services

ACTION	E04 actions are aimed at eliminating discrimination and advancing equality for all PC groups.
Action 4.1	The College has targets for its wSUMS and other programmes as follows: 228 Modern Apprenticeships, 212 starts through the Employability Fund, 450 FT learners with substantial placements. These SUMs may change on an annual basis. In order to ensure that learners with PCs are able to progress equally onto positive destinations we must analyse the figures by equalities profiles to ensure there is no negative impact on learners with PCs
Action 4.2	The framework to capture destinations has not been developed at this stage, however it must reflect protected characteristics
Action 4.3	The profile of learners accessing these programmes requires to match the overall college profile



Equality Outcome 5: FVC staff understand the requirement to promote equality in the fulfilment of their job role			
GED: meets elimination of discrimination, advancing equality and fostering good relations for all PC groups			
Actions	Measures	Timescale	Responsibility
5.1 Deliver HR staff development strategy	Uptake of equality training - 80% of staff to complete every two years Personal Target Setting and Review mechanism	Annually	HR Manager
5.2 Promote professional standards for lecturers	Number of briefings/ dissemination sessions held	Annually	Head of Curriculum and Quality/Equalities Team
5.3 Provide guidance and support to all staff on responsibilities for equality	Number of training sessions held Number of briefings issued	Annually	Equalities Team
5.4 Increase partnership working with local stakeholders	Number of partnerships across college	April 2015 April 2017	Heads of Teaching Depts Heads of Service
5.5 All contractors and providers of services to the College will have relevant Equalities policies in place as part of the central purchasing agreement	Evidence of policies for each contractor/service provider	April 2015 April 2017	Procurement Manager

ACTION	E05 actions are aimed at eliminating discrimination, advancing equality and fostering good relations for all PC groups.
Action 5.1	The strategic approach outlined in EO1 is further reinforced in Equality Outcome 5. Staff will be given opportunities to ensure that they have the tools to meet the requirements of the GED. Learners also stated they felt staff should be given staff development (appendix 2). Staff development opportunities will also contribute to the feedback already given by staff where 94% of those who responded agreed that the college is committed to continuing to improve performance on equality and diversity.
Action 5.2	This will further reinforce our commitment to equality.
Action 5.3	Specific staff briefings and training sessions will be held as the demand arises. Key to this will be efforts to further engage with staff in terms of their input to Equality Outcomes and an increase in the numbers who complete surveys and questionnaires regarding PCs.
Action 5.4	FVC's commitment to equality will be more sustainable if we have strong partnerships with local authorities, other key public sector stakeholders such as Fire, Police and NHS and local community groups.
Action 5.5	FVC will ensure that all contractors and providers of service on site are fully aware and adhere to our Equalities Policies and practices and that all site rules include this. All providers of services should have relevant equalities policies.

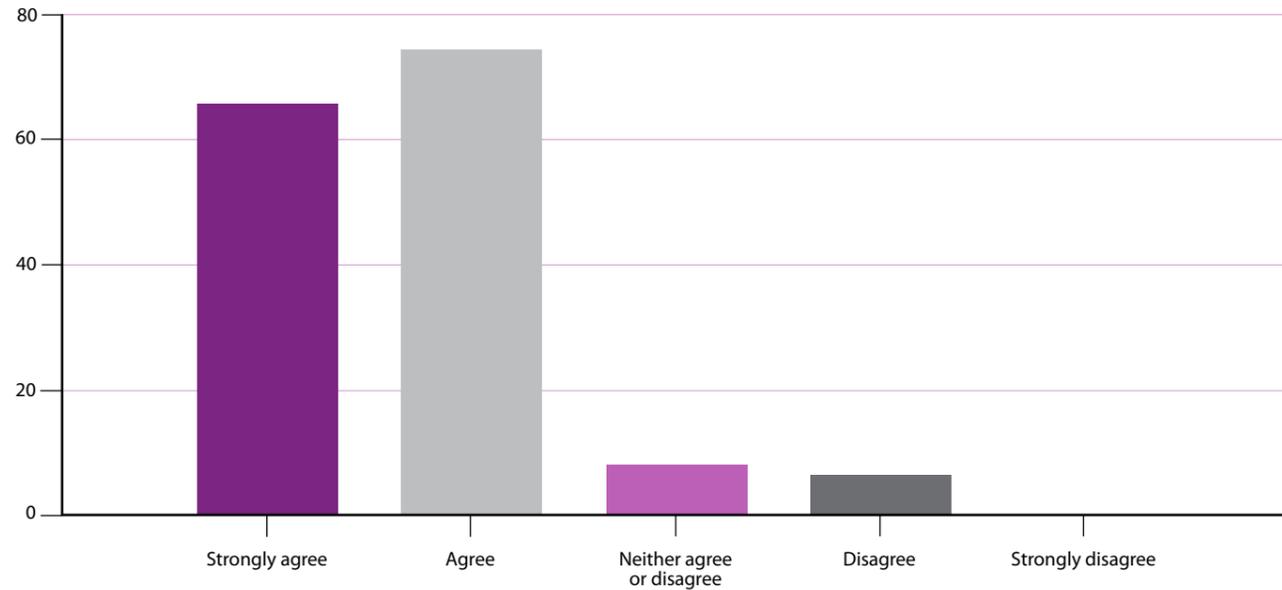
Appendices



Staff Survey	Appendix 1
Learner Focus Groups	Appendix 2
Learner Engagement Questionnaire	Appendix 3
Equality Evidence Review	Appendix 4
Community Focus Groups	Appendix 5
Staff Profile	Appendix 6
Student profile and performance indicators	Appendix 7

Appendix 1 - Staff Survey

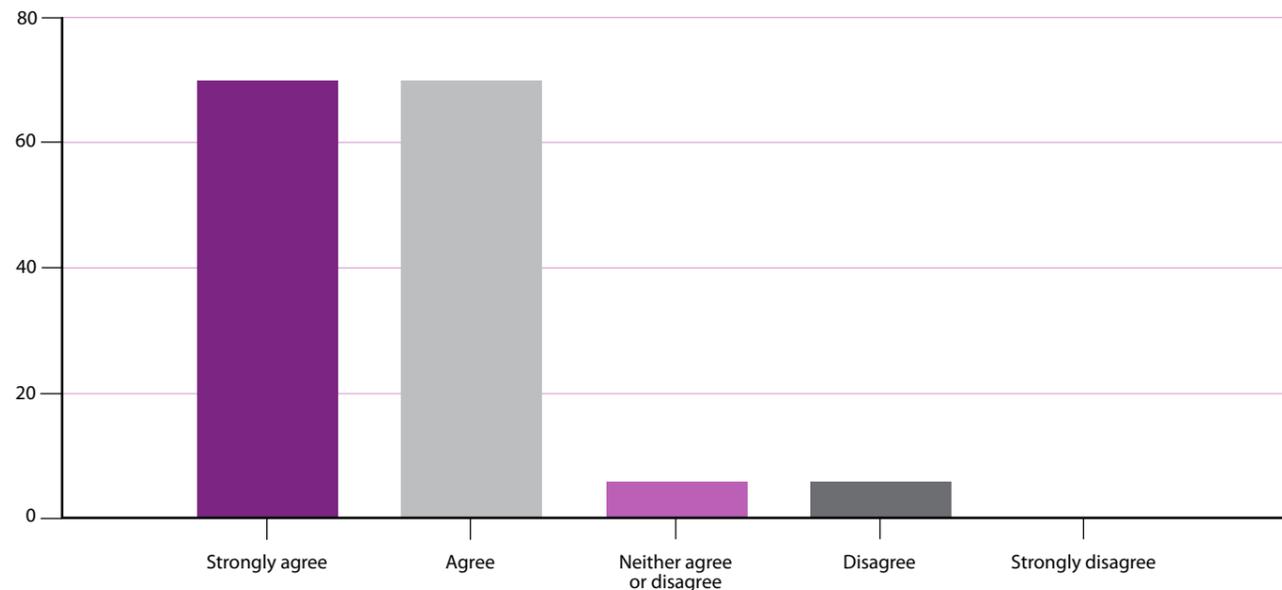
There is a real commitment at Forth Valley College to continue to improve performance on equality and diversity.



154 responses:

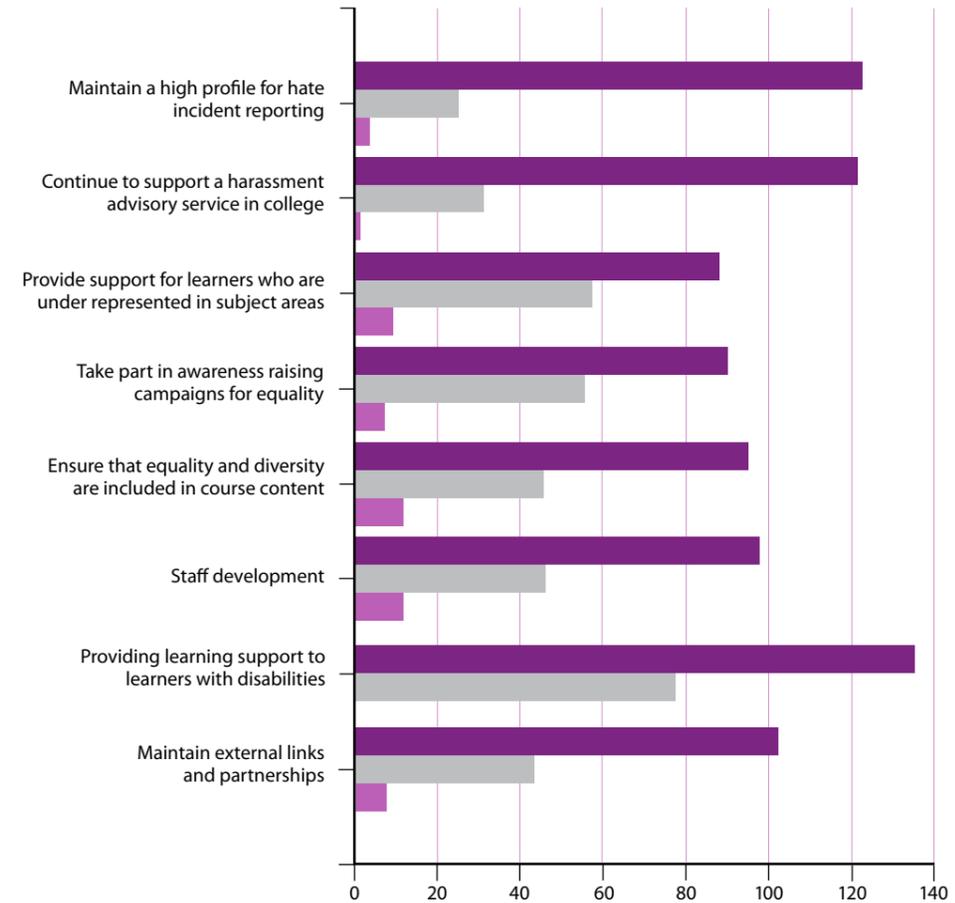
Strongly agree 44%, Agree 47%, Neither agree or disagree 5.2%, Disagree 4%, Strongly disagree 0%

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.



Strongly agree 47%, Agree 47%, Neither agree or disagree 3%, Disagree 3%, Strongly disagree 0%

How important do you feel the following actions or activities would be in terms of delivering progress on equality and diversity?



Very Important
Quite Important
Not Important

Q.1 Bullying and harassment

Have you been a victim or witnessed any bullying and harassment in College?/Can you describe what you have seen?/What can we do about it?

- Compared to other places where this has been witnessed there are no real issues here
- Aware of a trans student who left last year because of comments that were never addressed adequately
- Students should be asked to sign up actively to accept the IT policy and LD policy
- A reminder of the Learner Charter could be revised at the end of block 1
- The learner charter should have specific information on the consequences of bullying and harassment for the perpetrator (i.e. time off studies and loss of bursary)
- Specific awareness raising should be carried out e.g. for LGBT
- Respect and Equality for All Campaigns are good and should be promoted more
- The PC of faith and belief is perceived to be less of an issue and is an easy target for abuse - prayer room needs more promotion

Q.2 Being inclusive

Do you think the college does enough to prevent discrimination and be accessible and respectful to all?/ Can you give any good examples of this?/Can you give any bad examples of this?/What could we do to be more accepting of all types of people?

- Not all recommendations for ASN are followed through
- Women are very under-represented in engineering and there is therefore a high turnover in this area
- There are lots of LGBT people out at college and also a good mix of people with disabilities so diversity is obvious
- Not so many ethnic minority students but that reflects the local population
- The counselling service needs to be promoted more
- LD - not all members of staff adopt the recommendations - this is a staff development issue

Q.3 Equality and diversity in courses

Do you think equality and diversity is included in the curriculum?/Can you give examples?/ What could we do to raise awareness of equality and diversity?

- E&D should be part of induction and enrolment
- At NC level - there is LDW input but it is not enough - need a lot of work and more awareness of issues for PCs in order to evaluate values and attitudes so that there is no bullying and harassment
- Male studying in an all-female environment sometimes feels excluded - no bullying or harassment as such but left out of things sometimes - a buddy or mentor to check in with regularly would be good

Equality and Diversity Activities

	Very important	Important	Not important
Promote hate incident monitoring	9	5	
Harassment advisory service	7	7	
Counselling service	9	5	
Support for people doing subject where they are the minority e.g. women in science	7	7	1
Awareness raising campaigns	8	6	
Equality and diversity in course content	7	7	
Staff development	11	3	
Learning support to learners with disabilities	13	1	

32 class groups responded, broken down as follows:

Q.1 Do learners feel the College treats all people fairly and equally?

- 91% said Yes
- 6% said No

Q.2 Have learners ever witnessed or been the victim of any bullying or harassment?

- 15% said Yes
- 84% said No

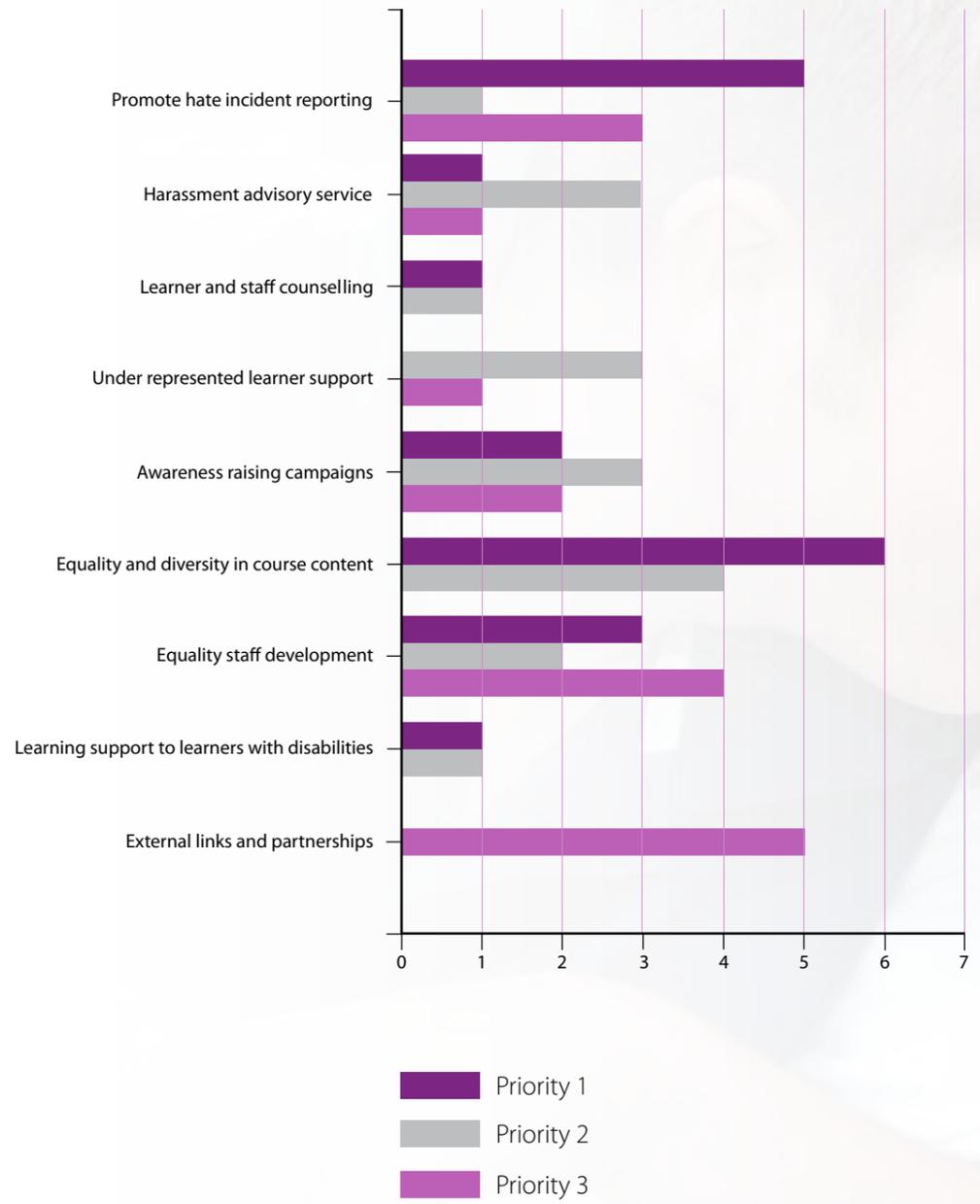


Appendix 4 - Equality Evidence Review

PC	Research/National Data	Source
Age	Over time the proportion of students aged 25 and under has increased while those over 25 has decreased	ECU statistical report 2012
	In 11/12 the proportion of students in the under 16 age group was 16.8%	ECU statistical report 2012
	The figures for successful completion of course increase with age (at FE level 92.4% of those over 36 complete compared to 82% of those aged 16-19)	ECU statistical report 2012
	FVC figures reveal that 58% of our students are in the under 25 age group (2011/12)	FVC PI data
Disability	13.6% of students in Scotland have declared a disability	ECU statistical Report 2012
	Dyslexia is the most common impairment type declared in Scotland (24.3% of disabled students)	ECU statistical report
	At FE level in Scotland disabled student retention and attainment is slightly lower (retention: 87.6% compared to 88.4%; attainment 90.9% compared to 91.4%)	ECU statistical report 2012
	FVC figures for disabled students of 9% are less than the Scottish figure of 13%	FVC Pls
	FVC disabled student retention is 90% compared to 94% for non-disabled students	FVC Pls
	FVC disabled student achievement of 94% compares well with non-disabled students at 94%	FVC Pls
	12 hate incidents reported to Central Scotland Police in 11/12	MAHRS group
Gender	The gap between male and female participation is 7.2% in 10/11 (more females than males participate in education)	ECU statistical report 2012
	Male students are in the majority for SET subjects at 75.1%	ECU statistical report 2012
	Gender Pay Gap information is that women earn 14.9% less than men for the same job	Fawcett Society
	5.3% of people employed in Science Engineering and Technology are women compared to 31.3% men	Women in Science, Engineering and Technology - the UK Statistics Guide 2010 (UKRC)
	29.8% of all female STEM graduates are employed in SET occupations compared to 50% of all male STEM graduates	Women in Science, Engineering and Technology - the UK Statistics Guide 2010 (UKRC)
	FVC figures for female participation are 45% compared with the Scottish figure of 46%	FVC Pls
	Female retention rate in FVC of 92% is less than the male rate of 95%	FVC Pls
	The FVC female achievement rate of 95% compares well with male achievement of 95%	FVC Pls
Gender Reassignment	62% of trans people said they had experienced transphobic harassment	Scottish Transgender Alliance research survey of transgender people living in Scotland
	Student Union Focus Group were aware of one incidence of trans bullying	Student Focus Group meeting
	Over 90% of trans people had been told that trans people were not normal, over 80% had experience silent harassment	Scottish Transgender Alliance Trans Mental Health Study
	While there are gaps in the research which makes it difficult to fully assess the picture of inequality in trans people's lives, the research that does exist paints a picture of lives affected by harassment, discrimination and violence	EHRC Trans Inequalities Reviewed
Marriage and Civil Partnership	Applies to HR only	

PC	Research/National Data	Source	
Race	Aim for a data collection rate of 60% for service users (i.e. students)	Black Leadership Network	
	Aim to have data on 80% of employees	Black Leadership network	
	The proportion of BME students in Scotland is 5.8%	ECU Statistical Report 2012	
	White students are more likely to successfully complete their FE course (91.8%) than other students (87.1%)	ECU Statistical Report 2012	
	FVC BME figures of 5% compare well with Scottish wide figures of 6%. Census results for the Forth Valley area are 1.13% BME population for Central Scotland (2001 census)	FVC Pls	
	FVC retention figures for BME students are 93% compared to 93% white retention	FVC Pls	
	FVC attainment figures compare well at 95% for both BME and white students	FVC Pls	
	237 hate incidents reported to Central Scotland Police 11/12	MAHRS group	
	Religion/Belief	Scottish Government do not currently have information on the experiences of religious groups in employability, skills and lifelong learning	Scottish Government Equality Evidence Finder
		Student Union Focus Group revealed a need for more work to be done on this PC	Student Union Focus Group
63 hate incidents with a faith/belief element reported to CSP 11/12		MAHRS group	
Sexual Orientation	100% of young LGB people hear homophobic and derogatory language in school	Stonewall - The Equality Act Made Simple	
	Student Union Focus Group revealed college ethos is good and no reports of bullying and harassment, counselling service is good and has a good awareness of LGBT issues	Student Union Focus Group	
	68% of young LGB people experience homophobic bullying	Stonewall - The Equality Act Made Simple	
	58% of those who experience homophobic bullying never report it	Stonewall - The Equality Act Made Simple	
	60% of LGB&T students are not out to their tutors or lecturers because they fear discrimination	Stonewall - The Equality Act Made Simple	
	15% of LGB&T students fear losing financial support if they come out to parents	Stonewall - The Equality Act Made Simple	
	32 incidents with a sexual element reported to CSP 11/12	MAHRS group	
All PCs - staff	Gaps in robust data for Sexual Orientation and Transgender	FVC Staff Profile Survey	
	Low Rate of return for staff data	FVC Staff Survey	
All PCs - learners	Good results regarding bullying and harassment and college ethos	FVC Staff Survey	
	College performance indicators for profile, retention and attainment overall are good for the PCs that are analysed - age/disability/race/sex	FVC Performance Indicators	
	Values and attitudes generally are good, the college ethos is good but sometimes there are issues	Learner Focus Groups, Learner Engagement Questionnaire	

Appendix 5 - Results of community consultation through Central Scotland Regional Equality Council & Nigerians in Central Scotland Group



Appendix 6 - Staff Profile

Age

16 - 24	1.9%
25 - 34	14.6%
35 - 44	24.3%
45 - 54	34.7%
55 - 64	22.4%
65+	2.1%

Forth Valley College has a healthy age range across the work force

Marital Status

Civil Partnership	3.1%
Married	49.3%
Not Married or in a Civil Partnership	17.9%
Prefer not to say	0.9%
(blank)	28.8%

Gender/Sex

Female	59%
Male	41%

Sexual Orientation

Heterosexual/Straight	29.6%
Prefer not to say	1.5%
Other	1.0%
(blank)	67.8%

67.8% of the work force have opted not to answer this question, therefore it is harder to draw conclusions from this data. From those that responded the largest group was Heterosexual/straight at 29.6%. Due to the low numbers of identified Gay/Lesbian responses we have cumulated the figures as 'Other'.

Transgender

No	39%
Prefer not to say	2.4%
(blank)	58.6%

58.6% of the work force have opted not to answer this question, therefore it is harder to draw conclusions from this data. The largest group were not Transgender at 39%.

Religion or Belief

Christianity	20.2%
Other	2.9%
No Religion	13.7%
Prefer not to say	4.6%
(blank)	58.6%

58.6% of the work force have opted not to answer this question, therefore it is harder to draw conclusions from this data. The largest religious group thereafter was Christianity at 20.2%. The remaining 21.3% were attributed to 'Other' religions or beliefs or No Religion.

Disability

Other	6.4%
No known disability	90.7%
Prefer not to say	2.9%

90.7% of the work force has no known disability. The remaining 6.4% were categorised into various disabilities.

Ethnicity/Race

White Scottish	76.5%
White Other	7.8%
Other	3.9%
Prefer not to say	7.9%
(blank)	3.9%

76.5% of the work force are grouped as white Scottish with a further 11.8% opting not to answer the question or Prefer not to say. 7.8% of the work force were identified as White Other. The remaining 3.9% of Ethnic groups have been presented cumulatively due to the low numbers identified

Appendix 7 - Student Profile & Performance Indicators

Student Statistics 3 year comparison 2009 - 2012

Disability

	09/10		10/11		11/12	
	Disabled	Non-disabled	Disabled	Non-disabled	Disabled	Non-disabled
Enrolments	7%	92%	8%	92%	9%	91%
Retention	90%	92%	89%	93%	90%	94%
Attainment	89%	90%	89%	93%	94%	95%

The Scottish wide figure for students with a disability or requiring ELS support in 2012 is 13.6%*

Ethnicity

	09/10		10/11		11/12	
	White	BME	White	BME	White	BME
Enrolments	94%	6%	93%	7%	95%	5%
Retention	90%	96%	93%	92%	93%	93%
Attainment	90%	91%	92%	92%	95%	95%

The Scottish wide figure for students from a non-white background is 5.8% in 11/12*

The 2001 Census figure for the non-white population in Scotland is 2% and 1.13% for Central Scotland

Gender

	09/10		10/11		11/12	
	Male	Female	Male	Female	Male	Female
Enrolments	48%	52%	49%	51%	55%	45%
Retention	93%	92%	93%	92%	95%	92%
Attainment	91%	89%	92%	93%	95%	95%

The Scottish wide figures were 46% female and 53% male*

Age 2011/12

	<15	16-19	20-24	25-44	45-59	60+
Enrolments	5%	39%	15%	25%	14%	3%
Retention	83%	89%	90%	93%	96%	98%
Attainment	71%	83%	85%	90%	94%	96%

The national rate for retention of learners aged 16-19 is 82% while under 16 the rate is 94%*

National figures for successful completion increase with age.

**Source: Equality in colleges in Scotland: statistical report 2012 - Equality Challenge Unit*

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