

## Report B Appendix 3 - Equality Outcomes Progress to Date Spring 2017



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

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Efficient Regional Structures				
Equality Outcome1: 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	Update on progress/actions 2016
1.1 Demonstrate senior level commitment in corporate and strategic documents	<ul style="list-style-type: none"> <li>• College outcome agreement</li> <li>• Departmental operational plans</li> <li>• Personal Target setting and Review documents</li> <li>• Staff Surveys</li> </ul>	From April 2013 on an annual basis	SMT/Marketing	ASMME – The Department’s Operational plan embeds the College’s strategic commitment to ensure our department activities reflect the key principles of equality and diversity in order to achieve an inclusive organisation as per the 2014-18 strategic Plan. Electronic copy of department operational plan available on the College intranet.

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1.2 For Staff: Embed HR policies and support mechanisms for staff <ul style="list-style-type: none"> <li>• flexi working</li> <li>• bullying and harassment service</li> <li>• counselling service</li> <li>• Work Positive Policy</li> <li>• occupational health</li> <li>• staff profile data collection and monitoring</li> <li>• equal pay policies</li> <li>• job evaluation process</li> </ul>	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	<p>Flexible Working Requests - April 2015–March 2016 – 10 requests, 3 male/7 female, 7 agreed, 3 declined.</p> <p>Occupational Health - April 2015-March 2016 – 20 members of staff referred.</p> <p>April 2015 - March 2016 – 2 reported incidents of bullying and harassment.</p> <p>ASMME – The department has a number of staff (Male and Female) working flexible hours and fractionalised posts. There are no reported incidents of bullying or harassment within the department. One member of staff was referred for Occ Health.</p> <p>All staff are advised and supported to attend Health Surveillance Appointments.</p>

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1.3 For Learners, embed: <ul style="list-style-type: none"> <li>• Complaint mechanisms</li> <li>• Counselling service</li> <li>• Learner Adviser guidance and welfare</li> <li>• Student Association Executive Equality Posts</li> </ul>	Analysis of complaints, uptake of counselling service, Learner Feedback surveys	April 2013 April 2015 April 2017	Corporate Governance & Planning	<p>Complaints for the period 2015/16 were collated – 27 complaints with none being related to protected characteristics.</p> <p>A counselling service is being offered in the evening from October 2016, two nights per week</p> <p>ASMME - The Department works continuously with the College's complaints procedure to ensure student complaints are dealt with fairly and promptly. Complaints that have been received have been fully investigated and responses communicated within the set timescales for reply. The partnership counselling service for students studying the 2+2 courses in partnership with Stirling University continuous to support students.</p>

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1.4 Deliver equality training as part of staff development: <ul style="list-style-type: none"> <li>• HR staff development strategy to include equality training</li> <li>• Provide on-line equality and diversity training</li> <li>• Provide regular equality awareness</li> </ul>	Analysis of uptake of Equality and Diversity Training	August 2013, 2014, 2015, 2016	HR Manager/Equalities Manager	1 member of staff participated in an LGBT Webinar in February 2016  3 members of staff attended Equalities training in February 2016  87% of support staff completed on-line Safeguarding training as well as Diversity, Equality and Discrimination training in February 2016  On-line Diversity, Equality and Discrimination training scheduled for academic staff in August 2016  An additional 6 members of staff attended WRAP training in February 2016 and 8 additional members of staff attended Mental Health training over the year from April 2015 to March 2016.  BD staff have undertaken specific mental health first aid training, diversity equality and discrimination training

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				<p>ASMME In 2016:</p> <p>Five ASMME Staff attended WRAP training.</p> <p>Six ASMME Staff attended Supporting Student Mental Health and Well-being training</p> <p>Six ASMME Staff attended Positive Behaviour Management Techniques</p> <p>Six ASMME Staff attended Introduction to Autism</p> <p>12 ASMME Staff attended Mindfulness &amp;</p>

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				Young Carers
1.5 Promote the hate incident monitoring	Measure the number of staff and learners who are aware of how to	April 2013 April 2015 April 2017	Equalities Team/Marketing	ASMME – Included as part of Student induction programme.

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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	<p>Return rate for staff data in March 2016 was 90%.</p> <p>Reasons for the increase in returns in 2016 were due to reminders in e.focus, emails to HoDs, emails reminders to staff and phone calls to individuals. The process was helped by being able to access current information through daily Cognos reports.</p> <p>ASMME – Raising awareness of the importance of completing and returning staff survey's through staff team meetings.</p>

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<p>1.7 Assess the impact of key decisions</p>	<p>Impact Assessment process and evidence of completed impact assessments on FVC website</p>	<p>From April 2013 on an annual basis</p>	<p>SMT Heads of Teaching Depts Heads of Service</p>	<p>Learner profile, retention and attainment is analysed as part of self-evaluation – this is integral to assessing the impact of our policies and practices.</p> <p>Board of Management trained in impact assessment approach-Dec 14; Senior Management Team trained in impact assessment-March 15. Target to increase the number of published impact assessments in FVC SFC Outcome Agreement 2014-17.</p> <p>ASMME - Learner profile, retention and attainment continually reviewed through ASMME Curriculum Review. Positive action taken to support students ie removal of final exams for YCAAS1 &amp; 2 and move to NC framework. Significant pastoral support hours in place for BABS 2+2 students.</p> <p>Finance - Reviewed the changes to student funding policies using the college EQIA process the outcome of which helped shape the final policy.</p>
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Equality Outcome2: 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	Update on progress/actions
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	<p>15/16 session revealed that 98% of learners found it straightforward to apply for a college course, with 89% of learners agreeing they received useful information before starting college.</p> <p>Business Development have reviewed all of the documents and processes used with MAs to ensure that they are inclusive and informs additional support needs and reasonable adjustments. Dedicated pages on the FVC website for prospective MAs and employers focusing on support available to LAYP/CL, showcasing our commitment to improving the gender imbalance and increasing female participation within Construction and Engineering.</p> <p>Recruitment and selection procedures across the Care department have been reviewed and amended. All applicants across care and early education attend a preliminary course information session. This session promotes the disclosure of AAA's and required adjustments are implemented for selection procedures. This</p>

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Actions	Measures	Timescale	Responsibility	Update on progress/actions
				<p>supports all candidates to participate in the process equally.</p> <p>ASMME department continues to ensure that the college's inclusive approach to interviewing is extended to selection centres to encourage disclosure of additional support needs and reasonable adjustments. Learning facilitators now attend selection centre evenings to ensure expert support is on hand for students that disclose.</p>
2.2 Staff development for staff involved in interviewing	Numbers of staff trained	August 2013, 2014, 2015, 2016, 2017	HR/Heads of Teaching Departments	Within the department of Care, Learner Advisors and Learner Development Facilitators are invited to attend and present at course information sessions. This ensures accurate and current ELS information is provided to all applicants and any questions can be immediately addressed.
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	Annually in June of each academic year	Learning Development/Equalities Team	ASMME actively reviews disclosure rates and active support with monthly meetings with the Department's assigned Learning Development Facilitator. This allows on-going discussion regarding student needs and progress.

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	experience			
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 We aim to revise this target to: women in science figures of 38% and women in Engineering to 4% by 2017.	April 2015 April 2017	Head of Science Head of Engineering	<p>ASSME - All of the above in relation to Summer STEM clubs, Evening STEM activity, Guest role model speakers, active promotion of female opportunities in Engineering and Science are all currently on-going. Two representative from ASMME attend the STEM Equalities forum to address gender imbalance in STEM.</p> <p>The Department of Construction are working with partner organisations (Construction Industry Training Board &amp; Civil Engineering Contractors Association) to promote higher representation of women into Construction occupations at various FVC information events and through social media. Current and past female learners assisting the promotion of career options through case studies and other promotional events.</p> <p>Business Development - As part of the Equalities Challenge Fund we decided to combine separate mainstream and MA open evenings these events to help facilitate interest in MAs from under-represented groups across all campuses.</p>

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				<p>Historically around 80% of those attending the MA Open Evening were male, by combining both events, the November 2015 MA Open Evening and Full Time Course Open Evening, the male/female ratio was evened out. All attendees had the opportunity to attend a presentation providing an overview of all MA opportunities and through college tours we were able to introduce areas people may not have previously considered e.g. males into hairdressing and females into construction.</p> <p>The FVC website now has dedicated MA pages for prospective MAs, parents and guardians and employers. Although these pages will be applicable to all they have a particular focus on support available to LAYP/CL and showcase our commitment to increase the number of MAs working within areas traditionally dominated by the opposite sex, as well as providing information on opportunities available via FVC these pages act as landing links to external support and opportunities e.g. SDS My World of Work.</p>

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				<p>Marketing materials were revisited to include support for LAYP/CL entering MAs and address gender bias on Construction and STEM MA programmes. This will allow us to produce case study's to be passed onto SDS as part of the required reporting and where appropriate be used in MA marketing materials.</p> <p>BD-Training sessions were held with Learner Development workers in February 2016, prior to them delivering workshops with all non-advanced learners on MA progression opportunities, identifying support available to LAYP/CL and our commitment to increasing female participation in Construction and Engineering. The feedback from sessions delivered by LDWs to the non-advanced learners has to date been positive and the information provided to these learners has been well received. This has included contributions from existing MAs discussing their experiences.</p> <p>We will continue to monitor the sessions to ensure that we maintain the focus on the support</p>

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				<p>available and elevate any concerns the learners may have to increasing their confidence to sustain the MA programme participation.</p> <p>Those individuals who expressed interest in the identified sectors were also invited to attend an MA Connect - interconnect event held on 16th February 2016, we had a small number of non advanced learners who attended this event, we also shared this information with our existing female MAs in Engineering, by way of providing signposting opportunities not only for them but for their peer groups, who may be considering these sectors as an option.</p> <p>All STEM departments actively use female staff as role models to promote STEM subjects.</p>

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Actions	Measures	Timescale	Responsibility	Update on progress/actions
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 Associate Principal and Executive Director Learning and Teaching	2014-2015 Listening to Learners, 99% of learner 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%). 67% of student groups stated that their course was specifically helping them to understand and value diversity.  Within the department of Care, Learner Advisors and Learner Development Facilitators are invited to attend and present at course information sessions. This ensures accurate and current ELS information is provided to all applicants and any questions can be immediately addressed.
2.6 Programmes reflect local industry	Analysis of SFC College Outcome Agreement	Annually	SMT	

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demands Programmes meet the requirements of local authority single outcome agreements and other partnerships	targets			
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,	April 2017	Equalities Team	

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	faith and belief, race, sex and sexual orientation.			

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	Update on progress/actions
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	<p>In 2014-2015 Listening to Learners, 99% of learner 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%)</p> <p>ASMME reviews this through the L2L process as well as self-evaluation and Curriculum review.</p> <p>Within the department of Care, Learner Advisors and Learner Development Facilitators are invited to attend and present at course information sessions. This ensures accurate</p>

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GED: meets eliminating discrimination, advancing equality and fostering good relations for all PC groups				
Actions	Measures	Timescale	Responsibility	Update on progress/actions
3.2 Increase use of the Learning Activity Planning Tool (LAPT) 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	67% of student groups in Listening to Learners stated that their course was helping them to understand and value diversity.  Within the department of Care, Learner Advisors and Learner Development Facilitators are invited to attend and present at course information sessions. This ensures accurate and current ELS information is provided to all applicants and any questions can be immediately addressed.

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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	Update on progress/actions
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	

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Actions	Measures	Timescale	Responsibility	Update on progress/actions
3.4 Improve specific equality and diversity awareness content as part of the learner experience	Measure through Learner Activity Planning tools	Annually	Curriculum Managers	BD – Review of MA induction handbook and set up of Moodle forum to improve specific equality and diversity awareness content, roll out scheduled for 1 <sup>st</sup> Aug with delivery team.  Within care and early education, staff are specifically addressing gender imbalance within the student and workforce populations. Curriculum Managers are working with national strategy groups to raise awareness of gender inequality and develop a strategy to address the imbalance. (Care Strategy Steering Group)
3.5 Aim to achieve the Investors in Inclusiveness Chartermark (formerly BRITE)	Awarded Chartermark	May 2013	Cross college Chartermark group	

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Actions	Measures	Timescale	Responsibility	Update on progress/actions
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	ASMME continues to support this requirement for students.
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	

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Actions	Measures	Timescale	Responsibility	Update on progress/actions
3.9 Deliver staff development and training	Number of sessions held	Annually	HR Manager and Equalities Team	<p>67% of academic staff attended bespoke staff development days in August 2015. 87% of non-academic staff completed on-line training for staff development in February 2016.</p> <p>Academic training scheduled for August 2016 is mandatory.</p> <p>With the availability of the SDAF (Staff Development Approval Form) individual employees can now request a variety of training.</p> <p>ASMME staff attend all CPD training opportunities to advance staffs' understanding of equality, discrimination, bullying and harassment.</p>

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Actions	Measures	Timescale	Responsibility	Update on progress/actions
3.10 Carry out equality awareness raising campaigns for all PCs	Number of events held in each session	Annually	Equalities Team/Student Union/marketing	<p>Staff in the Learning Resources team contributed to raising awareness during both the LGBT and 16 Days of Action campaigns by promoting relevant literature through book displays, posters and reading lists.</p> <p>16 days of action awareness raising in 15/16 targetted specific class groups: HNC Working with Communities and ESOL for Employability students, Workstart and ESOL Post introductory students attended a film showing "Girl Rising" (67 students in total).</p> <p>50 ESOL students attended specific awareness training on domestic abuse and 37 Working with Communities students also attended.</p> <p>Worked with the Student Association to promote our LGBT History Month Rainbow Selfie, visual display in foyer, a quiz and LGBT themed DVDs all formed part of our promotion of LGBT History Month in 2016 – 104 students from Access and Progression</p>

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				<p>viewed and evaluated the film PRIDE.</p> <p>Purple Friday – students and staff invited to wear purple to promote awareness of LGBT issues</p> <p>25 students attended local Holocaust Memorial Day events and two student groups were involved in creating displays for the national event held in Falkirk in 2016. These included a display of items we would take if we had to leave our homes quickly and displays of books folded and decorated with messages of peace.</p>
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	ASMME actively reviews the PIs of all protected characteristic learners through the annual self-evaluation and Curriculum review process. Issues identified through this process are reviewed and action taken to support students and mitigate barriers to attainment.

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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	

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Developed Workforce				
Equality Outcome4: 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	Update on progress/actions
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	ASMME actively reviews the destination of all protected characteristic learners through the annual Curriculum review process.
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	ASMME actively reviews the destination of all learners through the annual Curriculum review process.
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	ASMME actively reviews the profiles of all learners through monthly engagement with the Department's assigned Learning Development Facilitator.

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Sustainable Institutions				
Equality Outcome5: FVC staff understand the requirement to promote equality in the fulfilment of their job role				
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Actions	Measures	Timescale	Responsibility	Update on progress/actions
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	The staff development event in August 2015 generated a 67% engagement rate with academic staff and 87% engagement rate for support staff during our staff development event in February 2016.
5.2 Promote professional standards for lecturers	Number of briefings/dissemination sessions held	Annually	Associate Principal and Executive Director Learning and Teaching/Equalities team	ASMME staff attend relevant CPD to ensure they are fully aware of their responsibilities for equality.
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	ASMME staff attend relevant CPD to ensure they are fully aware of their responsibilities for equality.

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Actions	Measures	Timescale	Responsibility	Update on progress/actions
5.4 Increase partnership working with local stakeholders	Number of partnerships across college	April 2015, April 2017	Heads of Teaching Depts Heads of Service	<p>ASMME staff actively participate in staff training and positively promote equality through Department inductions and curriculum delivery.</p> <p>Business Development have worked with STEP through Stirling Business Week and through successful partnerships with STEP Linking in with Stirling Enterprise Park (STEP) we have planned a "chefs of the Future" event for Sept 2016, where hospitality employers are invited to attend. This event is designed to engage with employers who have not considered MAs for their business, the purpose of this event is to inform the support available to employers for employing a more diverse workforce and broaden their talent pool, that is also inclusive of LAYP/CL and to identify the networks that were available for them to support successful employment and progression.</p> <p>BD also working with Ceteris to partner in raising awareness in Clackmannanshire through a planned Clackmannanshire.</p> <p>Business Week to support raising awareness of</p>

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Actions	Measures	Timescale	Responsibility	Update on progress/actions
				<p>benefits of a more diverse workforce.</p> <p>The department of Care works with around 500 local providers (public/private and third sector) to provide work related experiences to students. The department works collaboratively with the 3 local authorities and NHS Forth Valley to promote opportunities for students and to support local employer contribution to the department portfolio and self-evaluation.</p> <p>Finance - Working with Clackmannanshire Council to support students who are also Young Mothers with regard to funding applications and on-going attendance/payment issues. Arrangements in place to start working with Stirling Council to support care experience students in conjunction with learning advisory team.</p> <p>Student Services staff work with SDS staff who are based in each campus student services area. This enables staff to work collaboratively and offer a full package of career advice to students.</p>

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Actions	Measures	Timescale	Responsibility	Update on progress/actions
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	