

REPORT B: FINAL PROGRESS ON
EQUALITY OUTCOMES 2013-2017

inclusive

Eliminating discrimination,
harassment and victimisation;
advancing equality of opportunity
and promoting good relations

Report B Final Progress on delivering Equality Outcomes 2013-17

Forth Valley College Equality Outcomes 2013-2017				
Efficient Regional Structures	Right Learning Right Place	High Quality and Efficient Learning	Developed workforce	Sustainable institutions
EO1 FVC learners and staff know that the college is committed to ensuring equality is embedded across all practice	EO2 All learners at FVC including those with protected characteristics access a curriculum that reflects individual and local needs	EO3 All learners benefit from a curriculum that reflects a wide range of requirements in an environment free from discrimination and harassment	EO4 FVC learners with protected characteristics progress equally onto positive destinations	EO5 FVC staff understand the requirement to promote equality in the fulfilment of their job role

In order to evaluate FVC's progress against our Equality Outcomes – or ask 'have we met them?' – the following information was collated, considered and analysed:

- Thematic mind map (this details the key themes emerging from a number of evidence sources - Appendix 1)
- Analysis of Student PI data by protected characteristics from 2014-current (Appendix 2)
- Equality Outcomes Progress to Date Spring 2017 (Appendix 3) (evidence from teaching departments and service areas)
- Sources of evidence/information (Appendix 4)
- Information on staff from Report A – mainstreaming
- Information on staff from Report D – gender pay gap and equal pay

What are the emerging themes?

- Equalities impact assessment to be overhauled; enhanced with a Human Rights approach and key decisions which affect people with protected characteristics are fully assessed and evidenced robustly and routinely
- Gender underrepresentation actions – we know there are still gender imbalances within STEM subjects; there are more male students than female studying at FVC. FVC is required to develop a Gender Action Plan by July 2017 to address this.

- Provide specific CPD for teaching staff to consider how to promote good relations between equality groups and increase confidence amongst staff in equality, diversity and inclusion in learning and teaching approaches
- SMT continue to take the lead in the promotion of equality, diversity and inclusion in all FVC functions
- Work with LBGTI partners to ensure the college is the best supportive environment it can be for young people identifying as LBGTI
- Need to establish a robust cross-College EDI forum involving staff, students and potentially external partners
- While the College student BME figures broadly reflect the local BME populations for the 3 local authorities we service, we still have a gap in information on the experience of BME students in College
- Attainment of students with a disability needs improved
- Confidence of staff and students to identify and report hate incidents needs improved
- The number of students who disclose a mental health challenge is rising and we need to ensure correct support is available
- The number of students who disclose additional learning support needs continues to rise

EQIA

As a public sector body, Forth Valley College is bound to pay due regard to the public sector equality duties under the Equality Act 2010. In order to prevent unlawful discrimination arising due to the implementation of policies/procedures, where relevant, Forth Valley College staff can complete Equality Impact Assessments in order to consider negative and positive impacts on members of Protected Characteristics groups. By referring to data and analysing evidence, policy-makers can better understand how a policy would impact on students, staff and the general public, and therefore consider how to make policies and procedures work to the benefit of all people in practice. Additionally, EIAs allow decision-makers to consider whether or not a proposal would impact on Forth Valley College's aims to promote equality of opportunity for all, and to foster good relations between people who share a Protected Characteristic, and those who do not.

In accordance with recent guidance on Human Rights Impact Assessments from College Development Network, a section has been added to the EIA template to allow policy-makers and decision-makers to consider potential impacts through a Human Rights lens.

We are going to try a new approach to carrying out Equality Impact Assessments at Forth Valley College. From the EQIA Project Summary (September 2016) (**Appendix 5**), it was concluded that more policies/operating procedures should be equality impact assessed by policy-makers, before going forward for Board of Management consideration. There is a need for policy-makers and decision-makers to reflect on how their proposals may impact upon members of Protected Characteristics groups, and on Human Rights, in order to minimise negative impact. During the EIA process, the aim is to identify any negative

impacts, and to take steps to mitigate them before a policy/operating procedure is implemented. Careful consideration of equality and Human Rights issues will reduce any unwanted harmful effects of policies/procedures before they can be put in practice. Reflecting on impacts can also allow policy-makers to consider alternative options, and to highlight positive impacts, too.

The EIA template (**Appendix 6**) document has also been updated to make the impact assessment easier to complete for staff responsible for creating/updating policies/procedures/operating guidelines. Also, a dedication consultation section allows impact assessors to determine whether or not views should be sought on the policy; consultation allows for feedback to be considered, taking in the views of as many people as possible, not just relying on a few impact assessors' determinations. The new EIA template highlights the need for monitoring and review of policies and procedures from an equalities and Human Rights perspective, therefore impacts can be re-assessed and policies re-evaluated timeously. This should result in more EIAs being carried out by staff, with more policies being written and more decisions being made based on relevant evidence, and with clear commitment to Forth Valley College's public sector equality duties.