**Report B Progress report on achievement of equality outcomes**

In 2017 Forth Valley College used various data sources to determine where we as a college needed to target improvement in order to demonstrate our commitment to the PSED to advance equality of opportunity; eliminate discrimination and foster good relations. See mind map in this [link](https://WWW.FORTHVALLEY.AC.UK/MEDIA/2332/REPORT-B-APPENDIX-1.JPEG).

The table below refers to factors identified, actions taken and how far we have come to achieving these activities. As this is an interim progress report, many of the actions taken are ongoing, some are in early stages of development. As yet it is difficult to ascertain exactly how much of an impact identified activities have made. However we acknowledge that monitoring each action as well as how well different actions work in conjunction is essential to gather evidence to help shape the direction of future equality work. As a result of this progress update the college plans to refine and improve the framing of our Equality Outcomes in 2021 to make them more specific to the equality areas we need to work on.

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| **Equality Outcomes 2017-21****EO1** All FVC students and staff (lecturers, support staff and Senior Management) ensure equality is embedded across all College functions**EO2** All students at FVC including those with protected characteristics can access and benefit from a curriculum that reflects individual and local needs**EO3** All students and staff are able to access the right support for their individual needs in an environment free from discrimination and harassment**EO4** FVC students with protected characteristics progress equally onto positive destinations**EO5** All FVC staff promote equality in the fulfilment of their job role and are able to effectively deal with the needs of a wide range of students |

| **What evidence did we start (sources)** | **Evidence compared to indicators**Change/no change/not enough information | **What action was taken?** | **What part of the PSED does this support** advance equality of opportunity/eliminate discrimination /foster good relations/ all | **Other linked initiatives**e.g., -GAP-BSL plan-A& I Strategy-EOs1-5 | **Conclusion**AchievedSome achievement/in progressNot achieved | **Factors affecting success** | **Potential areas for new EO development**good practice examples/what we have learned? | **EO progress for 2019-21**What’s left to do/where are the gaps? |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Learning support feedback questionnaire*** |
| Increased mental health disclosure | Not enough information yet | -Wellbeing project -‘Purple card’mental health work by FVSA | Advance equality of opportunity | [A&I plan](https://www.forthvalley.ac.uk/media/3552/access-inclusion-strategy-march-2017.pdf)EO1,2,4 | In progress | Wellbeing Support Officer supports students (via external funding) | Continue to monitor college mental health and wellbeing activities Examine student PIs for those students who disclose MH needs  | Develop FVC mental health and wellbeing strategy, including staff training considerations |
| Drive to capture more qualitative information | Not enough information yet | Development of Triple S project: to capture interventions and support to provide fuller picture of students’ time at FVC  | -Advance equality of opportunity-Foster good relations | [A&I plan](https://www.forthvalley.ac.uk/media/3552/access-inclusion-strategy-march-2017.pdf)EO 1,2,3,4 | In progress | Currently being pilotedRisk – system only as good as information staff put in it  | There is a need for FVC research capacity – use of data/analytics | Need to capture, analyse and use more qualitative information alongside quantitative data  |
| ***Student survey 2016*** |
| Revealed an inconsistency of awareness of EDI issues within learning and teaching approaches  | No change—as indicated from L2L. Support is great in some areas and poor in others. | Evidence gathering of practice across college teams (Equality Activity Recording Tool) | -Advance equality of opportunity-Foster good relations | [People Strategy](http://infoadmin/hr/Lists/Announcements/Attachments/33/People%20Strategy%202017-22.pdf)EO1,2,4 | Some achievement in progressidentified as action for staff group of Equality and Inclusion Development group and Learning and Development officer | -Varying levels of commitment-Limited opportunity for further training of staff | Training as a key outcome | Create a CPD plan that ensures all staff understand EDI issues |
|  | No change—as indicated from L2L. Support is great in some areas and poor in others. | Creation of Equalities and Inclusion Development group 2018 (ongoing) | -Advance equality of opportunity-Foster good relations | [BSL Plan](https://www.forthvalley.ac.uk/media/4322/approved-fvc-bsl-action-plan.pdf)[Corporate Parenting Plan](https://www.forthvalley.ac.uk/media/2875/corporate-parenting-plan-2017-20.pdf)[Gender Action Plan](https://www.forthvalley.ac.uk/media/2702/gender-action-plan-2017-20.pdf)[Access and Inclusion Strategy](https://www.forthvalley.ac.uk/media/3552/access-inclusion-strategy-march-2017.pdf) EO 1,2,3,4, 5 | Partially achieved. Increased awareness and new systems put in place to increase consistency. | Limited available time to train staff  | Training as a key outcome | Create a CPD plan that ensures all staff understand EDI issues |
| ***Student Focus group - disability*** |
| Disability awareness training needed for staff  | No change, as indicated from L2L. Support is great in some areas and poor in others. | Input for staff development days in 2018 and 2019. New Learning Development Officer in post 2018. | all | [Access and Inclusion Strategy](https://www.forthvalley.ac.uk/media/3552/access-inclusion-strategy-march-2017.pdf)EO 5People Strategy | In progress | Limited time for training especially with teaching staff | Training as a key outcome | Create a CPD plan that ensures all staff understand EDI issues |
| Language campaign to clarify misconceptions concerning disability | Not enough information yet | Creative learning conference workshop planned for August 2019 | Eliminate discriminationFoster good relations | [Access and Inclusion Strategy](https://www.forthvalley.ac.uk/media/3552/access-inclusion-strategy-march-2017.pdf)EO 5 | In progress | Limited time for training especially with teaching staff | Training as a key outcome | Create a CPD plan that ensures all staff understand EDI issues |
| **PI data** |
| Lowest retention/achievement group intersectionsBME 20-59, BME female, BME disabled | Not enough information yet | Focus groups on BME student experience 2019 | all | [Race Equality Action Plan](https://www.gov.scot/publications/fairer-scotland-race-equality-action-plan-2017-2021-highlight-report/)EO 2,3 | In progress | Low student engagement in participating in research | FVC research capacity | Continue to engage with this hard to reach student group to foster trust.Involve NUS BME student officer  |
| ***Equalities post entry survey results*** |
| 15% of students don’t know how to report a hate incident | No change in survey results 2017/18Increase in reports and inquires about reporting process | Review and republication of hate incident process | all | [Trans guide](https://www.forthvalley.ac.uk/media/4786/cm145-transgender-guide-2018.pdf)EO 3 | Partially achieved—more consistent awareness raising needed so that general knowledge is normalised | Moodle barriers | Most students are aware of how to report a hate incident | Continued promotion of hate incidents and what to do about them  |
| ***EQIA project recommendations*** |
| EQIA embedded in team evaluation and SMT decisions | Change-13 updated and new EQIA on policy and SMT papers | EQIA training delivered to HR and FVSA in 2018EQIA updates carried out on policies by HR | Advance equality of opportunityEliminating discrimination | EO 1, 3 | Partially achievedHR and SMT papers setting precedent  | Systematic implementation across department – difficult to ‘sell’ EQIA as part of decision making processes | Once staff feel confident about the process they make it part of their normal work habit | Ongoing CPD for staff for EQIA |
| Adopt an equality and human rights approach to impact assessment | Change-13 updated and new EQIA on policy and SMT papers | Decided that EQHRIA were not appropriate in an education setting as they have little relevance to college business and complicate the process | Advance equality of opportunityEliminating discrimination | EO 1, 3 | Partially achievedHR and SMT papers setting precedent | Simplification of EQIA process from short lived EQHRIA | Once staff feel confident about the process they make it part of their normal work habit | Ongoing CPD for staff for EQIA |
| ***Impact assessment summary report 2015*** |
| Male learners underrepresented in learning support service | No change | None so far | **-**Advance equality of opportunity | [Access and Inclusion Strategy](https://www.forthvalley.ac.uk/media/3552/access-inclusion-strategy-march-2017.pdf) EO 3, 4 | Not achieved | Need for qualitative data to identify barriers | More activity around collecting qualitative data | Triple S project rolloutDevelopment of GAP |
| Disabled learners underperforming | Change | Improvements made to learning support systems | **-**Advance equality of opportunity | [Access and Inclusion Strategy](https://www.forthvalley.ac.uk/media/3552/access-inclusion-strategy-march-2017.pdf)[BSL Plan](https://www.forthvalley.ac.uk/media/4322/approved-fvc-bsl-action-plan.pdf) | Partially Achieved -new PI reports show increase in disability achievement by 3% | Learning support improved appointment systemWellbeing officer post  | Efficient support services and systems can have a positive effect on student achievement rates | Consider how can this be replicated elsewhere |
| ***Cultural survey 2016*** |
| Need for staff CPD in EDI  | No change | Creation of Equalities and Inclusion Development group 2018 – one of the sub-groups is looking at this  | all | [People Strategy](http://infoadmin/hr/Lists/Announcements/Attachments/33/People%20Strategy%202017-22.pdf) EO 1, 5 | Partially achieved—needs to be more systematic | Available time for face-to-face CPD | Pockets of training are beneficial when delivered but not systematic enough | Create a CPD plan that ensures all staff understand EDI issues |
| Develop resources for sharing best practice | Not enough information | Links on SharePoint to resources and websites on specific protected characteristicsEquality activity recording tool | **-**Advance equality of opportunity-Eliminating discrimination | [creative learning and technologies strategy](https://www.forthvalley.ac.uk/media/2998/creative-learning-technologies-strategy.pdf)EO 1,5 | Partially achieved | Available time to share | Information is available but it can be difficult to find at times | Include Equalities training in annual staff CPD opportunities |
| ***Forth Valley LGBTI Survey*** |
| Develop induction material specifically to target school link | Not enough information | HIM and EDI training in Welcome induction material August 2018 | **-**Advance equality of opportunity-Eliminating discrimination | EO 1,2 | In progress | School links come to college for a short time period.  | We can create a positive reputation through partnerships | Have LGBT+ group reach out to community groups |