

## **Forth Valley College Equalities Impact Assessment**

### **Summary Report April 2015**

Forth Valley College is committed to the elimination of discrimination, harassment and victimisation; advancing equality and fostering good relations. As part of our commitment to the Equality Act 2010 and previous equality legislation the College continues to monitor the impact of our services, plans, policies and procedures on people with the protected characteristics of age, disability, gender reassignment, pregnancy and maternity, marriage and civil partnership, religion and belief, race, sex, and sexual orientation

Student representation, retention and attainment is analysed by equalities profiles as part of the annual self-evaluation process, where performance indicators are analysed and action taken to mitigate against any negative impacts identified.

In addition we regularly survey staff and learners to gain feedback on their experience of working or learning in Forth Valley College. The results of these surveys are detailed in our [Mainstreaming Report 2015](#)

Key policies, procedures and decisions are assessed for their impact on people with protected characteristics. We commit to ensuring that all key decisions are impact assessed prior to any committee approval and have incorporated this into our strategic decision making processes.

A summary of the findings of impact assessments carried out is detailed in Appendix 1. Full copies of the individual impact assessments are available on request from [equality@forthvalley.ac.uk](mailto:equality@forthvalley.ac.uk)

## **Appendix 1**

### **Summary of key findings and recommendations of Impact Assessments carried out**

#### **Recruitment and Selection:**

- Amend FVC website to be more accessible
- Produce accessible electronic on-line applications
- Produce staff guidelines regarding equality
- Insert a statement on staff information regarding our Equalities Policy and being members of the Two Ticks Employer Scheme
- Anonymise the applications process
- Ensure equal opportunities data is monitored

#### **Academic Honesty Policy:**

- Amend the policy to make explicit reference to the fact that some learners may need more support to adhere to the policy
- Revise college documentation relating to Academic Honesty to make it more accessible
- Provide more robust information to learners and staff on academic honesty
- Collect and analyse data by equalities profiles

#### **Student Admissions Policy:**

- Create a transparent student admissions procedure
- Train teaching staff regarding disclosure and additional support needs
- Create new guidelines for interview questions and recording of the process
- Collect and analyse data by equalities profiles

#### **Complaints Policy:**

- Guidance leaflet includes information on Hate Incident Monitoring and reporting
- Include a statement regarding availability of the leaflet in alternate formats
- Collect and analyse data by equalities profiles
- An analysis of complaints from 2014/15 showed 19 complaints, these were analysed by equalities profiles and nature of complaint and no issue identified for people with protected characteristics

## **Flexible Working Policy**

- Proactively promote the policy to male members of staff
- Make more explicit reference to the policy being for all members of staff of both sexes and to same sex partners
- Collect and analyse data by equalities profiles

## **Health, Safety and Welfare Policy**

- Amend policy to include reference to specialist evacuation procedures and equipment and personal emergency evacuation plans and inclusive risk assessments
- Develop new procedures for inclusive risk assessments
- Amend First aid Procedure and Student Work Placement Procedures
- Collect and analyse data by equalities profiles

## **Learner Discipline Policy**

- Ensure learner discipline information is on the VLE for learners
- Ensure learner discipline is appropriately covered at induction
- Collect and analyse data by equalities profiles

## **Learning Strategy**

- Devise a college wide implementation plan
- Make reference to the fact that some staff and learners may need additional support to fulfil the outcomes of the strategy
- Improve the accessibility of Moodle as a platform for learning
- Disseminate strategy to all staff and include any necessary staff development is delivered to meet the aims of the strategy
- Make more explicit reference to the promotion of equality of opportunity via Curriculum for Excellence
- Promote good relations between equalities groups via the health and well-being aspects of the strategy
- Build in opportunities for equality and diversity training for staff
- When considering how learners would like learning to be structured the opportunity to highlight diversity should be emphasised
- Identify opportunities to combine class groups to help promote good relations between equality groups

## **Copyright Policy**

- Ensure use of plain English and that training support is in place to allow learners with the protected characteristics of disability and race to comply
- Provide robust training for staff and learners to ensure they understand the policy

- Meet the needs of PC groups by producing training materials that are accessible and free from jargon

### **Disciplinary and Dismissal Policy**

- Policy includes discrimination, harassment or intimidation as acts of misconduct
- Data is analysed by protected characteristic
- Little evidence that there is any impact on staff with protected characteristics
- The policy ensures a fair and equal working environment and the mechanism for dealing with inappropriate behaviour contributes to fostering good relations.

### **Grievance Policy and Procedure**

- Policy is a key component of the achievement of the general equality duty by providing a mechanism to redress any issues of harassment, bullying or discrimination
- Incidents are low across college – 5 incidents in 3 years
- The policy contributes to fostering good relations by providing a mechanism to address any grievance issues.

### **Prevention of Bullying and Harassment**

- Policy is closely linked to the Grievance Policy and the Disciplinary Procedures
- Bullying and harassment advisers are in place and have received equalities training as part of their role.
- Analysis of evidence shows that there are no issues relating to protected characteristics

### **International strategy**

- Policy contributes to fostering good relations by promoting diversity through increased representation of people with the protected characteristic of race – the presence of international students contributes to overall diversity within college and can help to break down barriers and promote understanding within and between groups with protected characteristics.
- The needs of international students will be met in terms of faith, culture, dress, dietary requirements
- The impact of any large groups of international students on good relations will be monitored through analysis of complaints, hate incident monitoring and student feedback

## **Learning Development Service**

- Offers support and guidance for learners with additional support needs, health issues or a disability on a needs-led basis
- Data on users of the service was broken down by protected characteristic and feedback from users of the service was analysed
- Male learners tended to be under-represented in the numbers accessing the service – mitigating action to promote the service specifically to this group has been taken
- The service aims to increase the participation of learners with protected characteristics of disability and therefore contributes to fostering good relations among the student population.

## **Performance Indicators for Learners**

- The profile of learners and their retention and attainment is analysed annually and benchmarked against national and local data. This is done as part of our self-evaluation process.
- Key negative impacts identified are under representation of males in childcare subject areas and under representation of females in STEM subject areas
- Negative impacts are being addressed with various strategies to attract under-represented genders
- In the session 2014/15 learners with disabilities were identified as performing less well and action was taken to address this via increased promotion of our learning support and welfare services.
- This information is available in the College's Equality Outcome Plan and Mainstreaming Report

## **Staff Data**

The profile of staff is analysed and reported on in the College's Equality Outcome Plan and Mainstreaming Report. Staff surveys and feedback are also summarised in the Mainstreaming Report.