



## Report D – Rationale for Forth Valley College Equality Outcomes 2025-2029

The rationale for the College's Equality Outcomes is provided below, with references made to the relevant SFC National Equality Outcomes.

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

- Report A: Equality Outcomes Report 2021-2025
- Report B: Mainstreaming Activity Report 2025
- Report C: Evidence of Mainstreaming and Equality Outcomes 2021-2025

EO1	Success rates for college students under the age of 19 will improve.
Rationale	<ul style="list-style-type: none"><li>• This EO naturally aligns with the College's success measure of a '<i>3% improvement in the success rates of full time, school-partnership and care experienced students</i>' as outlined in the <a href="#">Strategic Plan 2025-2030</a>.</li><li>• Attainment data for the past 5 years demonstrates that our younger students do not experience the same success rates as their older peers.<sup>1</sup></li><li>• This outcome aligns with the College's '<i>Supporting Student Success</i>' workstream which highlights the necessity to improve the student experience and outcomes of our full-time students under statutory school-leaving age of 16 years (exceptional entrants).</li><li>• An internal widening participation analysis of previous student satisfaction surveys indicates that students under the age of 16 do not feel a sense of a belonging to the college community in the same way that older students do.</li><li>• This EO mirrors that of the SFC National Equality Outcome for age.</li></ul>

<sup>1</sup> Scottish Funding Council College Performance Indicator Data

NEOs	Age
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EO2	<b>The success and retention rates of students who declare a mental health condition will improve.</b>
Rationale	<ul style="list-style-type: none"> <li>• This EO naturally aligns with the College’s success measure of a 3% improvement in the success rates of full time, school-partnership and care experienced students as outlined in the Strategic Plan 2025-2030</li> <li>• National data<sup>2</sup> shows consistent and significant disparities between the success of students who disclose a mental health condition as a disability.</li> <li>• National<sup>2</sup> and internal college data indicates that the numbers of students disclosing this information is increasing.</li> <li>• Internal data shows that the numbers of students who require access to mental health and well-being services (who have not chosen to disclose their needs as a ‘disability’) is also increasing.</li> <li>• National data sources<sup>3</sup> highlight the increasing prevalence of mental health and well-being challenges in their school-age children (an increase of 580% between 2014 and 2024); a trend which will undoubtedly transfer to the College population given the large number of school-leavers transitioning to further and higher education via this route, highlighting the urgency of this work.</li> <li>• Aligns with the College’s journey to becoming a ‘trauma-informed college’ and the work to meet the needs of ‘The Changing Learner.’</li> <li>• This outcome builds on EO4 and EO5 from FVC Equality Outcomes 2021-2025.</li> <li>• This EO mirrors one of the SFC National Equality Outcomes for disability.</li> </ul>
NEOs	Disability

EO3	<b>Men (staff and students) know how to access mental health support (recognising intersectionality within this group)</b>
Rationale	

<sup>2</sup> Scottish Funding Council, Report on Widening Access 2022-23 (Background Table 6)

<sup>3</sup> Scottish Government, Pupil Census, 2023

	<ul style="list-style-type: none"> <li>• This outcome aligns with the strategic objectives of ‘<i>providing the best environment that enhances the student experience</i>’ and ‘<i>by focusing on people, we will strengthen staff morale and improve health and wellbeing.</i>’</li> <li>• Internal data on student users of the Mental Health and Wellbeing Service, indicate that the majority of students accessing the service identify as non-male.</li> <li>• National statistical data outlines that men in society are three times more likely than women to die by suicide and that men<sup>4</sup> are less likely to access mental health support<sup>5</sup></li> <li>• Internal safeguarding statistics highlight that predominantly it is females that present to this service for help when in crisis.</li> <li>• This outcome will align with the Mental Health &amp; Well being Plan 2025-2030 which will include specific targets to specifically promote support services to men and to challenge harmful gender stereotypes/norms which is thought to contribute to men not seeking help when they need it.</li> <li>• This outcome aligns with the People Strategy 2025-30 and the aims of the Wellbeing Project, which have demonstrated progress on addressing men’s health.</li> <li>• This outcome builds on EO4 and EO5 from FVC Equality Outcomes 2021-2025.</li> <li>• This EO mirrors one of the SFC National Equality Outcomes for disability.</li> </ul>
NEOs	Disability

EO4	<b>Staff and students report feeling safe at Forth Valley College regardless of their identity, where they have confidence in our report and support mechanisms, and complaint processes.</b>
Rationale	<ul style="list-style-type: none"> <li>• Research from organisations such as Stonewall<sup>6</sup>, TransEDU<sup>7</sup>, the Equality and Human Rights Council<sup>8</sup>, and sector wide data suggest that members of certain protected groups experience harassment, bias</li> </ul>

<sup>4</sup> Scottish Government, *Creating Hope Together: Suicide Prevention Strategy 2022 - 2032*

<sup>5</sup> Mental Health Foundation, [Men and Mental Health](#), [accessed April, 2025]

<sup>6</sup> Stonewall, *Next Steps: What is the Experience of LGBT+ Students in Education*, 2023

<sup>7</sup> TransEDU Scotland, *Researching the Experiences of Trans and Gender Diverse Applicants, Students and Staff in Scotland’s Colleges and Universities*, 2017

<sup>8</sup> Equality & Human Rights Council, *Tackling Racial Harassment: Universities Challenged*, 2019

	<p>and hate as result of their identity whilst on tertiary education campuses and lack confidence in the efficacy of report and support mechanisms.</p> <ul style="list-style-type: none"> <li>• This outcome aligns with the strategic objective of <i>‘embedding equality, diversity and inclusion in all that we do’</i> and will all of the College Values which underpin the strategic aims and guide how we achieve our objectives – <i>‘We Inspire, We act with Integrity, We are Inclusive, We are Respectful’</i></li> <li>• This outcome builds on the positive progress made on EO2, EO3 and EO5 from FVC Equality Outcomes 2021-2025.</li> <li>• The College already has in place a variety of internal student satisfaction and experience surveys, within which we have the capacity to collect quantifiable data on feelings of safety amongst the student community.</li> <li>• This outcome aligns with existing cross-college work supporting appropriate national actions/campaigns, and will enable the continued strengthening of partnerships with local and National organisations, such as White Ribbon Scotland.</li> <li>• This outcome aligns with the trauma-informed work currently in progress as well as the ongoing college-wide ‘Respect’ campaign.</li> <li>• The College has begun work to ensure that report and support mechanisms e.g. Hate Incident Process, Complaints Procedures are more streamlined and are able to produce quantifiable data, capturing not only incidents themselves but information on resolutions/outcomes, which will support the measurement of progress against this outcome.</li> <li>• The improved use of data across the College will enable the review and analysis of incidents and complaints to inform continuous improvement.</li> <li>• This outcome builds on EO1 from FVC Equality Outcomes 2021-2025.</li> <li>• This EO mirrors one of the SFC National Equality Outcomes for disability, gender re-assignment, race, religion or belief and sexual orientation.</li> </ul>
NEOs	Disability, Gender re-assignment, Race, Religion or Belief, Sexual Orientation

<b>EO5</b>	<b>Disabled students report feeling satisfied with the overall support they receive at college including the implementation of reasonable adjustments by both support services and academic staff.</b>
<b>Rationale</b>	<ul style="list-style-type: none"> <li>• This outcome aligns with the College’s success target of ‘a 2% increase in student satisfaction results’ as detailed in the Strategic Plan 2025-2030.</li> <li>• Whilst there is no quantifiable internal data to suggest that there are high levels of dissatisfaction with the implementation of reasonable adjustments, anecdotal evidence tells us that there are pockets of dissatisfaction. Including this outcome necessitates a continued monitoring of this measure, particularly when the number of students requiring reasonable adjustments continues to increase, and the resources available cannot keep pace due to financial constraints. It will also enable us to review the impact of any changes to models of service delivery upon the satisfaction levels of disabled students.</li> <li>• National data sources<sup>9</sup> highlight the doubling of their school-age children presenting with Additional Support Needs between 2014 and 2024; a trend which will undoubtedly transfer to the College population given the large number of school-leavers transitioning to further and higher education via this route.</li> <li>• The College already has in place a variety of internal student satisfaction and experience surveys, within which we have the capacity to collect quantifiable data on this subject to measure whether satisfaction levels fall below those expected, and to identify whether there are improvement areas, whether within the support service itself or with the implementation by academic teams.</li> <li>• The Learning Support team routinely survey the satisfaction of students who interact with their services; a survey which could be expanded to include questions that speak to this particular outcome.</li> <li>• This EO mirrors one of the SFC National Equality Outcomes for disability.</li> </ul>
<b>NEOs</b>	Disability

<sup>9</sup> Scottish Government, *Pupils in Scotland Census, 2023*

<b>EO6</b>	<b>Staff and students will know how to access support about violence, harassment and abuse report their experience and feel properly supported in doing so because our services are fit for purpose.</b>
<b>Rationale</b>	<ul style="list-style-type: none"> <li>• This outcome aligns with the strategic objectives of ‘<i>by providing the best environment that enhances student experience</i>’ and ‘<i>by embedding diversity and inclusion in all that we do</i>,’ as well as the College Values which underpin the strategic aims and guide how we achieve our objectives – ‘<i>We Inspire; We act with Integrity; We are Inclusive; We are Respectful.</i>’</li> <li>• Internal safeguarding data tells us that female members of our student community continue to face disproportionately high levels of gender-based violence and seek access to specialist referrals via college staff and support services.</li> <li>• The College has begun work to ensure that report and support mechanisms e.g. Hate Incident Process, Complaints Procedures, Sexual Harassment Reporting Procedures are more streamlined and are able to produce quantifiable data, capturing not only incidents themselves but information on resolutions/outcomes, which will support the measurement of progress against this outcome.</li> <li>• This outcome will focus the College’s further efforts on making meaningful contributions to Scottish Governments’ Equally Safe Strategy<sup>10</sup>, as well as regional Gender-Based Violence Strategies across Falkirk, Stirling and Clackmannanshire Local Authorities.</li> <li>• This work aligns with the College becoming a White Ribbon Status Project in 2025, and continuing to increase the number of White Ribbon Speakers amongst the college community.</li> <li>• This outcome builds on the progress made on EO1 and EO3 from FVC Equality Outcomes 2021-2025</li> <li>• This EO mirrors one of the SFC National Equality Outcomes for sex.</li> </ul>
<b>NEOs</b>	Sex

<b>EO7</b>	<b>We will give due regard to the attainment levels of students by racial group and ensure that our curriculum is diverse and anti-racist.</b>
<b>Rationale</b>	<ul style="list-style-type: none"> <li>• This outcome aligns with the strategic objectives of ‘<i>providing the best environment that enhances student experience</i>’ and ‘<i>embedding diversity and inclusion in all that we do</i>’ as well as the College</li> </ul>

<sup>10</sup> Scottish Government, *Equally Safe 2023 – Preventing and Eradicating Violence against Women and Girls: Strategy*

	<p>Values which underpin the strategic aims and guide how we achieve our objectives – ‘<i>We Inspire; We act with Integrity; We are Inclusive; We are Respectful.</i>’</p> <ul style="list-style-type: none"> <li>• Success rates of BAME students at FVC are above the sector average yet remain slightly below that of the wider college population. Inclusion of this outcome will ensure the College continues to give due regard to attainment and representation levels for our BAME community.</li> <li>• Internal data is being collected on the staff confidence levels regarding the design and a delivery of an anti-racist curriculum and our Learning &amp; Quality team continue to engage with awarding bodies as to the appropriate modification of assessed teaching units whilst seeking guidance to upskills our teaching community so that they may diversify the curriculum. Inclusion of this outcome will drive the advancement of this work.</li> <li>• By reviewing equalities within and across the curriculum it provides the College with the opportunity to embed equalities and diversity in innovative and sustainable ways, and ensure it is antiracist.</li> <li>• This outcome builds on the progress made on EO2 and EO5 from FVC Equality Outcomes 2021-2025.</li> <li>• This EO mirrors one of the SFC National Equality Outcomes for race.</li> </ul>
<b>NEOs</b>	Race

<b>EO8</b>	<b>We will acknowledge where there are significant imbalances in curriculum areas and specific course programmes and take action to address these.</b>
<b>Rationale</b>	<ul style="list-style-type: none"> <li>• Our data<sup>11</sup> tells us that there continue to be significant gender imbalances in the curriculum areas of Construction, Engineering, Hair &amp; Beauty, Health &amp; Social Care and Computing as well as across our apprenticeship cohorts. Previous efforts to reduce gender imbalances in areas such as Science have proved successful, and therefore lessons can be learned from previous activities.</li> <li>• This outcome aligns with the strategic objective of ‘<i>embedding diversity and inclusion in all that we do,</i>’ as well as the College Values which underpin the strategic aims and guide how we achieve our objectives – ‘<i>We Inspire; We act with Integrity; We are Inclusive; We are Respectful.</i>’</li> <li>• This outcome builds on the progress and actions against EO3 from Equality Outcomes 2021-2025.</li> <li>• The established Continuous Curriculum Improvement Process already focuses on equalities data so provides a ideal platform for further analysis of recruitment activity.</li> <li>• This EO mirrors one of the SFC National Equality Outcomes for sex.</li> </ul>

<sup>11</sup> Scottish Funding Council, *Course PI Tool* (not published)

NEOs	Sex

EO9	<b>Where representation is not proportionate to the relevant population, we will take action to increase representation of staff in the workforce and the Board of Management.</b>
Rationale	<ul style="list-style-type: none"> <li>• This outcome aligns with the strategic objective of <i>‘embedding diversity and inclusion in all that we do,’</i> as well as the College Values which underpin the strategic aims and guide how we achieve our objectives – <i>‘We Inspire; We act with Integrity; We are Inclusive; We are Respectful.’</i></li> <li>• Our data indicates that our Black and Minority Ethnic staff and student population continues to grow, this group remains under-represented when compared to the regional populations of Stirling &amp; Clackmannanshire, whilst representation is strong compared to the Falkirk local authority population</li> <li>• As detailed in Report B, the College’s current Board of Management has disproportionate male representation. At the time of writing this is largely due to 4 non-executive vacancies, however inclusion of this outcome ensures the College continues to aim for diversity across its Board Members.</li> <li>• The College community has a strong representation of individuals with a disclosed disability and the proportion of staff who disclose a disability continues to increase. Inclusion of this outcome will ensure that the College continues to monitor this representation, and by extension the impact of any disability friendly policies.</li> <li>• This outcome builds on the progress and actions against EO1 from Equality Outcomes 2021-2025</li> <li>• Inclusion of this outcome ensures that the College uses reviews staffing data regularly against the student and local/regional populations to monitor representation and plan action where required.</li> <li>• This EO mirrors one of the SFC National Equality Outcomes for disability, race and sex.</li> </ul>
NEOs	Disability, Race, Sex