



MAKING
LEARNING
WORK



REPORT A - MAINSTREAMING WORK 2021-25

PUBLIC SECTOR EQUALITY DUTY (PSED)
INTERIM REPORT

APRIL 2023



1. Introduction

This report reviews the progress made by Forth Valley College from 2021 - 2025 to mainstream¹ equality at the mid-point of the reporting cycle. Forth Valley College considers equality and inclusion an integral part of College life. In reviewing the College's overall progress in relation to mainstreaming equality, the assessment continues to be that the work the College is undertaking is **very positive**.

Since 2021, the College has made significant progress in embedding equality considerations into key college strategies and plans and raising awareness of equality and inclusion through student and staff inductions, campaigns and events, curriculum subject learning and continuous professional development. There are now requirements from the Scottish Funding Council (SFC), through the Regional Outcome Agreement (ROA) process, to mainstream equality including targets to monitor and track progress of students by age, gender, disability, ethnicity, SIMD area, care experienced status and other characteristics. The SFC and the Equality and Human Rights Council (EHRC) have also recently published [joint Equality Outcomes](#) for the sector.

Equality and the impact of inequality has been part of the national conversation since the start of the COVID-19 pandemic and this discourse continues as society navigates the post-COVID landscape. Evidence from across the education sector, as a whole, has demonstrated that those who were already marginalised and excluded have seen further disadvantage thrust upon them because of the pandemic and subsequent challenges, including the cost of living crisis. There is much work to be done to ensure that those groups are truly included as the College develops over the years to come.

The rather 'cluttered' landscape of the Public Sector Equality Duty and other pieces of legislation, such as the British Sign Language Scotland Act, SFC requirements as well as those of Education Scotland, continue to challenge us to assess efforts to include all, in a streamlined and efficient manner. Fortunately, there are areas of crossover – for example, the groups of students listed in outcome agreements generally correspond to the protected characteristic groups in the Equality Act. Whilst it is important to plan and have clear actions, the requirement to produce so many different strategies and plans for different groups, continues to run the risk of diluting work across all of the protected characteristics. Forth Valley College continues to streamline approaches; gather evidence of progress; measure impact and consider whether targets are met for a range of plans and strategies for different groups of staff and students at the same time. While these requirements put the College on the right track to mainstream equality, work still needs to be done on linking them; sharing the responsibilities across the organisation; having a clear view of needs and to better demonstrate where progress has been made.

¹ Mainstreaming – integrating equality into the day to day working of Forth Valley College

2. Equality Outcomes 2021 – 2025

Below are Forth Valley College's Equality Outcomes for 2021 to 2025. These Equality Outcomes were developed in collaboration with staff, students and external stakeholders and consideration was given to [sectoral priorities](#) and the findings from our [reporting on and evidence gathering for the last set of equality outcomes](#).

EO1	We will improve our use of data and analytics to enhance our understanding of the student and staff experience at Forth Valley College with a view to improving that experience and enhancing our engagement with those who share protected characteristics.
EO2	We will work towards building and fostering an antiracist culture by addressing: curriculum and pedagogy, policy and processes, recruitment, and reporting structures.
EO3	We will make progress on improving outcomes and the student experience by addressing gender based violence and gender balance in specific subject areas.
EO4	We will take significant steps to improve wellbeing and mental health support to those groups who experience consistently poorer outcomes.
EO5	We will take significant steps to systemise continuous professional development for staff specifically targeting understanding around anti-racism, gender based violence, disability and wellbeing.

3. Progress Update

EO1	<p>We will improve our use of data and analytics to enhance our understanding of the student and staff experience at Forth Valley College with a view to improving that experience and enhancing our engagement with those who share protected characteristics.</p>
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Action	Mainstreaming Duty	Protected Characteristic	Progress	Department
Staff Health, Wellbeing and Cultural Surveys	Eliminating Discrimination; Advancing Equality of Opportunity; Fostering Good Relations	All	Use of the Workplace Resilience and Wellbeing and Ceannas Cultural Index surveys, undertaken in academic year 22/23, to create a baseline of culture and workforce wellbeing to identify areas of work and enhancement required across the organisation. These surveys have generated data and information around the staff experience that will be used to inform strategic and operation direction around staff wellbeing and College culture.	Human Resources
Student Experience Surveys	Eliminating Discrimination; Advancing Equality of Opportunity	All	From academic session 22/23, there is now the enhanced ability to be able to delve further into College student experience surveys to understand experience by protected characteristic and priority access group. This is the first year the College has been able to do this and this analysis will help inform the understanding of the student experience further; to understand how different group's experience varies and inform work around closing any identified gaps in experience.	Learning and Quality
Introduction of PowerBI	Eliminating Discrimination; Advancing Equality of Opportunity; Fostering Good Relations	All	Power BI is a Microsoft package that allows organisations to generate high quality analytics. Business Transformation are currently exploring the implementation of PowerBI to allow senior managers to have the ability to interrogate data to inform robust decision making. In terms of equality reporting, this product will allow us to understand more of the detail of the student experience; identify areas of intersectionality and determine impact of interventions and activities.	Business Transformation
Equality Impact Assessment Training	Eliminating Discrimination; Advancing Equality	All	Refresh and roll out of Equality Impact Assessment training to decision makers and Union colleagues. This training includes the exploration of the use of data, both from within and	Inclusion and Student Services

	of Opportunity; Fostering Good Relations		outwith the College, in order to make informed decisions about planned change. This approach helps to support strong evidence based decision making.	
Continuous Curriculum Improvement Process		Disability	The College has implemented an in-year performance prediction tracking process that splits the academic year into curriculum performance Indicator reviews and delivery periods in order to understand, track and turnaround the downturn in performance across the College. This monitoring includes identifying students with additional support needs and those living in SIMD 10 and 20 to track their progress explicitly and allow for analysis of groups by characteristic.	All Curriculum Areas Inclusion and Student Services Learning and Quality

EO2	We will work towards building and fostering an antiracist culture by addressing: curriculum and pedagogy, policy and processes, recruitment, and reporting structures.
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Employee Data

NATIONALITY	% of Staff
British Citizen	93.80%
Germany	0.31%
Iran	0.31%
Lithuania	0.16%
Poland	0.78%
Republic Of Ireland	0.62%
USA	0.47%
Zimbabwe	0.16%
Australia	0.16%
Romania	0.16%
Ghana	0.16%
Greece	0.16%
Libya	0.16%
Hungary	0.16%
Azerbaijan	0.16%
Other	2.02%
Prefer not to say	0.31%
Total	100.00%

ETHNIC ORIGIN	% of Staff
Scottish	77.98%
English	3.26%
Welsh	0.16%
Irish	0.78%
Any other white background	2.02%
Any mixed background	0.93%
Indian, Indian Scottish or Indian	
British	0.47%
Pakistani, Pakistani Scottish or	
Pakistani British	0.16%
Chinese, Chinese Scottish or Chinese	
British	0.16%
Any other Asian background	0.16%
African, African Scottish or African	
British	0.47%
Other African background	0.16%
Any other background	0.62%
Northern Irish	1.09%
British	7.13%
Polish	0.93%
Arab, Arab Scottish or Arab British	0.47%
Prefer not to say	3.10%
Total	100.00%

Student Data

ETHNIC ORIGIN	2019/20 %	2020/21 %	2021/22 %	Achieved 19/20	Achieved 20/21	Achieved 21/22
BME	4%	4%	4%	81%	75%	79%
White	95%	96%	95%	83%	75%	75%
Overall	100%	100%	100%	83%	75%	75%

ETHNIC ORIGIN	2019/20 %	2020/21 %	2021/22 %	Achieved 19/20	Achieved 20/21	Achieved 21/22
African, African Scottish or African British	13%	16%	17%	74%	67%	88%
Any mixed background	8%	6%	7%	63%	68%	90%
Any other Asian background	10%	9%	5%	82%	65%	77%
Any other background	37%	38%	41%	90%	85%	81%
Arab, Arab Scottish or Arab British	3%	4%	5%	93%	63%	76%
Bangladeshi, Bangladeshi Scottish or Bangladeshi British	1%	1%	1%	67%	50%	100%
Black, Black Scottish or Black British	0%	0%	0%			
Caribbean, Caribbean Scottish or Caribbean British	2%	2%	1%	43%	67%	60%
Chinese, Chinese Scottish or Chinese British	3%	2%	3%	100%	78%	57%
Indian, Indian Scottish or Indian British	6%	4%	4%	79%	67%	88%
Other African background	1%	1%	1%	0%	100%	100%
Pakistani, Pakistani Scottish or Pakistani British	18%	16%	15%	84%	74%	63%
Overall - Summary	100%	100%	100%	81%	75%	79%

Action	Mainstreaming Duty	Protected Characteristic	Progress	Department
Anti-Racist Training for Managers	Eliminating Discrimination; Advancing Equality of Opportunity	Race	Bespoke training delivered to around 15 managers across the organisation. This training was delivered by two members of the Advance HE Anti-Racism project Advance HE Anti-Racism project and took place over 9 hours. This is the beginning of the journey towards anti-racism work and collaboration and learning from awarding bodies and education sector partners will be required.	Inclusion and Student Services
Anti-Racist Training Module	Eliminating Discrimination; Advancing Equality of Opportunity	Race	Anti-racist module currently in development that will be available to all staff. This will sit on Moodle and form part of the equality and diversity training suite for staff.	Inclusion and Student Services Learning and Quality
Support for BME Students	Eliminating Discrimination; Advancing Equality of Opportunity	Race, Religion Sex, Gender Reassignment, Sexual Orientation	Hosting of a Shakti Women's Aid Support Worker on Falkirk campus one day per week. Shakti view the college as a safe space, where they can promote their services and work with their client group away from their families and communities. If successful, this service will be expanded to Stirling campus.	Inclusion and Student Services
Black History Month and Cultural Celebrations	Fostering Good Relations	Race, Religion	Celebration of Black history throughout Black History Month. 2021 had an emphasis on stories and storytelling while 2022 focussed on Black history in the Forth Valley region. Longer form posts around religious celebrations, including Diwali and Hanukkah . The emphasis for all of these events is around celebration of culture and history and to reframe discussions of race and religion to ensure discussions are well rounded and informed.	Inclusion and Student Services Communications and Marketing Student Association
Update to Hate Incident Process	Eliminating Discrimination	Race, Religion, Age, Disability, Gender Reassignment, Sex, Sexual Orientation	Working on improving hate incident reporting using an electronic form and improved information to support reporting so that everyone feels more comfortable identifying, addressing, and reporting hate incidents to the College. This process will also be expanded to include Gender Based Violence incident reporting.	Inclusion and Student Services

Increased international work and ESOL provision	Advancing Equality of Opportunity; Fostering Good Relations	Race, Religion	Through projects like the BP West Africa Project and an enhanced ESOL offering in response to an increased number of refugees, there has been more visibility of students of colour on campus. A more diverse student population enhances the education experience for all. Events like a St. Andrew's Day celebration to welcome international students were also hosted in 2022 to bring together our international students to enhance their community experience.	STEM and Construction Care, Sport, Business and Communities Student Association
Show Racism the Red Card Event	Elimination of Discrimination; Advancing Equality of Opportunity; Fostering Good Relations	Race, Religion	The Student Association holds an annual Show Racism the Red Card event to demonstrate their commitment to anti-racism work.	Student Association

EO3	We will make progress on improving outcomes and the student experience by addressing gender based violence and gender balance in specific subject areas.
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Employee Data

GENDER	% of Staff	TRANS	% of Staff
Female	57.05%	No	92.25%
Male	40.47%	Yes	0.47%
Prefer not to say	2.48%	Prefer not to say	7.13%
Grand Total	100.00%	Grand Total	100.00%

Student

GENDER	2019/20 %	2020/21 %	2021/22 %	Achieved 19/20	Achieved 20/21	Achieved 21/22
Female	50%	47%	45%	79%	75%	71%
Male	49%	52%	54%	86%	75%	78%
Prefer not to say	1%	1%	1%	64%	65%	73%
Overall - Summary	100%	100%	100%	83%	75%	75%

TRANS	2019/20 %	2020/21 %	2021/22 %	Achieved 19/20	Achieved 20/21	Achieved 21/22
N	99%	99%	99%	82%	75%	75%
Y	0.27%	0.28%	0.23%	92%	89%	73%
Overall - Summary	100%	100%	100%	83%	75%	75%

STEMC GENDER	2019/20 %	2020/21 %	2021/22 %
Female	34%	17%	32%
Male	66%	82%	67%
Prefer not to say	0.37%	0.35%	0.43%

CSBC GENDER	2019/20 %	2020/21 %	2021/22 %
Female	57%	56%	57%
Male	42%	41%	40%
Prefer not to say	1%	3%	3%

CDLI GENDER	2019/20 %	2020/21 %	2021/22 %
Female	60%	63%	60%
Male	38%	35%	38%
Prefer not to say	1%	1%	2%

Action	Mainstreaming Duty	Protected Characteristic	Detail	Department
16 Days of Action Events	Eliminating Discrimination; Advancing Equality of Opportunity; Fostering Good Relations	Sex	<p>Falkirk campus hosted the Forth Valley wide opening event for 16 Days of Action in 2022 in collaboration with Falkirk, Stirling and Clackmannanshire Councils. Early years students took part in this event by designing a dress and parasol with anti-domestic abuse slogans that was displayed at the event.</p> <p>In 2021, staff and students took part in a walk to highlight gender based violence and its impact as part of 16 Days of Action.</p>	<p>Inclusion and Student Services</p> <p>Care, Sport, Business and Communities</p> <p>STEM and Construction</p> <p>Student Association</p>
Gender Based Violence Training Module for Students	Eliminating Discrimination	Sex	Training module developed by Rape Crisis Scotland and made available to all students. Embedded in i-Learn for 22/23 and undertaken during the first week of 16 Days of Action.	<p>Inclusion and Student Services</p> <p>Learning and Quality</p>
Gender Based Violence Training Module for Staff	Eliminating Discrimination	Sex	Gender Based Violence module , designed by UHI and made available to the sector, available to all staff. This will sit on Moodle and form part of the equality and diversity training suite for staff.	<p>Inclusion and Student Services</p> <p>Learning and Quality</p>
#ErasetheGrey Campaign	Eliminating Discrimination	Sex	Introduction of the #ErasetheGrey campaign, designed by Glasgow Caledonian University and made available to the sector. The campaign can be seen on all of the display screens across all three campuses.	<p>Inclusion and Student Services</p> <p>Communications and Marketing</p>
Update to Hate Incident Process	Eliminating Discrimination	Race, Religion, Age, Disability, Gender Reassignment,	Working on improving hate incident reporting using an electronic form and improved information to support reporting so that everyone feels more comfortable identifying, addressing, and reporting hate incidents to the College. This process will also be expanded to include Gender Based Violence incident reporting.	Inclusion and Student Services

		Sex, Sexual Orientation		
Continued Partnership with Forth Valley Rape Crisis	Eliminating Discrimination	Sex, Gender Reassignment, Sexual Orientation	Dedicated support work assigned to work with Forth Valley College students affected by sexual violence. Students can get up to 20 support sessions and access to other Rape Crisis services, including advocacy support.	Inclusion and Student Services
Partnership formed with Shakti Women's Aid	Eliminating Discrimination; Advancing Equality of Opportunity	Race, Religion Sex, Gender Reassignment, Sexual Orientation	Hosting of a Shakti Women's Aid Support Worker on Falkirk campus one day per week. Shakti view the college as a safe space, where they can promote their services and work with their client group away from their families and communities. If successful, this service will be expanded to Stirling campus.	Inclusion and Student Services
Membership of Gender Based Violence Strategy Groups in Stirling and Falkirk	Eliminating Discrimination	Sex	Forth Valley College representation on the Gender Based Violence Partnership group that forms part of Falkirk Council's strategic work – The Falkirk Plan . Forth Valley College representation on Stirling Council's Gender Based Violence Partnership as a partner in delivering their Gender Based Violence Strategy .	Inclusion and Student Services
Primary School STEM Activity	Advancing Equality of Opportunity	Sex	Ongoing outreach work to continue to bring STEM into the primary school environment. This provides the opportunity for children to explore STEM subjects and engage those who might not view STEM as a career path, like young women, from an early age. Specific work undertaken in partnership with Equate Scotland, West College Scotland and employers on International Women's Day to encourage women to consider a career in STEM .	STEM and Construction
Exploration of Women in Construction or Parents in Construction Course	Advancing Equality of Opportunity; Fostering Good Relations	Sex, Age	Through acknowledgement of the gender gap in Construction areas and the benefits of having diverse class groups, exploration is currently underway around supporting women into the Construction environment. This includes the potential for an all women class or an parent/adult returner class.	STEM and Construction
Free Access to Period Products	Advancing Equality of Opportunity	Sex, Gender Reassignment	The College continues to offer free period products to everyone accessing the campuses. These products are available in the women's and accessible toilets. Period products packs are also made available for students to take home and are on display throughout the year. More stock is made available before College closure days.	Estates and Health and Safety

EO4	We will take significant steps to improve wellbeing and mental health support to those groups who experience consistently poorer outcomes.
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GROUP	2019/20 %	2020/21 %	2021/22 %	Achieved 19/20	Achieved 20/21	Achieved 21/22
Female	50%	47%	45%	79%	75%	71%
Prefer not to say (Sex)	1%	1%	1%	64%	65%	74%
<16	9%	4%	7%	77%	52%	67%
16-19	38%	35%	33%	79%	66%	69%
Disabled	12%	11%	10%	75%	71%	67%
BME	4%	4%	4%	81%	75%	79%
Bisexual	3%	3%	3%	74%	72%	65%
Gay Man	1%	1%	1%	77%	61%	69%
Gay Woman/Lesbian	1%	1%	1%	58%	67%	75%
Other (Sexuality)	0.46%	0.38%	1%	78%	54%	81%
Any other religion or belief	1%	0.44%	0.44%	78%	71%	69%
Buddhist	0.15%	0.12%	0.13%	75%	100%	70%
Hindu	0.08%	0.05%	0.08%	67%	60%	90%
Muslim	1%	1%	1%	79%	70%	67%
Sikh	0.07%	0.04%	0.05%	78%	50%	67%
Care Experienced	4%	3%	3%	72%	58%	59%
Carer	3%	3%	2%	81%	64%	68%
SIMD 10	9%	8%	7%	76%	70%	65%
SIMD 20	21%	20%	19%	77%	69%	70%
COLLEGE AVERAGE				81%	75%	79%

Action	Mainstreaming Duty	Protected Characteristic	Detail	Department
Widening Participation Project	Eliminating Discrimination; Advancing Equality of Opportunity;; Fostering Good Relations	Age, Disability	The College introduced the Widening Participation Project (WPP) in 2021. Widening Participation (WP) activities and interventions are aimed at creating an education system that includes all who can benefit from it. These activities and interventions are particularly focused on those facing social, cultural, economic or institutional barriers and typically under-represented groups. These include, but are not limited to, Care Experienced, Carers, those experiencing financial disadvantage, disability, ASN, and those impacted by the criminal justice system. The WPP is a 2 year project which focuses on enhancing the transition process for students from WP backgrounds who are coming to FVC for the first time.	Inclusion and Student Services
Continuous Curriculum Improvement Process	Advancing Equality of Opportunity	Disability	The College has implemented an in-year performance prediction tracking process that splits the academic year into curriculum performance Indicator reviews and delivery periods in order to understand, track and turnaround the downturn in performance across the College. This monitoring includes identifying students with additional support needs and those living in SIMD 10 and 20 to track their progress explicitly and allow for analysis of groups by characteristic.	All Curriculum Areas Inclusion and Student Services Learning and Quality
Free Breakfast and Lunch for Students	Eliminating Discrimination; Advancing Equality of Opportunity	All	From academic year 22/23, all students, across all three campuses, have access to free breakfasts and lunch to combat the cost of living crisis and to ensure that those living in or experiencing poverty are able to have access to nutritious food that allows them to concentrate and learn.	Creative, Leisure and Digital Industries
Community Food Pantry	Eliminating Discrimination; Advancing Equality of Opportunity	All	From March 2022, all students are able to access the Community Food Pantry on all three campuses. The pantry consists of donated food that is ready to eat or easy to prepare.	Student Association
Enhanced Student Funding Support	Eliminating Discrimination; Advancing	All	Introduction of a new support payment for students in 21/22 and continued into 22/23. This payment is available to Further Education and Higher Education students who are responsible	Finance

	Equality of Opportunity		for housing costs to reduce the impact of the cost of living. This support is finite but has been used to maximise and systemise the use of the College's discretionary funding.	
Partnership with Department of Work and Pensions	Eliminating Discrimination; Advancing Equality of Opportunity	Age, Disability	<p>During the pandemic, the Department of Work and Pensions has tasked Job Centres to create meaningful partnerships with organisations in their regions to develop Youth Hubs to attract more young people aged 18 to 24 to access their services. There was no set format to these Youth Hubs and regions were being encouraged to develop a service that works for their area.</p> <p>Falkirk and Alloa campuses are now hosts to Youth Hubs which were finally able to be launched in 2021. The Youth Hubs are places where Work Coaches can meet with young people face to face to provide them with the support they need to find a positive destination.</p> <p>While the JCP's aim is to get young people into work, they are happy to work in collaboration with the college and Skills Development Scotland to support young people to get on the path that works best for them. JCP views the college's 'hub' approach as the perfect location for their Work Coaches to be based so that they can provide 'warm handovers' for the young people interested in college and careers advice and for all stakeholders to learn about what the others have to offer.</p>	Inclusion and Student Services
Supported Programmes	Advancing Equality of Opportunity;	Age, Disability	Continuing commitment to delivering access to education and supported programmes to ensure continued engagement and improved life chances for those in the community furthest away from education and work. These programmes include Project Search ; SCOTS ; Click for Clacks ; Click with Confidence at Bellsdyke ; Foundation Apprenticeships and Centre Forward .	All Curriculum Areas Inclusion and Student Services
Increased collaboration work with NHS Forth Valley	Advancing Equality of Opportunity	Age, Disability, Sex	<p>Enhanced engagement and partnership with NHS Forth Valley to improve health and wellbeing, including offering vaccine facilities for young people and funded projects through the NHS Together Charity.</p> <p>Creation of the University College Hospital Partnership to address health care skills gaps in the Forth Valley region and to offer career pipeline opportunities to those across the community into a career in health.</p>	Care, Sport, Business and Communities

Wellbeing and Engagement Activities	Advancing Equality of Opportunity; Fostering Good Relations	Age, Disability	Book Week Scotland and Scottish Library and Information Council funding used to host events and create book clubs to increase engagement through the Learning Resource Centres and enhance the community environment on campus.	Inclusion and Student Services
Mental Health Support	Advancing Equality of Opportunity	All	<p>Forth Valley College now has a Mental Health and Wellbeing service that is funded until July 2023. This service offers both counselling and Mental Health Mentor support.</p> <p>The College has offered person centred counselling for a number of years and the continuations of funding from the Scottish Funding Council has allowed the College to expand this service to the point where there has been no waiting list for the last two academic sessions. The Mental Health Mentors are a new role and the emphasis of this service is around supporting students to sustain and achieve at college while developing their personal resilience skills and capacity building to navigate life after college, in a mentally health context. This type of support is different from support in a therapeutic environment or support in a capacity that focuses solely on the educational needs of the student.</p> <p>There has also been significant work undertaken around Safeguarding processes. This work has ensured a more robust response to Safeguarding across the organisation and the College's Safeguarding approaches were praised by Education Scotland during their visit in June 2022.</p>	Inclusion and Student Services
Learning Inclusion Facilitators	Advancing Equality of Opportunity	All	<p>Introduction of the Learning Develop Facilitator role across all curriculum areas. This role opens up support, in an academic context, to all students who made need additional intervention at any point throughout the year. Inclusion and Student Services and curriculum areas co-designed the shape of this new role as well as the training for teaching staff undertaking the role. This training was delivered before term commenced in August 2022. Nominated lecturers now have weekly timetabled time to provide additional support to students in a way that works for their particular cohort of students and curriculum areas.</p> <p>Ongoing CPD has been identified for these staff and reflection points have been built in to the implementation plan to monitor impact and ensure maximisation of resource.</p>	<p>All Curriculum Areas</p> <p>Inclusion and Student Services</p>
Winter Wellbeing Information	Advancing Equality of Opportunity	All	<p>Many students rely heavily on the support available from the College for a variety of reasons and many of students have limited support networks in the community. In response to College closures over the winter period, a Winter Wellbeing was created to ensure students were no</p>	Inclusion and Student Services

			without community support while the College was closed. This will be updated and utilised for other periods of College closure.	
Student Mental Health Agreement	Eliminating Discrimination; Advancing Equality of Opportunity, Fostering Good Relations	Disability	The College and Student Association continue to work in partnership on the Student Mental Health Agreement . This agreement brings together Student Association and College staff to collaborate on shared objectives and share work that is ongoing around supporting mental health and wellbeing.	Forth Valley College Student Association
Free Access to Period Products	Advancing Equality of Opportunity	Sex, Gender Reassignment	The College continues to offer free period products to everyone accessing the campuses. These products are available in the women's and accessible toilets. Period products packs are also made available for students to take home and are on display throughout the year. More stock is made available before College closure days.	Estates and Health and Safety
Freshers and Refreshers Events	Advancing Equality of Opportunity	All	The Students Association host a Freshers Fair in September and Re-freshers Fair in February to showcase the College as a community. Various departments have stalls to demonstrate the support available at College and the Students Association also invites in external partners that may be of interest to our student population. There are also fun events that allow students to get to know each other and the Student Association staff to encourage engagement and volunteering.	Student Association

EO5	We will take significant steps to systemise continuous professional development for staff specifically targeting understanding around anti-racism, gender based violence, disability and wellbeing.
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Action	Mainstreaming Duty	Protected Characteristic	Progress	Department
The Wellbeing Project	Eliminating Discrimination; Advancing Equality of Opportunity; Fostering Good Relations	Disability	<p>In 2022, the College initiated The Wellbeing Project following the feedback that came through the Workplace Resilience and Wellbeing survey. This project will focus on supporting leaders to develop their skills around leading for resilience and wellbeing with a view to support their teams and create a resilient workforce that has the capacity to support students well.</p> <p>The project also intends to undertake analysis around areas of pressure over the next year; run targets workshops for all staff and then survey staff again to assess and measure impact. A dedicated Health and Wellbeing Co-ordinator will co-ordinate all of this activity.</p>	Human Resources
Bespoke Training Development	Eliminating Discrimination; Advancing Equality of Opportunity	Race, Sex, Gender Reassignment, Disability	<p>Gender Based Violence module, designed by UHI and made available to the sector, available to all staff. This will sit on Moodle and form part of the equality and diversity training suite for staff.</p> <p>Anti-racist module currently in development that will be available to all staff. This will sit on Moodle and form part of the equality and diversity training suite for staff.</p> <p>Trans Awareness module currently in development that will be available to all staff. This will sit on Moodle and form part of the equality and diversity training suite for staff.</p> <p>Accessible Content training module currently in development that will be available to all staff. This will sit on Moodle and form part of the equality and diversity training suite for staff.</p>	<p>Inclusion and Student Services</p> <p>Learning and Quality</p>
Support for Staff	Eliminating Discrimination;	All	The College's Human Resource team have developed, sourced and delivered a suite of workshops, on a continuous basis, addressing some of the most common challenges staff are	Human Resources

	Advancing Equality of Opportunity		<p>facing. These workshops are themed around nutrition and exercise; coping with change; retirement; menopause awareness and stress and resilience</p> <p>In addition, line managers have also been offered a range of workshops to support them to support their staff. These workshops are themed around cancer, menopause and long-term health conditions; supporting carers and supporting wellbeing in the workplace. In addition, the College has enhanced its support to staff around mental health, including a partnership with Able Futures, the introduction of Mental Health Ambassadors and the expansion of the Mental Health First Aiders service.</p>	
Enhanced Digital CPD Offering to Staff	Eliminating Discrimination; Advancing Equality of Opportunity; Fostering Good Relations	All	In 2021, Forth Valley College invested in giving all staff access to LinkedIn Learning. Relevant Health & Wellbeing and Equality, Diversity and Inclusion modules have been highlighted to staff and courses are curated covering particular subject areas.	Human Resources

4. Conclusion

Forth Valley College is proud of the work that it is doing to mainstream equality and there are robust plans in place to continue enhancing the work that is being undertaken. Like wider society, there is much work to be done around eliminating inequality and this has been acknowledged at both a strategic and operational level. Through strategic planning and Project NxGen, the College continues to embed inclusion work further so that the College's business needs and equality duty responsibilities are truly aligned. A diverse and supported workforce and student population only serve to enhance the experience and outcomes of all who interact with Forth Valley College.

The overall reflection of progress has helped to identify the following main points for action for the next part of the cycle:

- The strategic direction is clear and the College needs to work to further weave equality mainstreaming into strategic priorities so that it continues to be embedded and aligned with the needs of the business
- The outputs of Project NxGen continue to be a key catalyst for embedding equality work by developing a whole system, inclusive approach to development work; developing inclusive support for all students and embedding reviews of the outcomes of those who share protected characteristics into the Continuous Curriculum Improvement process.
- A great deal of high quality work is taking place across the organisation, at all levels, to mainstream equality and achieve our Equality Outcomes.
- Work is still required to align and streamline equality work to ensure that it is tangible, measurable and achievable. Duplication of effort also needs to be avoided to maximise resource and impact.

Moving into the second half of this reporting cycle, it is anticipated that the next two years will be extremely challenging for the College sector. This means that both students and colleagues will continue to be affected by persistent inequalities, the cost of living crisis and the after effects of the pandemic. This means a high level, high quality focus on mainstreaming work is required to have maximum impact. Data analysis and informed decision making will be key to progress over the next two years and will be a key priority.