

Stirling Campus
4.30pm (refreshments available from 4pm)

AGENDA

1. Declarations of interest

FOR APPROVAL

2. Minutes of meeting of 3 March 2015
3. Matters Arising
 - a) H/14/17 HR Systems Report
 - b) H/14/19 Any Other Competent Business
4. National Recognition Procedure Agreement Andrew Lawson
(Elements of paper 4 are withheld from publication on the Forth Valley College website under Section 36 Confidentiality of the Freedom of Information (Scotland) Act 2002.)
5. Equal Pay Audit Steven Still
(Paper 5 is withheld from publication on the Forth Valley College website under Section 38 Personal Information of the Freedom of Information (Scotland) Act 2002.)
6. Living Wage Registration Steven Still

FOR DISCUSSION

7. Staff Development (Verbal) Steven Still
8. Staffing Establishment Update Steven Still
(Paper 8 is withheld from publication on the Forth Valley College website under Section 38 Personal Information of the Freedom of Information (Scotland) Act 2002.)
9. Review of Risk
10. Any other competent business

FOR INFORMATION

Programme of Committee Business
Equalities Mainstreaming and Equality Outcome Report
EIS Freedom of Information Request Response

Room A204, Alloa Campus (commencing at 4.30pm)

Present: Mrs Beth Hamilton (Chair)
Mrs Fiona Campbell
Mr Nigel Scott
Mrs Elaine McGeorge

Apologies: None

In Attendance: Mr Andrew Lawson, Associate Principal, H R and Operational Effectiveness
Mr Steven Still, HR Manager
Mr Stephen Jarvie, Corporate Governance and Planning Officer

H/14/11 Declarations of Interest

None

H/14/12 Minutes of meeting held on 18 November 2014

The Minute of the meeting of 18 November 2014 was accepted as an accurate record.

H/14/13 Matters arising

a) H/14/08 HR Effectiveness Internal Audit Report

The Associate Principal, HR and Operational Effectiveness reported that all recommendations contained within the audit report have been implemented.

H/14/14 Staff Development

The HR Manager provided members with an update on the recent support staff development week in early February 2015. He indicated that the feedback received to date on the new approach had been overwhelmingly positive.

He further indicated that a full report would be provided to the next meeting of the Committee.

Elaine McGeorge raised some concerns relating to the Moodle based training and the HR Manager confirmed that all feedback of this nature would be captured and used to review the systems in place.

a) Members noted the content of the report

H/14/15 Staffing Establishment Update

The HR Manager presented an update on the staffing establishment of the College.

He noted that improvements to College systems would allow for more regular updates on the staffing establishment to be provided to the Senior Management Team as well as the Committee.

Members queried some of the figures in relation to the Business Development unit. The HR Manager confirmed that this was in part due to the date the figures were produced and that he would review the information on the system.

Members queried whether there was a quantifiable ratio of staff to student numbers. The HR Manager commented that, owing to the manner the College is funded, available staffing hours were mapped against the number of SUMs allocated to the College by the Scottish Funding Council.

Members queried the use of fixed term contracts in the College. The HR Manager explained that this was in relation to specific activity, particularly for the delivery of contract activity.

- a) Members noted the content of the report and the intention to bring this to each meeting of the Committee.

H/14/16 Policy Update/Progress

The HR Manager provided members with an overview on progress with updating HR policies. He informed members that Unions were consulted on proposed changes to policy arising from changes to internal practices or legislative changes.

- a) Members noted the content of the report

H/14/17 HR Systems Report

The HR Manager summarised recent developments to internal HR systems to enable more connected and smarter working.

He noted that other HR teams throughout the College sector appeared interested in accessing the systems in place to see if they could use them.

Members highlighted the need to ensure the College protects its intellectual property arising from the development of these systems

- a) Members noted the content of the report
 - b) The College will investigate ways to safeguard intellectual property
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H/14/18 Review of Risk

The Executive Director of HR and Student Services noted the National Bargaining remained a high risk for the College.

Members highlighted the risk to Intellectual Property arising from sharing of College developed systems.

H/14/19 Any Other Competent Business

National Bargaining

The Executive Director of HR and Student Services provided an update on the latest developments in the progress towards national bargaining.

He outlined the current positions of the Government and Unions and noted the concerns of Colleges, particularly surrounding their ability to afford any centrally directed pay increases.

Members noted the concerns.

General Teaching Council (GTC)

The Executive Director of HR and Student Services noted that the GTC had offered to allow staff with the TQFE qualification to register as members.

Members welcomed the extra recognition for staff skills.

E-Cigarettes

Members noted that the recommendation that the College policy for e-cigarettes contain references to their not being charged from College equipment did not appear to have been implemented. It was agreed that this would be fed back to the Health and Safety team.

1. Purpose

To seek approval for a recommendation to the Board of Management on our commitment to National Bargaining and recommend signing the National Recognition and Procedure Agreement (NRPA).

2. Recommendation

That member's acknowledge Government Policy to implement National Bargaining for the FE Sector and approve the signing of the NRPA on behalf of Forth Valley College.

3. Background

The outcome of the Griggs Report on the Review of Further Education Governance in Scotland (2012) proposed that National Bargaining be introduced to the sector to achieve a national set of condition of service. Scottish Government clearly stated that it wanted to achieve standardisation of salaries across the sector as it felt that the salary differentials which had developed over the years as a result of local bargaining required to be addressed.

The implementation of the Post-16 Education (Scotland) Act 2013 facilitated change in a number of areas within the FE Sector and Colleges, including College Reorganisation, Regional Strategic Bodies, Regional Boards, Good Governance in FE institutions, Equal Opportunities and Collective Bargaining framework for College staff. The latter allowed for the creation of a National Joint Negotiating Committee (NJNC) which was established in December 2013 and consisted of 22 members, 10 Management side members (4 Regional Chairs, 4 Principals and 2 HR Directors) and 12 Staff side members. The staff side members were appointed by the Unions as follows, 7 EIS members, 3 UNISON members, 1 UNITE member and 1 GMB member.

The Board of Colleges Scotland agreed at its meeting in June 2014 that the sector should develop the National Bargaining framework itself rather than have it imposed through statute or through instruction from the Scottish Funding Council. The final draft of the NRPA was agreed by the NJNC in January 2015 and a copy of the final draft of the NRPA is attached for information.

4. Key Considerations

There are a number of benefits of National Bargaining to the sector.

It would enable the sector to act with one voice in lobbying the Government for funding not just in general for the sector but for any future business case for the re-profiling of our workforce.

It would demonstrate that we are one sector with one voice through which single sector agreements can be achieved.

The sector would be able to determine and agree the shape and terms for the workforce of the future in a cohesive way which would then apply to all signatories to the NRPA.

Without the need for local collective bargain each year, staff resources and time would not have to be dedicated to this.

In order to ensure affordability and collective agreement, representatives of the NJNC Management Side will adhere to a number of broad principles as it negotiates on behalf of the sector. Examples of these parameters or 'red lines' would be agreed through the College Principals Group (CPG) and Colleges Scotland Boards.

The spirit and intention of the NRPA is to promote good working relations throughout the College sector through the work of the NJNC. The Boards of Management and Unions acknowledge a common interest in advancing the educational aims of the Colleges and in establishing terms and conditions of service for defined staff to further these aims. The scope of the agreement will be reviewed annually.

5 Financial Implications

Signing the NRPA provides a mechanism for negotiation and national bargaining. Financial implications will be agreed through the principles agreed by the CPG and Colleges Scotland Board.

4 Equalities

Assessment in Place? – Yes No

If No, please explain why – Given that the proposed National Bargaining implications will affect all employees across the FE Sector within defined groups of staff, there is unlikely to be any inequality. However until further clarity is provided it is difficult to determine.

5 Risk

Please indicate on the matrix below the risk score. Risk is scored against Impact and Likelihood as Very Low through to Very High.

	Likelihood	Impact
Very High	X	X
High		
Medium		
Low		
Very Low		

Please describe any risks associated with this paper and associated mitigating actions –

The risk of not signing up to the NRPA, given the agreement to parameters for negotiation, are very high. Failure to sign will trigger a national dispute; will indicate to Scottish Government our unwillingness to respond to policy; will result in an imposed Scottish Government position and destabilise employee relations.

Risk Owner – Andrew Lawson

Action Owner – Steven Still

6 Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes No

Health and Safety – Yes No

A communication strategy will need to be considered when details of National Bargaining can be provided to staff and the implications for them. Official rates of pay as well as contractual documentation will need to be amended where relevant.

Paper Author – Steven Still

SMT Owner – Andrew Lawson

1. Purpose

To seek approval from members to become a registered Employer supporting and paying the Living Wage.

2. Recommendation

That members note that the Colleges lowest rate of pay meets the UK Living Wage and approves Forth Valley College to register as an Employer who supports the UK Living Wage.

3. Background

The modern UK Living Wage Campaign was launched by 2001. The Living Wage campaign has since grown into a national movement. The Centre for Research in Social Policy (CRSP) began calculating a UK wide Minimum Income Standard (MIS) figure. The MIS is an average across the whole of the UK, but does not reflect the variation in the cost of living inside and outside of London.

In 2011 Citizens UK brought together grass roots campaigners and leading employers from across the UK, working closely with colleagues on the Scottish Living Wage Campaign in particular, to agree a standard model, calculated by the CRSP, for setting the UK Living Wage outside of London, currently this is £7.85 per hour or £14,287 per year. This can be compared against the legally enforced National Minimum Wage of £6.50 per hour or £11,830 per year.

At the same time, following consultation with campaigners, trade unions, employers who support the Living Wage and HR specialists, Citizens UK launched the Living Wage Foundation and Living Wage Employer mark. These new initiatives from the UK wide campaign recognise and celebrate the responsible leadership shown by Living Wage Employers and support employers to incorporate the Living Wage into organisational structures long term. Forth Valley College already meets the standards for the living wage within our pay scales. Paying the Living Wage is a recognised sign of good practice in employment. Organisations already signed up to this growing initiative include, Scottish Parliament, TUC, CVS Falkirk, Falkirk Council, Glasgow Caledonian University, North Highland College and Perth College UHI.

4. Key Considerations

The benefit of officially registering as an Employer who supports that Living Wage is that:

- You appear on the 'Scottish Living Wage' website, which is being developed into a searchable tool so that consumers, prospective employees, students and grant makers can easily see who pays the Living Wage.
 - You can claim your Living Wage Employer plaque.
 - You are entitled to use the Living Wage Employer mark.
 - You become part of a strategic network of employers that support and promote the Living Wage.
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- You have the opportunity to work with the Living Wage Campaign on press coverage to promote your accreditation.
- You will receive an invitation to events during Living Wage Week.

Given the Colleges position as a public sector educational organisation funded by SFC and the Scottish Government who support the Living Wage, it would be beneficial to register as an employer who supports the Living Wage when in fact we are already paying staff at that level or greater.

Please note that all apprentices and interns (employed or not) are excluded from the Living Wage accreditation requirements.

The Living Wage accreditation requires not only FVC to pay all employees the Living Wage but also requires the Colleges Contractors and Sub Contractors to adapt the Living Wage as well. Section 4.3, 4.4 and 4.5 of the accreditation document stipulates:

Employees In the United Kingdom (Outside Greater London)

4.3 From the date of this Agreement, and subject to any amendments made to these conditions by the Licensor from time to time, the Licensee shall for Employees based in the United Kingdom, outside Greater London:

- 4.3.1 pay all Employees aged 18 or over not less than the UK Living Wage; and*
- 4.3.2 increase the amount which it pays to affected Employees by the same amount as any increase to the UK Living Wage, within 6 months of the date on which any increase in the UK Living Wage is officially announced; and*
- 4.3.3 notify all affected Employees of the date of the next increase within one month of the official announcement, unless the Employees have been previously notified about the date on which they will receive at least the increase in the Living Wage.*

Contractors

4.4 The Licensee shall ensure to the extent permitted by law that any of its contractors which supply an employee (other than an apprentice or intern) who provides a service to or on behalf of the Licensee involving 2 or more hours of work in any given day in a week, for 8 or more consecutive weeks in a year on:

- 4.4.1 the Licensee's premises; and/or*
- 4.4.2 property owned or occupied by the Licensee (including where the Licensee is a tenant and is provided building-related services through a Lease); and/or*
- 4.4.3 land which the Licensee is responsible for maintaining or on which it is required to work*

shall adopt the measures set out in clause 4.2 and 4.3 in relation to such individuals as if they were the Licensee's employees in respect of that employee's work for the Licensee.

Sub-Contractors

4.5 *The Licensee shall ensure to the extent permitted by law that any of its contractors which supply a sub-contracted employee who provides a service that falls within the parameters of clause 4.4, adopt the measures set out in clauses 4.2 and 4.3 in relation to such individuals as if they were the Licensee's employees in respect of that employee's work for the Licensee.*

To comply with this accreditation will require not only the commitment from FVC but also its contractors and sub contractors. It therefore requires a senior management decision to communicate and consult with all contractors / sub contracts advising of the commitment of FVC to pay the Living Wage and our requirement and expectation for them to support this within their own workforce. Therefore the College must be prepared to terminate existing contracts if the contractor refuses to support the Living Wage leaving the College to source an alternative contractor / sub contractor. This process can be phased over a period of time in agreement with the Scottish Living Wage accreditation.

5 Financial Implications

Living Wage registration costs are £400 per year. We are already paying the current Living Wage rate of £7.85 per hour rate for our lowest graded job within the College.

Seeking accreditation as a Living Wage employer requires the College to increase the minimum hourly rate, set on an annual basis, by Scottish Government and the Scottish Living Wage campaign. Therefore accreditation will have ongoing staffing cost implications and accrued projections, which maybe more than any annual public sector pay award.

6 Equalities

Assessment in Place? – Yes No

If No, please explain why – An equalities assessment will be undertaken after initial discussion at SMT. The general principles of the Living Wage are positive therefore it is unlikely to create any equality issues within the College.

7 Risk

Please indicate on the matrix below the risk score. Risk is scored against Impact and Likelihood as Very Low through to Very High.

	Likelihood	Impact
Very High		
High		
Medium		X
Low	X	
Very Low		

Please describe any risks associated with this paper and associated mitigating actions –

The associated risks are low given that all financial requirements are already being met in terms of rates of pay within the College however the impact maybe higher in terms of the Colleges Contractors / Sub Contracts.

Risk Owner – Andrew Lawson

Action Owner – Steven Still

8 Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes No

Health and Safety – Yes No

A communication strategy will need to be considered when approaching Contractors / Sub Contractors in terms of the Colleges commitment to implementing the Living Wage and the implications for them.

Paper Author – Steven Still

SMT Owner – Andrew Lawson

	12 Nov-15	1 Mar-16	7 Jun-16
Apologies for Absence	✓	✓	✓
Declarations of Interest	✓	✓	✓

FOR APPROVAL

Minutes of Previous Meeting	✓	✓	✓
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FOR DISCUSSION

Matters Arising	✓	✓	✓
Staff Development	✓	✓	✓
Health and Safety Update	✓		
SFC Staff Performance Indicators			✓
Pay Negotiations	✓		
Staffing Establishment Update	✓	✓	✓
Programme of Committee Business	✓	✓	✓
Risk Register/Review of Risks	✓	✓	✓
AOCB	✓	✓	✓

Uncontrolled Copy

1. Purpose

To present the College's Equality Mainstreaming Report and the Equality Outcome Report

2. Recommendation

That members note the content of the report

3. Background

As part of the Equality Act 2010 public sector authorities must publish the following:

- a Mainstreaming Report
- annual employee information together with details of the progress made in gathering and using the information to better meet the duty
- a report on progress made toward achieving equality outcomes published in 2013 and
- updated gender pay gap information

Reports must provide information on what we have done to meet the General Equality Duty of Eliminating discrimination, harassment and victimisation, Advancing equality of opportunity, Fostering good relations.

4. Key Considerations

Key achievements are highlighted in the reports. 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
 - Prepare for increased reporting in 2017 on equal pay and occupational segregation between men and women and additional protected characteristic groups of disability and race.
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5. Financial Implications

There are no financial implications associated with this

6. Equalities

Assessment in Place? – Yes No

The report has not been impact assessed as its intention is to meet the equality duty and intrinsically includes assessment of the impact of our equality actions.

7. Risk

Please indicate on the matrix below the risk score. Risk is scored against Impact and Likelihood as Very Low through to Very High.

	Likelihood	Impact
Very High		
High		
Medium		
Low		
Very Low		

Please describe any risks associated with this paper and associated mitigating actions
No risks attached to this paper

Risk Owner – text

Action Owner – text

8. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes No Health and Safety – Yes No

Please provide a summary of these implications –The documents will be published on the College website as specified by the Equality duty.

Paper Author – Caroline Storey

SMT Owner – text

Equalities Mainstreaming Report 2015



This publication is also available in other formats – if you wish to receive the publication in any other format please either:

Telephone: 0845 634 444 or Email: equality@forthvalley.ac.uk

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 97% of students successfully progress on to employment or University 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.

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.

¹ Staff survey 2013 and 2015 table 6 appendix 3

² Post Entry Survey 2014 table 1 appendix 3

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

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

⁴ Post Entry Survey 2014 – table 1 appendix 3

worthwhile lesson where other pairs demonstrated what they felt would have been 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

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

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

- Teaching staff will continue to be aware of support needs of students and spot and refer to welfare and guidance staff as required
- Teaching staff will continue to promote Learning Development services to students with additional support needs
- 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.

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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

Student profile

Appendix 1

Dept/College	Characteristics	Enrolments							
		Session							
		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

Staff Profile

Appendix 2

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?	
Fairly	413
Not at all	5
Not very	23
Very	920
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

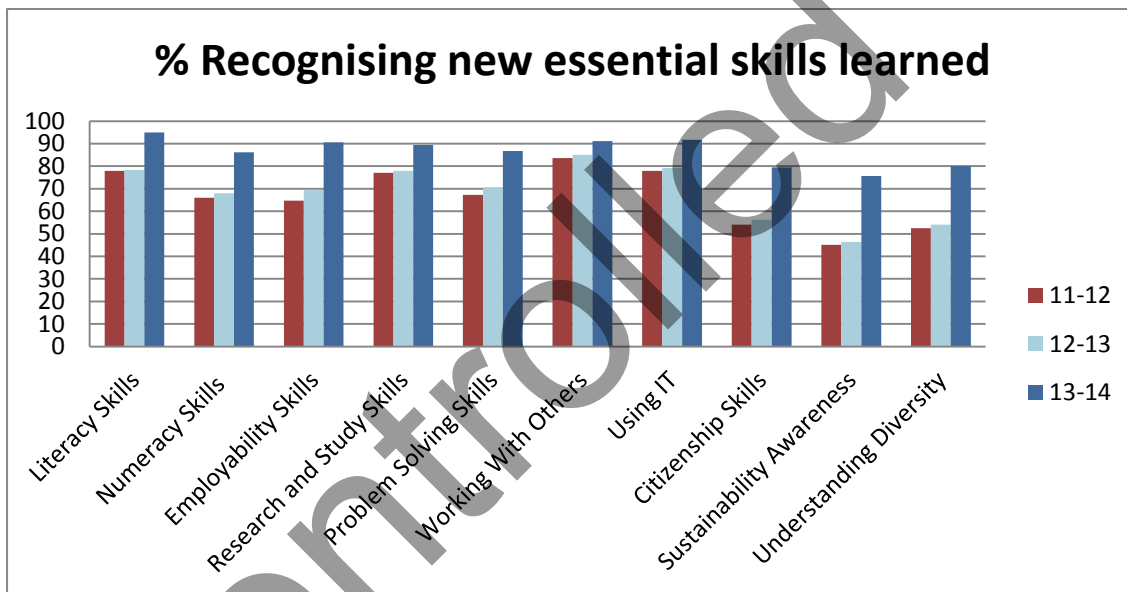
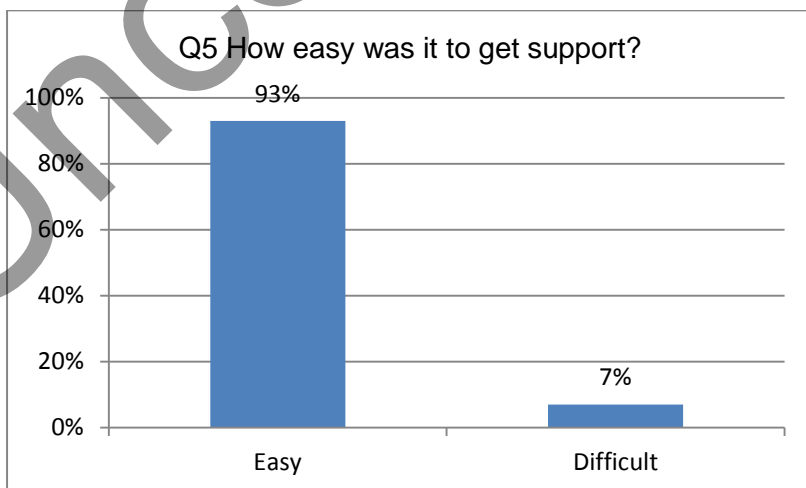


Table 5 Extract from Learning Development Feedback Survey 2013/14



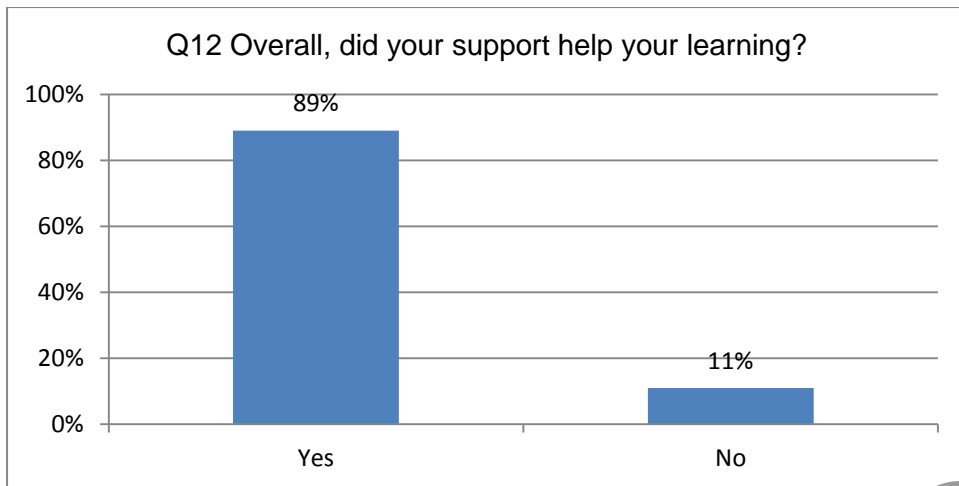
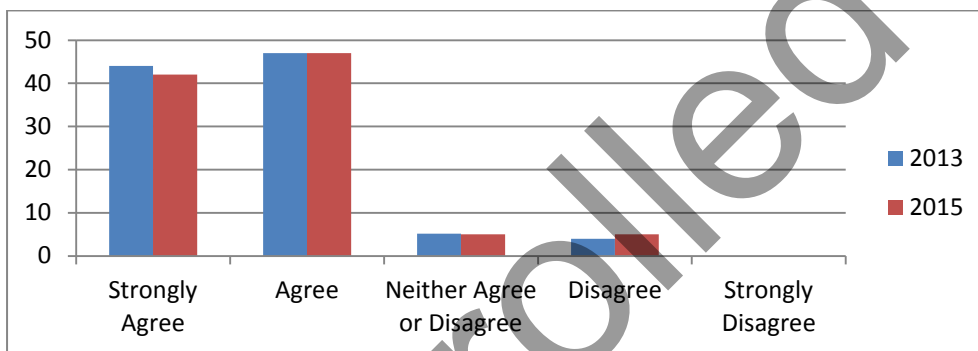
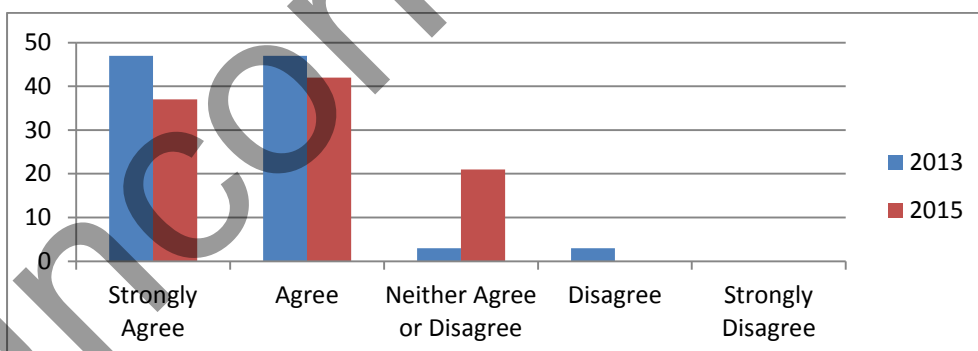


Table 6 – Staff Survey

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



Equality Outcomes Progress to Date March 2015



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

Equality Outcomes Progress to Date March 2015

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
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	<p>Equality and inclusion are embedded in the College mission of 'Making Learning Work'.</p> <p>The College Strategic Plan 2014-18 has a specific strategic objective of 'Ensure all college activities reflect the key principles of equality and diversity to achieve an inclusive organisation'.</p> <p>This objective is also within our Scottish Funding Council College Outcome Agreement 2014-17 which strongly reflects equality and diversity throughout and includes the targets from Equality Outcome 4. Therefore, monitoring and measurement will occur as the College reports to the Scottish Funding Council on the outcome agreement.</p> <p>Now that the Strategic Plan is available, departments and service areas have been asked to work on considering the strategic objectives and reflecting them in their operational plans.</p> <p>Electronic copy of strategic plan available on the College website.</p>

Equality Outcomes Progress to Date March 2015

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
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	<p>Flexible working requests – April 2013-Mar 2014, 7 requests, 2 male/5 female, 7 agreed, 0 declined. April 2014-March 15 – 17 requests, 3 male/14 female, 15 agreed, 2 declined.</p> <p>Occupational Health – April 2013-March 2014 – 13 members of staff referred. April 2014-March 2015, 12 members of staff referred.</p> <p>No reported incidents of bullying and harassment April 2013-March 2014. April 2014-March 2015 – 1 reported incident of bullying and harassment.</p> <p>Equality monitoring of applications – this information is analysed from our online recruitment process.</p> <p>Employee Counselling Service: Jan to Dec 12 = 39 referrals (New contacts = 29, Return Appointments = 10) Jan to Dec 13 = 36 referrals (New contacts = 19, Return Appointments = 17)</p>

Equality Outcomes Progress to Date March 2015

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
				<ul style="list-style-type: none"> Jan – Dec 14 = 35 referrals (new contacts = 30, return appointments = 5) <p>Equal Pay audit conducted – June 2009, April 2012 Equal Pay Statement reviewed–March 2015</p> <p>Health and Safety Department arrange for Health Surveillance Appointments for staff exposed to occupational hazards.</p> <p>Health and Safety have run mental health training sessions.</p>
1.3 For Learners, embed: <ul style="list-style-type: none"> Complaint mechanisms Counselling service Learner Adviser guidance and welfare 	Analysis of complaints, uptake of counselling service, Learner Feedback surveys	April 2013 April 2015 April 2017	Policy Officer Student Services Manager	<p>Complaints for the period 2014/15 were collated – 19 complaints with two being related to protected characteristics.</p> <p>A counselling service for learners helps to support learners who require intensive, professional support for mental ill health. The service worked with 67 learners over the session 2014/15.</p>

Equality Outcomes Progress to Date March 2015

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
<ul style="list-style-type: none"> Student Association Executive Equality Posts 				<p>The Department of Applied Science, Maths and Mechanical Engineering (ASMME) have created a partnership counselling service for students studying the 2+2 courses in partnership with Stirling University.</p> <p>The learner advisory service supports learners in all welfare and guidance matters. In session 13/14 they worked intensively with over 1200 learners on topics ranging from careers to financial advice.</p> <p>The Student Association has a sabbatical President post whose remit includes the promotion of equality and diversity. The Student Association have actively worked with the Diversity Co-ordinator to host awareness raising events for LGBT History Month, and 16 Days of Action.</p>

Equality Outcomes Progress to Date March 2015

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
				<p>Equality and Diversity training has been an integral part of class representative training.</p> <p>Learning Development Worker's team supported 971 learners to complete Citizenship & Diversity projects through independent learning to help them gain a better understanding of issues that affect them around Citizenship & Diversity.</p>
<p>1.4 Deliver equality training as part of staff development:</p> <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 	Analysis of uptake of Equality and Diversity Training	August 2013, 2014, 2015, 2016	HR Manager/Equalities Manager	<p>10 staff participated in Equality in Action workshops during August 2013</p> <p>13 staff participated in LGBT awareness training in August 2013</p> <p>15 staff participated in LGBT awareness training in February 2014</p> <p>CYLIX – online equality and diversity training package licence available until sept 2015 when it will be reviewed</p> <p>2013-14: 2 Equality workshops delivered to staff</p>

Equality Outcomes Progress to Date March 2015

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
workshop training				<p>June 2014: specific tailor made equality and diversity training sessions delivered to all staff in Business Development (23 staff participated)</p> <p>31 staff attended WRAP training (Workshop to Raise Awareness of Prevent, the Government's Prevent initiative about maintaining an equality approach to raising concerns). Mentally Healthy Training – Mandatory training has been provided for all Curriculum Managers and Heads of Department. 83% have attended. The remaining 17% will be attending in the course of 2015.</p> <p>ASMME staff have undertaken specific BRITE training, mental health first aid, self-help therapy, and cognitive behaviour therapy training</p> <p>Specific Transgender awareness training is planned for June 2015 for front facing staff</p>
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	<p>Internal newsletter featured information on hate incident monitoring</p> <p>A payslip reminder was sent to all staff</p>

Equality Outcomes Progress to Date March 2015

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
procedure for learners and staff	report a hate incident			Learners have overwhelmingly reported that they are aware of how to report any incidents they see or are subject to. 83% of learners stated that they knew where to get support if they experienced any bullying or harassment. (Post-entry survey 2014 – 1300 learners) Partnership promotion via #NoBystanders campaign
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	<ul style="list-style-type: none"> Return rate for staff data from December 2013 at 63.06% Return rate for staff data in December 2014 was 85% <p>Reasons for the increase in returns include: notification out earlier to staff; weekly reminders in e.focus; HR contacting staff who have 'switched' categories since last collection in Dec 2012 to check accuracy, payslip insert</p>
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	Learner profile, retention and attainment is analysed as part of self-evaluation – this is integral to assessing the impact of our policies and practices Board of Management trained in impact

Equality Outcomes Progress to Date March 2015

				<p>assessment approach-Dec 14</p> <p>Senior Management Team trained in impact assessment-March 15</p> <p>Target to increase the number of published impact assessments in FVC SFC Outcome Agreement 2014-17.</p>
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Equality Outcomes Progress to Date March 2015

Right Learning Right Place				
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>On-line application process has been reviewed and is consistent in terms of competences asked for and transparent in terms of decision making, with recorded reasons. 91% online applications achieved. Also to ensure additional support requirements are identified, including PEEPS (personal emergency evacuation plans), assistance prior to interview/skills test being conducted.</p> <p>ASMME department ensures that the college's inclusive approach to interviewing is extended to selection centres to encourage disclosure of additional support needs and reasonable adjustments.</p> <p>New data fields now being logged for faith/belief, transgender identity, sexual orientation.</p> <p>The Post-entry survey carried out for</p>

Equality Outcomes Progress to Date March 2015

Right Learning Right Place				
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
				14/15 session revealed that 98% of learners found it straightforward to apply for a college course, with 92% of learners agreeing they received useful information before starting college.
2.2 Staff development for staff involved in interviewing	Numbers of staff trained	August 2013, 2014, 2015, 2016, 2017	HR/Heads of Teaching Departments	<p>Following the staff cultural survey a number of staff development activities have been identified that will support staff in their roles, particularly in defining the scope of roles and responsibilities. This includes interview training for lecturing staff, bespoke training for new managers and inclusiveness training. 40 lecturers have undergone interview training</p> <p>Within the Creative Industries Department this has included input from the Learning Development Facilitator to ensure an inclusive approach for learners with additional support needs.</p>
2.3 Deliver specific service for learners with Additional	Analysis of numbers of learners using this service and	Annually in June of each academic year	Learning Development/ Equalities Team	An impact assessment of the service was carried out. The feedback from students in the annual Learning Development Student survey was overall very good,

Equality Outcomes Progress to Date March 2015

Right Learning Right Place				
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
Support Needs (ASN)	evaluate feedback on learner experience			<p>with the exception of the extent to which support was implemented in the classroom by teaching departments and the time it took for support measures to be put in place. Feedback from lecturing staff also indicated the need to speed up the communication of support recommendations to lecturers.</p> <p>The analysis of the representation of equalities groups among the service users confirms that the service is readily accessed by all equalities groups. However, the data show that male students are less likely to request additional support; this stands in contrast to the Scotland-wide finding that a slightly higher proportion of male students declare a disability compared to female students.</p> <p>While the service itself does not have a negative impact, it should be attempted to increase its uptake among the male students.</p> <p>In Creative Industries the department is</p>

Equality Outcomes Progress to Date March 2015

Right Learning Right Place				
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
				actively analysing disclosure rates and reviews its planning and strategic direction to manage a high level of support requirements.
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>Targets have been revised in recognition of the national structural issues regarding female representation. We continue to carry out many activities as described below to encourage increased female participation in these subject areas.</p> <p>Stand at the Fueling your Future event to promote women into engineering.</p> <p>Article in Intouch magazine promoting women into engineering. Various case studies developed.</p> <p>A taster programme for school links pupils (SCOTS) has been developed to allow school pupils to undertake a range of vocational opportunities. This may result in non-gendered choices as all genders experience every subject area from males in childcare to females in</p>

Equality Outcomes Progress to Date March 2015

Right Learning Right Place				
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
				<p>STEM subjects.</p> <p>Science in the Community project may lead to an increase in female participation rates</p> <p>The Engineering Department are working with the Energy Skills Partnership to run female only class for access to Engineering to try and address the gender imbalance.</p> <p>The Business Department ensured that female Modern Apprentices (MAs) were available to speak to potential MA applicants for 2015 session, promoting females as ambassadors for these subjects.</p> <p>Marketing materials feature female students as positive image/role models.</p> <p>The Science Department have introduced STEM clubs for school pupils from age 8-</p>

Equality Outcomes Progress to Date March 2015

Right Learning Right Place				
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
				<p>14, this may result in more females choosing STEM subjects in the senior phase of school. An evening perfume club course was introduced to encourage increased participation at community level.</p> <p>The Science Department hosted a series of Christmas lectures on the theme of Scottish Inventors and Inventions to showcase scientific discoveries. 140 secondary school pupils attended.</p> <p>Female speakers are often used to promote careers in STEM, the Department of Business Development was able to invite the world's first and only female CompEx trainer to provide guidance and support at a recruitment event.</p> <p>All STEM departments actively use female staff as role models to promote STEM subjects.</p>

Equality Outcomes Progress to Date March 2015

Right Learning Right Place				
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
				<p>The Department of Construction are working with partner organisations (Construction Industry Training Board & Civil Engineering Contractors Association) to promote higher representation of women into Construction occupations.</p> <p>The Department of Access & Progression is involved with the 'Employability for Construction' project. This involves Opportunities for All partners including the local councils, JCP, DWP, and SDS. The programme targets school pupils and while the publicity has information to attract both genders, no females applied for the programme.</p>
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	April of each year	Curriculum Managers Head of Curriculum & Quality	<p>Equality is embedded in self-evaluation including the analysis of Performance Indicators for profile, retention and attainment.</p> <p>2013-14 Listening to Learners, 99% of learner groups said that they were involved in planning their own learning</p>

Equality Outcomes Progress to Date March 2015

Right Learning Right Place				
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
	Learning Activity Planning Tool			<p>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 2012-13.</p> <p>The department of business ran several staff development workshops aimed at developing increasing learner engagement and in giving learners more choice in how they are taught and assessed.</p> <p>Creative Industries staff have actively promoted courses to diverse groups at primary and secondary school level, including visits, workshops and tours. The impact of this has been a significant change in redressing the gender balance across the department with females opting for STEM subjects such as computing and sound production and males opting for traditionally female led</p>

Equality Outcomes Progress to Date March 2015

Right Learning Right Place				
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
				<p>Update on progress/actions subjects like art and design.</p> <p>ASMME department has increased the use of interactive resources on Moodle and increased the use of assistive technology to allow learners to record evidence orally and visually.</p> <p>The Dept of Core and Essential Skills developed a project along with The Dept of Care, Health and Sport that involved working with a local high school providing information on Respect and Care when meeting the needs of a variety of client groups within residential care: from young adults with learning disabilities, to older adults with dementia.</p>
2.6 Programmes reflect local industry demands Programmes meet the requirements of local authority single outcome	Analysis of SFC College Outcome Agreement targets	Annually	SMT	<p>The College Outcome Agreement 2014-17 has direct linkages with all 3 local authority single outcome agreements which will allow FVC to contribute to the overall data of each local authority.</p> <p>Monitoring and measurement will occur as the College reports to the Scottish Funding Council on the outcome</p>

Equality Outcomes Progress to Date March 2015

Right Learning Right Place				
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
agreements and other partnerships				agreement.
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	<p>We work with Central Scotland Regional Equality Council, Forth Valley local authorities, police, fire and NHS partners in the Multi-Agency Hate Response group to promote awareness of hate incident reporting and foster good relations in the Forth Valley area.</p> <p>A presentation on the work of FVC was given to the local Forth Valley Cultural Forum – we will continue to engage with this group when developing our next set of outcomes.</p> <p>We are partners in the Forth Valley LGBTI partnership group who work together to promote LGBTI awareness and share practice across public and third sector agencies.</p> <p>16 Days of Action group exists to promote the 16 days of action campaign to raise awareness of the issues of</p>

Equality Outcomes Progress to Date March 2015

Right Learning Right Place				
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
				<p>violence against women as a barrier to opportunity. We are active members in this group.</p> <p>Learning Development Worker piloted a joint initiative between students on a construction course and Women's Aid for the White Ribbon campaign and with students on a care course and Women's Aid on the affects domestic abuse have on children.</p> <p>The Business Department Head is an advisory board member at Caledonia Clubhouse.</p> <p>The Department of Construction is delivering bespoke craft programmes for Raploch Community Learners.</p> <p>The Department of Access & Progression have a Transition Co-ordinator from ENABLE Scotland working in college. The 'Transitions to Employment' project works with learners with learning</p>

Equality Outcomes Progress to Date March 2015

Right Learning Right Place				
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
				<p>disabilities and additional support needs to find work.</p> <p>The Curriculum Manager in the Access & Progression (A&P) department provides information on courses and provision at FVC for Stirling disability organisations. The Department is also involved in the local Skills Pipeline, a programme for young people detailing what's available for them at different stages.</p> <p>The A&P department are also working in partnership with local authorities for ESOL provision. FVC shares the funding with partners to address needs of local communities. ESOL is provided in the evenings (59 learners) and in 2013-14 there is also a full-time group running for the first time, with 21 learners currently, and 90 learners accessing various part-time provision. Each year the Department hosts an ESOL Conference, inviting a range of people from local partners, Third sector organisations and</p>

Equality Outcomes Progress to Date March 2015

Right Learning Right Place				
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 other ESOL contacts.

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Equality Outcomes Progress to Date March 2015

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	In 2013-14 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%) A Learner Engagement Strategy has been developed to enhance learner engagement and complement the Learning Strategy – outcomes and evidence of the implementation of this will be analysed
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	80% of student groups in Listening to Learners stated that their course was helping them to understand and value diversity, an increase of 26% from 2012-2013 All departments report use of the LAPT

Equality Outcomes Progress to Date March 2015

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
<p>3.3</p> <p>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.</p>	<p>Staff and learner feedback and focus groups</p>	<p>April 2013 April 2015 April 2017</p>	<p>Equality team/Marketing team</p>	<p>Existing harassment advisers have received re-training with a view to relaunching the service</p> <p>The Hate Incident Monitoring process was communicated to staff via our internal newsletter and a payslip message.</p> <p>83% of learners stated they were aware of how to get support for bullying and harassment (post entry survey 2014)</p> <p>Production and promotion of the cultural survey results.</p> <p>Respect video promoted via the College website, poster campaign and reverse of ID badges</p>
<p>3.4</p> <p>Improve specific equality and diversity awareness content as part of the learner</p>	<p>Measure through Learner Activity Planning tools</p>	<p>Annually</p>	<p>Curriculum Managers</p>	<p>In the Listening to Learners survey 2013-14 80% of student groups stated that their course was helping them to understand and value diversity, an increase of 26% from 2012-13.</p>

Equality Outcomes Progress to Date March 2015

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
experience				Learner Development Workers deliver equality and diversity training as part of Citizenship and Diversity 6 week block
3.5 Aim to achieve the Investors in Inclusiveness Chartermark (formerly BRITE)	Awarded Chartermark	May 2013	Cross college Chartermark group	<p>We were the first college in Scotland to be awarded the Investors in Inclusiveness Chartermark in June 2013.</p> <p>The Chartermark feedback highlighted key aspects of inclusiveness across every aspect of college life as follows:</p> <ul style="list-style-type: none"> • Culture of respect • Diversity awareness events • Learner charter • Training of staff • Needs-led learning support service • Staff and learner engagement • Inclusive learning and teaching approaches • Assistive technology provision • Access to parking and toilets • Disabled student allowance needs assessment process • Web accessibility • Class representatives role

Equality Outcomes Progress to Date March 2015

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
3.6 Aim to achieve the LGBT Youth Chartermark	Awarded Chartermark	Academic session 2013-14	LGBT cross college Chartermark group	<p>Complete and award achieved – recognition of key areas of good practice:</p> <ul style="list-style-type: none"> • Exceeding training requirements • Producing transgender case study and guide • Updating equalities monitoring questionnaires to include LGBT identities • Hosting an LGBT focus group for equality outcome plan engagement • LGBT history month events • Sharing our CharterMark journey • LGBT inclusion embedded into complaints procedures, information regarding counselling service, learner charter, learner discipline <p>Silver award received for the Student Services function area</p>
3.7	Number of	Annually	Equalities	Quiet rooms are available on all campuses.

Equality Outcomes Progress to Date March 2015

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
Provide support for spiritual care service and faith groups who wish to support each other	groups and sessions held		Team/Student Union	<p>The drop in service is no longer running due to lack of uptake, if learners require spiritual care they are signposted to local providers.</p> <p>Two specific Acts of worship were promoted at our Stirling campus</p> <p>ASMME highlight making reasonable adjustments to all learner activities to take account of religious observances.</p>
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	<p>An equality and diversity resource area on Moodle is available to teaching staff</p> <p>A Transgender case study and guide specific to FVC has been developed, and rolled out to all staff</p> <p>A procedure has been developed to deal with student gender/name changes in a secure and confidential manner.</p> <p>Transgender training is being delivered in June 2015 to front facing staff.</p> <p>CPD delivered to staff to raise awareness of</p>

Equality Outcomes Progress to Date March 2015

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
				the Buttle UK quality mark and how we support learners who have been looked after.
3.9 Deliver staff development and training	Number of sessions held	Annually	HR Manager and Equalities Team	<p>See HR update in section 1.4</p> <p>In addition 81% of academic staff attended bespoke staff development days in August 2014. 60% of non-academic staff attended staff development days in February.</p> <p>14% of all staff have also accessed individual, additional training identified by them since August 2014.</p>
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>16 days of action campaign led to specific domestic abuse workshops being delivered over all three campuses annually. Awareness events included: white ribbon speakers, balloon launch events in support of women facing the barriers of violence against women, hands are not for hurting exercise to demonstrate further support.</p> <p>LGBT events held for History Month in February each year – film showings, cultural extravaganza event and booklist/reading list</p>

Equality Outcomes Progress to Date March 2015

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
				and information in LRCs, mini PRIDE parade, general awareness via Facebook and twitter, social media campaigns
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	<p>PI analysis is integral to self-evaluation process.</p> <p>A potential issue arising from the data in relation to disabled learners not attaining as well as non-disabled learners was identified in session 13/14. This was fully investigated at course, department and college level and no significant themes were identified. Action has been taken to promote the learning support service and welfare and guidance services more intensively.</p> <p>All other protected characteristic groups are well represented and achieve well in comparison to non-protected characteristic groups.</p>
3.12 Capture the learning experience of learners with protected	Survey learners with PCs to measure any differential impacts – aim for satisfaction rate	June 2013 June 2015 June 2017	Equalities Team	The Learner Engagement Survey completed through Moodle has specific questions regarding college culture and bullying and harassment incidents. In 2014 40 class groups of 10-15 learners responded. 37 of the groups felt that learners were valued

Equality Outcomes Progress to Date March 2015

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
characteristics using targeted focus groups and a specific VLE area for reporting complaints	that is equal to overall learners i.e. 98%			and respected by lecturers. 35 of the groups had never witnessed or experienced any bullying or harassment. (Learner Engagement Survey 2013/14)

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Equality Outcomes Progress to Date March 2015

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	Destination data is now available.
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	Destination data is now available from 91% of leavers.
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	Existing reports are fit for purpose and can be analysed by department in late 2014 when full figures for 2013-14 are available. Involves Student Records, Curriculum & Quality, Curriculum Managers and Diversity Co-ordinator.

Equality Outcomes Progress to Date March 2015

Sustainable Institutions				
Equality Outcome5: 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	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	<p>A full review of staff development has resulted in staff development being focused on specific areas of responsibilities and delivered at the most appropriate time of the year. This has improved attendance of staff development with measurement impact.</p> <p>The staff development event in August 14 generated a 80% engagement rate with academic staff and over 60% engagement rate for support staff during our staff development event in February 15.</p> <p>Training Needs Analysis were conducted with all departments. This has supported staff development and also succession planning. The benefit of which is now captured in individual staff Personal Review and Development plans.</p> <p>The Creative Industries Department has embedded training workshops on inclusive approaches to learning and</p>

Equality Outcomes Progress to Date March 2015

Sustainable Institutions				
Equality Outcome5: 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	Update on progress/actions
				<p>teaching as part of its strategic approach to equality training.</p> <p>The Dept of Access and Progression have received specific autism training workshops which will be rolled out to other departments across college.</p> <p>Access and Progression have also delivered bespoke training around interview techniques for interviewing learners with ASN.</p>
5.2 Promote professional standards for lecturers	Number of briefings/dissemination sessions held	Annually	Head of Curriculum and Quality/Equalities team	Professional standards for lecturers are promoted through training programmes and the Moodle resource available to teaching staff
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	<p>Staff development workshops are held</p> <p>The Moodle resource area for equality and diversity remains current and is updated regularly</p> <p>E-focus articles on equality and diversity are promoted regularly</p>

Equality Outcomes Progress to Date March 2015

Sustainable Institutions				
Equality Outcome5: 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	Update on progress/actions
				The Creative Industries Department model of developing bespoke specialised training with Learning Development Service input is working extremely well. Plans are in place to replicate this across other departments.
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>The Department of Access & Progression have a Transition Co-ordinator from ENABLE Scotland working in college. The 'Transitions to Employment' project works with learners with additional support needs to find work.</p> <p>Access and Progression are also working on a LAC partnership initiative with Falkirk Education Services and Employment Training Unit to help support this group to access college provision.</p> <p>The Central Advocacy project is using the Alloa campus facilities one night a week to deliver advocacy workshops and other activities to people with additional support needs.</p>

Equality Outcomes Progress to Date March 2015

Sustainable Institutions				
Equality Outcome5: 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	Update on progress/actions
				<p>Business Development and the Flexible Learning Team are working with partners in both the Stirling and Falkirk area, offering digital literacy and employability skills courses to clients of Job Centre Plus. Partner members include Falkirk Council, Citizens Advice Bureau, Denny Community Flat, Denny WASP, ACE Cornton and Raploch URC.</p> <p>Courses are made up of a digital literacy course, an Employability Plus course, is also being delivered within this partnership arrangement.</p> <p>Working collectively in this way, we are making best use of available resources, offering encouragement, support and training as necessary to ensure that those furthest away from the job market have the appropriate skills and confidence to succeed in their quest to gain employment. One positive impact that this project has had is that a number of participants are currently going</p>

Equality Outcomes Progress to Date March 2015

Sustainable Institutions				
Equality Outcome5: 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	Update on progress/actions
				<p>through the application process for full time college courses.</p> <p>Community Planning Partnerships are robust with the college taking part in the Forth Valley G7 group, the CPP, Local Employability partnerships, Local Education Partnerships, PACE partnerships, 16+ Learner Choices and Opportunities for All, Head Teacher and Principal Teacher Forum, Single Outcome Agreements, MAHRS, Forth Valley LGBT Partnership, 16 days of action partnership</p> <p>Hospitality and Salon Services are partnering with Donaldson's School, Raploch Community Campus and the Big Noise</p> <p>The Student Association has a partnership with Rape Crisis Scotland so there is now a presence in every campus one day per week. They have also worked closely with Terrence Higgins Trust throughout the year on events like World Aids Day.</p>

Equality Outcomes Progress to Date March 2015

Sustainable Institutions				
Equality Outcome5: 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	Update on progress/actions
				Creative Industries Department work with NHS Forth Valley, Show Racism the Red Card, Creative Scotland and local authority partners.
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	All suppliers are required to sign up and comply with College Policy and the Equalities Act as part of the tendering process

2 June 2015

Tel: 01324 403200

Email: ken.thomson@forthvalley.ac.uk

David Belsey
National Officer
Further and Higher Education
The Educational Institute of Scotland
46 Moray Place
Edinburgh
EH3 6BH

Dear Mr Belsey

Freedom of Information Request

Thank you for your recent Freedom of Information request in relation to Zero Hours Contracts.

The College operates a number of casual contracts for positions such as catering assistants, artist's models and gym assistants. I would like to take this opportunity to highlight, as borne out by the responses below, that the relationships we have with the individuals undertaking these casual contracts are one of employer and employee.

Individuals on these contracts, often students or former students seeking work experience to supplement their learning, are under no obligation to undertake the hours offered by the College. Additionally, all individuals are afforded sick leave, CPD (if relevant), holiday pay and other benefits open to full time staff.

While we are of the opinion that these are casual rather than zero hours contracts, we note the definition as included in your letter and have included these figures in the response below.

Question 1

a. How many zero hours contracts are in place between the Institution and individuals on 1 January 2015? 33

b. How many individuals (i.e. contract holders) does the Institution have holding one or more zero hours contracts on 01 January 2015? 33

c. How many of the individuals holding zero hours contracts are women? 21

Dr Ken Thomson, Principal.

Forth Valley College of Further & Higher Education

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Question 2

Does your Institution define zero hours contract staff as employees or workers whilst carrying out work at the Institution? Employees

Question 3

Does the Institution allow Managers to agree zero hours contracts with individuals without recourse to external advertisement or an interview panel?

No

Question 4

Is there an appeal mechanism for a zero hours contract holders to appeal any perceived unfairness or discrimination in the way that such work is allocated or renewed? Yes

Question 5

a. Does the Institution have an Institution wide procedure to notify zero hours staff when they are not likely to be offered work in the future? Yes

b. Is there a minimum amount of notice of any work given by the Institution to zero hours staff? No

Question 6

a. Does your Institution give payments for holidays (rolled up holiday pay) or does it give paid leave to zero hours contracts holders? Holiday pay is paid at the same time as hours worked and is clearly identified and separated as such.

b. If your Institution gives payment for holiday – at what rate does it do so? The rate is based on the hourly rate for the job. Is the basis equivalent to other staff carrying out like work? Yes

c. Does your Institution pay occupational sick pay to zero hours contract holders? Yes

d. Does your Institution pay occupational maternity pay or occupational paternity pay to zero hours contract holders? Yes

Question 7

a. Does the Institution have a procedure in place to determine whether a zero hours contract or a fixed term contract or an open ended fractional contract is used? Yes

b. Does the Institution have a procedure for allowing a zero hours contracts to crystallise into an open ended contract with guaranteed hours? Yes

c. Do academic staff on zero hours contract holders receive CPD as permanent academic staff doing like work? We do not have any academic staff on these contracts however, if we did, they would receive CPD as per permanent members of academic staff.

Question 8

a. Has the Institution carried out an Equality Impact Assessment into the current use of zero hours contracts at the Institution? No

b. The EIS believes that women are disproportionately more likely to hold zero hours contracts than men. How does the Institution meet its General Duties that arise under section 149 of the Equality Act 2010 and Specific Duties which are imposed by The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 in terms of advancing equality of opportunity of women – with respect to seeking to ensure women are not disproportionately more likely to hold zero hours contracts than men. We aim to meet all the requirements of the General Equality Duty and the Scottish Specific Duty and have published Equality Outcomes, Mainstreaming Report including information on numbers of employees and profile, equal pay and job evaluation. Use of 'zero hour' contracts is extremely limited to specific circumstances and in the case of gym assistants and catering assistants are normally taken by students or former students to provide work experience in their chosen field.

Question 9

a. Can you confirm if the Institution included any staff that work at the Student Association in its response? Yes

b. How many zero hours contracts are in place between the Institution's Student Association and individuals on 1 January 2015? None

If you are not satisfied with the way in which your request has been dealt with, you are entitled, in the first instance, to request a review. Should you wish to request such a review, please write to myself within 40 working days of the date of this letter.

If you remain unsatisfied, you are entitled to apply to the Scottish Information Commissioner for a decision. Their contact details are: Office of the Scottish Information Commissioner, Kinburn Castle, Doubledykes Road, St Andrews, Fife, KY16 9DS. Telephone 01334 464610.

Yours sincerely



Dr Ken Thomson
Principal