

Mainstreaming Equality 2017-2019 and Equality Outcomes 2017-2021:

Interim Progress Report



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or email equalityandinclusion@ayrshire.ac.uk





Foreword

**Carol Turnbull,
Principal and Chief Executive**

As the newly appointed Principal and Chief Executive of Ayrshire College, I am pleased to learn that good progress is being made towards mainstreaming equality throughout the College and indeed, that too, of its Equality Outcomes 2017-2021. We cannot become complacent however, the people, communities, employers and businesses of Ayrshire demand of us to be a place of learning and work that advances equality of opportunity for all. I want the College to be ambitious for itself, for the communities it serves, and for the region as a whole. This is an important time socially and economically for Ayrshire with the recent announcement of the Ayrshire Growth Deal. It means the College must deliver on its commitments made and maintain its position as an inclusive, accessible and community-focused college. To achieve this, the value placed on inclusion and diversity must be more than words and instead be ways of being. I am confident that by working together and with our many partners, this aspiration can become a reality. I look forward to leading the College further towards this and sharing with you our successes again in April 2021.

C A Turnbull

Executive Summary

The purpose of this report is to demonstrate Ayrshire College's progress in meeting the general duty and specific duties of the Public Sector Equality Duty (PSED).

This is the College's third report in response to this Duty. As such, the report reflects on the College's progress made since April 2017. Since our last report, the College has continued to develop and deliver innovative projects and initiatives to mainstream equality and progress its current Equality Outcomes 2017-2021.

The College is committed to further improving and developing its existing activities as well as continue to push boundaries, seek new opportunities and strengthen its equalities work.

It is important, therefore, to acknowledge that this report is part of a series representing the College's journey to fulfil its legislative requirements.

Promoting Wellbeing group wins at CDN Awards / Oct 2018

<http://www1.ayrshire.ac.uk/news-events/news/2018/ayrshire-college-wins-major-college-awards/>



Soup Initiative

<http://www1.ayrshire.ac.uk/news-events/news/2018/ayrshire-college-offers-free-soup-to-all-students/>



Student success / Loren Gemmill

<http://www1.ayrshire.ac.uk/news-events/news/2018/ayrshire-college-student-named-student-of-the-year/>



Tackling gender imbalances

<http://www1.ayrshire.ac.uk/news-events/news/2018/ayrshire-college-tackles-gender-imbalance/>



Introduction

In the College's earlier [Mainstreaming Equality 2015-2017 and Equality Outcomes 2017-2021 report](#), it was stated that the College was a 'changed College'. The College continues to be a 'changing' College as it moves further ahead in its ongoing journey towards mainstreaming equality and delivering on its current Equality Outcomes. It is a journey not without its own challenges especially in a context where there can be many perceived competing rights and interests. Indeed, the national strategic landscape informing and promoting the message of equality is placing new demands on the College through, for example, the Scottish Funding Council, Corporate Parenting responsibilities and the British Sign Language (Scotland) Act 2015 to ensure a range of different rights are being met.

What remains unchanged, is the College's full commitment to challenging discrimination, advancing equality of opportunity, promoting inclusion and celebrating the diversity of all its students, staff and other stakeholders. Such a commitment extends to ensuring that, as the College continues to change and evolve as an employer and educational institution, equality and inclusion is an integral part of College life. To support this, the College will continue recognising the value of equality outcomes and work hard to ensure consistent, relevant and supportive links are made between these and other key priorities.

The College seeks to continue moving forward in mainstreaming equality and progressing successfully with its current Equality Outcomes. This report provides an open and accurate account of where the College is now at this point in its journey looking ahead always to the future. It is underpinned by the theme of 'where we were, where we are now and where we want to be' and structured in a way to highlight the correlation between this and meeting the legislative requirements of the Public Sector Equality Duty (PSED).



Board of Management: Gender Profile

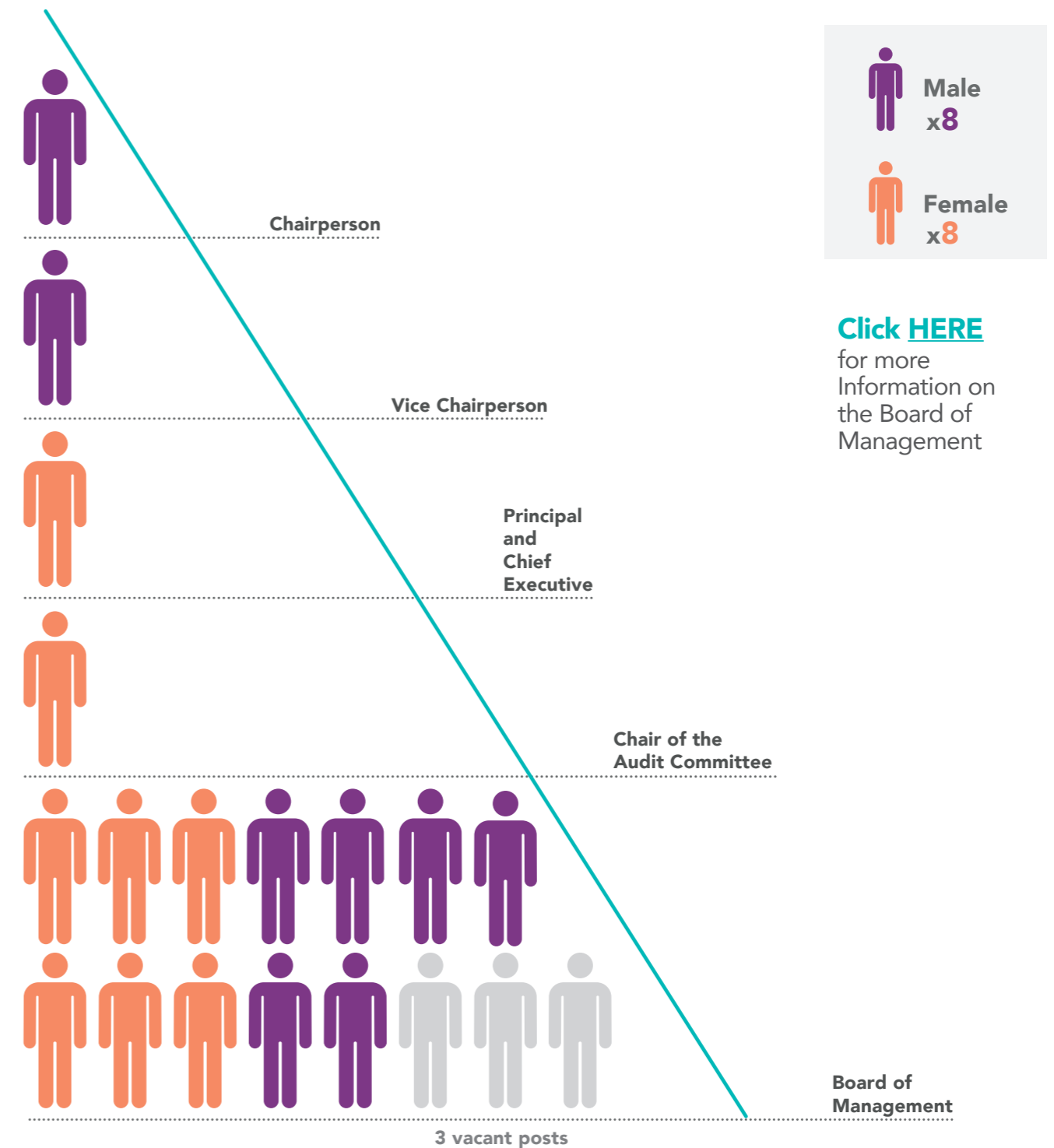
College community: The Board of Management, Staff, and students

This section includes the following:

- Board of Management gender profile
- Staff equality profile with analysis given as far as possible with the information held in respect of, for example, composition, recruitment, development and retention
- Gender pay gap information
- Student equality profile

This section will also include some reflections on how the College is progressing with gathering and using employee information to better perform the general duty.

The College is required to report on these every two years.



Click [HERE](#) for more Information on the Board of Management

The College continues to support the Board of Management to be inclusive and reflect diversity in its membership. The current gender split is 50:50 male and female representation. The Board of Management is actively engaging in different recruitment sources to broaden its diversity including 'Change the Chemistry' as

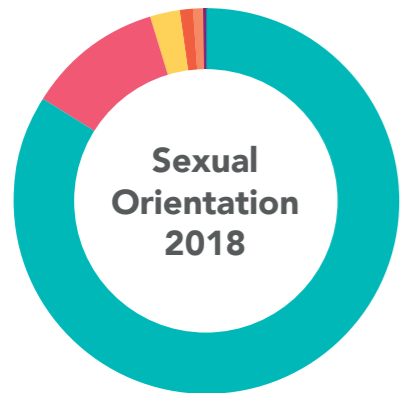
well as working with the College's Marketing team to further encourage the accessibility and inclusion of language used to recruit for positions available. The Board of Membership recognises the many benefits of having a diverse membership and is particularly seeking to improve disability and ethnicity declaration.

Staff Equality Profile

Total Staff 2018-19: **1,129**

SEXUAL ORIENTATION

Heterosexual /straight **84.06%**
 Information not provided **11.25%**
 Prefer not to say **2.57%**



Gay Man **1.15%**
 Gay Woman/Lesbian **0.71%**
 Other **0.18%**
 Bisexual **0.09%**

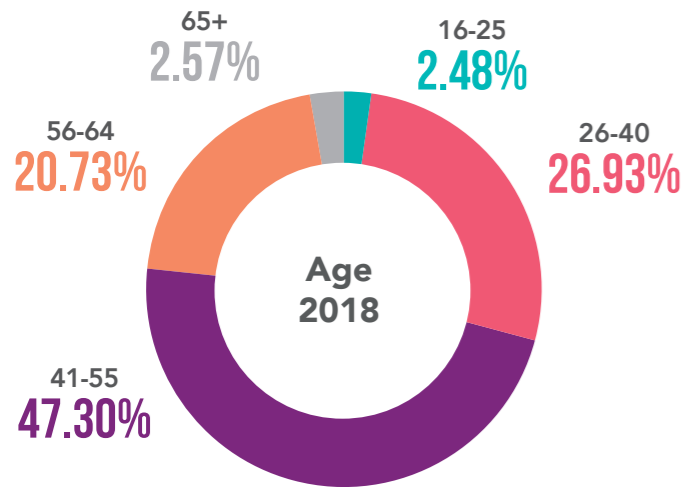
ETHNICITY

2018
White Scottish 75.47%
 White British **9.74%**
 Information Not Provided **5.49%**
 White English **4.07%**
 White Other **1.77%**
 White Irish **0.71%**
 Prefer not to say **0.62%**
 White Northern Irish **0.44%**
 Asian, Asian Scottish or British - Indian **0.35%**
 Any mixed or multiple ethnic groups **0.35%**
 Black, Black Scottish or British - African **0.35%**
 White Welsh **0.27%**
 Any other Asian background **0.18%**
 Asian, Asian Scottish or British - Pakistani **0.09%**
 Other ethnic group **0.09%**

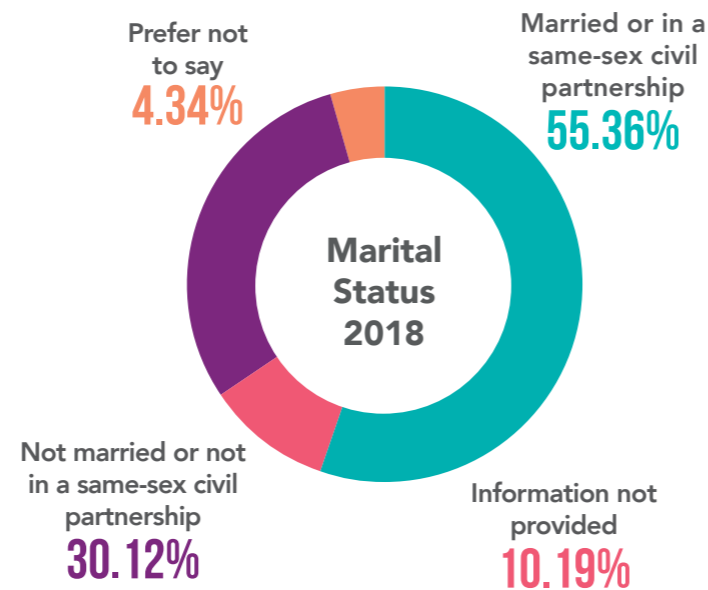
ETHNICITY

	2017	2018
Scottish	86.8%	86.8%
British	5.0%	5.4%
English	3.1%	3.0%
Any other white background	1.1%	1.0%
Polish	0.9%	0.7%
Arab	0.5%	0.5%
Any other Asian background	0.5%	0.4%
Any mixed background	0.3%	0.4%
Pakistani, Pakistani Scottish or Pakistani British	0.3%	0.3%
Irish	0.2%	0.3%
Northern Irish	0.2%	0.2%
Indian, Indian Scottish or Indian British	0.2%	0.2%
African, African Scottish or African British	0.2%	0.2%
Prefer not to say	0.2%	0.1%
Chinese, Chinese Scottish or Chinese British	0.1%	0.1%
Welsh	0.1%	0.1%
Not known	0.1%	0.1%
Any other background	0.1%	0.1%
Information Not Provided	0.0%	0.1%
Gypsy / Traveller	0.0%	0.0%
Other Black background	0.0%	0.0%
Caribbean, Caribbean Scottish or Caribbean British	0.0%	0.0%
Black, Black Scottish or Black British	0.0%	0.0%
Other Black background	0.0%	0.0%

AGE



MARITAL STATUS



GENDER IDENTITY



RELIGION

RELIGION	PERCENTAGE 2018
None	39.16%
Church of Scotland	24.86%
Roman Catholic	12.66%
Information not provided	9.29%
Other Christian*	6.65%
Information refused/prefer not to say	5.28%
Another religion or body	0.82%
Buddhist	0.46%
Hindu	0.36%
Pagan	0.27%
Muslim	0.18%

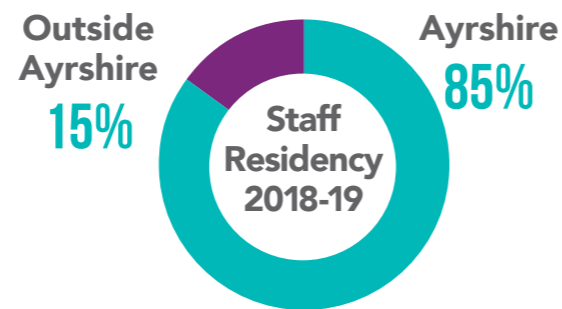
DISABILITY

	2017	2018
No known disability	64.7%	64.2%
A mental health condition	10.1%	11.1%
A specific learning difficulty	8.8%	6.4%
A specific learning difficulty such as Dyslexia, Dyspraxia or ADHD	3.9%	5.8%
A long standing illness	3.5%	3.9%
A social/communication impairment	2.9%	2.6%
Other impairment not listed above	2.2%	2.0%
A physical impairment or mobility issue	1.8%	1.3%
Blind or visual impairment	0.6%	0.9%
A disability impairment or medical condition that is not listed above	0.5%	0.7%
Deaf or hearing impairment	0.7%	0.8%
A specific learning disability such as Downs Syndrome	0.3%	0.2%

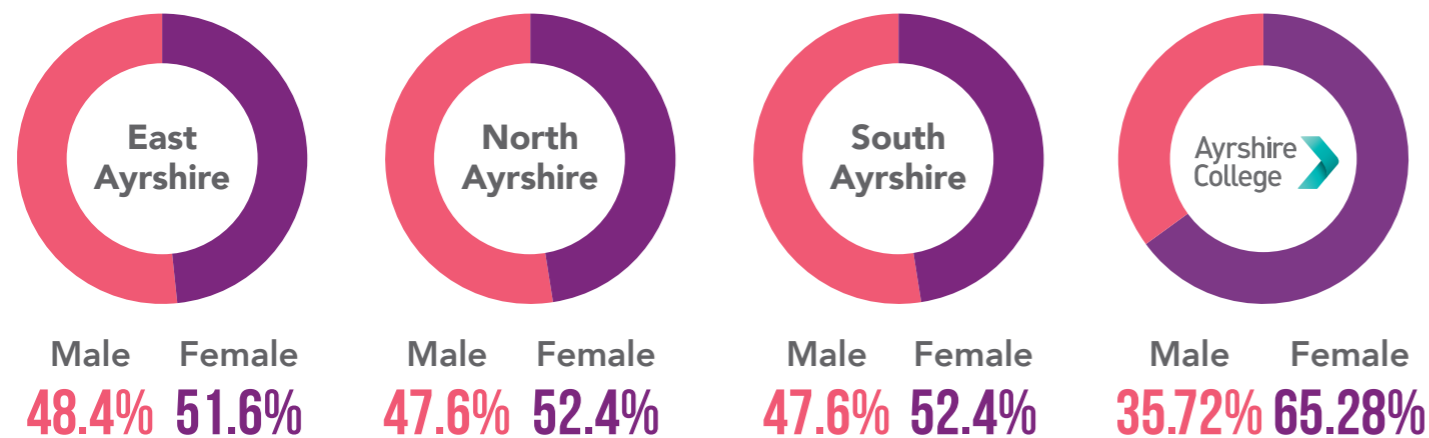
Staff Equality Profile: Reflections

The College is in an improved position to review its staff equalities data thanks to the development and implementation of the new HR Information system. Further development of this system will support improved analysis in relation to staff recruitment, development and progression. This will strengthen the College's position in identifying any necessary actions it may take to improve recruitment and staff experience. The College continues to value having a diverse workforce and recognises the many benefits this brings to the College as an employer. The College is confident that no bias exists against any protected characteristics in relation to staff recruitment, progression during employment or leaving the organisation. The College will, however, continue to monitor and review these figures to ensure this remains true.

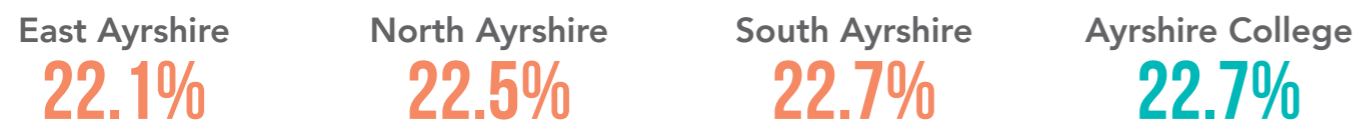
1. The majority of College staff reside in the Ayrshire region and as such, they broadly reflect the local population's equalities profile.



SEX:



DISABILITY OR LONG-TERM HEALTH CONDITION:



ETHNICITY:

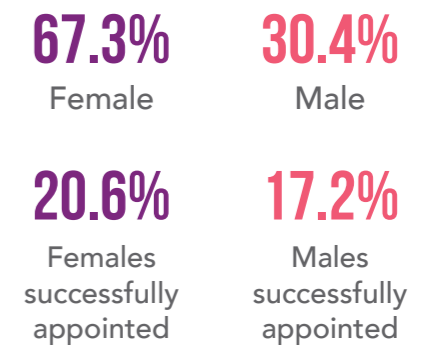
East, North and South Ayrshire are comparatively similar at between **1.1%** and **1.3%**.

2. Joining the College

In the reporting period, the College received 627 applications for various posts across the College



A higher number of applicants identified as being female:



The highest concentration of applicants fell in the age ranges of

26-40 & 41-55

A relatively small number of applicants **(6.37%)** declared they had a disability.

12.5% of applicants with a declared disability were successfully appointed to a College post.

A relatively small number of applicants

(5.10%) identified their sexual orientation as bisexual, gay man, gay woman/lesbian or other.

9.37% of bisexual, gay man, gay woman/lesbian or other applicants were successfully appointed to a College post.

A small number of applicants

(3.34%) identified as being from a Black and Minority Ethnic (BME) group or Mixed or Multiple Ethnic group.

14.2% of BME or Mixed or Multiple Ethnic applicants were successfully appointed to a College post.

Overall, the protected characteristics of gender reassignment, marital status, religion and sexual orientation are the highest categories in which applicants chose not to share information by choosing the 'prefer not say' option or simply not providing the information. The incidence of this might be related to other factors opposed to real or perceived College bias or discrimination. It is certainly suggestive however, that further work is required to encourage improved disclosure in relation to these protected characteristics as well as understand better what, if any, reasons exist locally or organisationally as to why these particular characteristics are indeed the highest in relation to non-disclosure.

3. Improved staff disability declaration

The College has improved its count of staff with a declared disability to

5.15%

This figure compares favourably with the Scottish Funding Council (SFC) national College staff data which for the year 2017-18 was

5.9%

4. Leaving the College

In the reporting period, the College had a total of

121

employees leave the organisation for reasons mainly related to the ending of a fixed-term contract (59) or resignation (46).

In reviewing these particular figures, a slightly higher proportion of fixed-term contracts ending were experienced by female staff in comparison to male staff.

The total number of staff with a declared disability who left the College as a result of their fixed-term contract ending was very low. Within this group, **a slightly higher number of male staff had a declared disability in comparison to female staff.**

The total number of staff with a declared disability who resigned from the College was very low.

Other reasons for leaving the College such as dismissal, retirement and voluntary service did not suggest anything significant with regards to gender identity or disability or both when analysed together.

All other protected characteristics in regards to all reasons for leaving the College were not significant either.

Gender Pay Gap Information

Ayrshire College is committed to the principle of equal opportunities in employment and, more specifically, that pay should be awarded fairly and equitably regardless of age, disability, gender identity, marital status, pregnancy and maternity, race, religion or belief (including no religion or belief), sex, and sexual orientation. The College believes that all staff should receive equal pay for work of equal value, for the same work or broadly similar work and work rated as equivalent.

Undertaking equal pay reviews supports the College to identify and work towards removing any pay gaps which cannot be objectively explained. The College acknowledges that the existence of any pay gap in relation to gender, disability or race, for example, is underpinned by many factors some of which lie beyond employment practice and policy. These factors may differ in relation to gender, disability and race and the intersectionality of identities may also influence or compound a workplace experience.

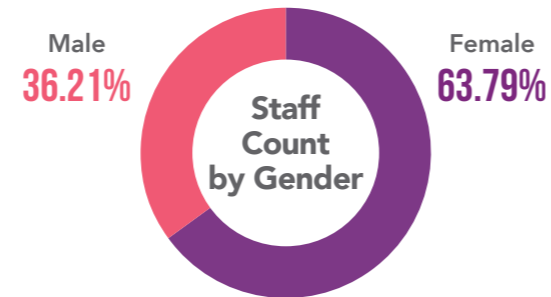
The commitment to achieving equal pay therefore, must be seen in context to the College's wider strategic aims as demonstrated primarily in the College's Strategic Plan 2017-2020 and Equality Outcomes 2017-2021. These strategic frameworks will support the College to strengthen its position as an inclusive and diverse organisation and also impact positively on Ayrshire. A modern and diverse workforce, which is encouraged to use its talents and develop skills is integral to the success of the College and the region. It is with this understanding that any existing pay gaps will continue to be addressed by proactively tackling, where possible, the causes of a pay gap.

The Board of Management, including the Principal, are responsible for ensuring that all staff are treated fairly and equitably. The Vice Principal of People and Skills is responsible for ensuring that the College's employment practices and policies comply with equal pay legislation.

**OVERALL, AYRSHIRE COLLEGE'S
GENDER PAY GAP HAS REDUCED BY 1.09%
SINCE APRIL 2017**

Gender Pay Gap Information

1. The gender breakdown of Ayrshire College staff is **65.28% female** and **34.72% male**. This figure overall is not significantly different in comparison to the earlier review in April 2017 and is fairly consistent with the College sector.¹



2. Overall mean gender pay gap: **10.99%**

The overall mean gender pay gap for Ayrshire College is 10.99%. This figure includes part-time hours. The Annual Survey of Hours and Earnings (ASHE) provisionally reported in 2016 that the overall mean gender pay gap in Scotland was 14.9%. This figure is a comparison of men's combined hourly earnings with women's combined hourly earnings.

3. MEN **£19.02** PER HOUR WOMEN **£16.93** PER HOUR

The mean/average hourly rate for men is **£19.02** while the mean/average hourly rate for women is **£16.93**. This figure includes part-time hours.

4. **27.02%**

The overall median gender pay gap at Ayrshire College is 27.02%. This figure includes part-time hours.

5. Part-time differential between men and women **15.26%**

A higher number of female staff in comparison to male staff are in part-time or job-share positions within the College. The higher representation of females in part-time employment is reflective of the wider economic profile of Scotland.

6. A higher number of female staff in comparison to male staff account for Service positions in the College. The same is true of Curriculum positions however, the differential is smaller at 4.51%. The differential between female and male staff in Service positions meanwhile is 25.5%.

SERVICE STAFF



LECTURERS



7. Gender parity at the most senior levels of College management is achieved with a 2:1 ratio in favour of females in the Executive Management Team (EMT). The Senior Management Team (SMT) ratio is 5:5. The College's Principal is female. The number of females represented within the highest level of management demonstrates that female staff can succeed in reaching the most senior posts within the College.

EMT & SENIOR MANAGEMENT LEVEL



8. Gender parity at Head level is almost achieved with a ratio of 6:8 females to males

HEAD LEVEL



9. At Manager level – both Curriculum and Service – there is a slightly higher number of females than males in these positions.

MANAGER LEVEL

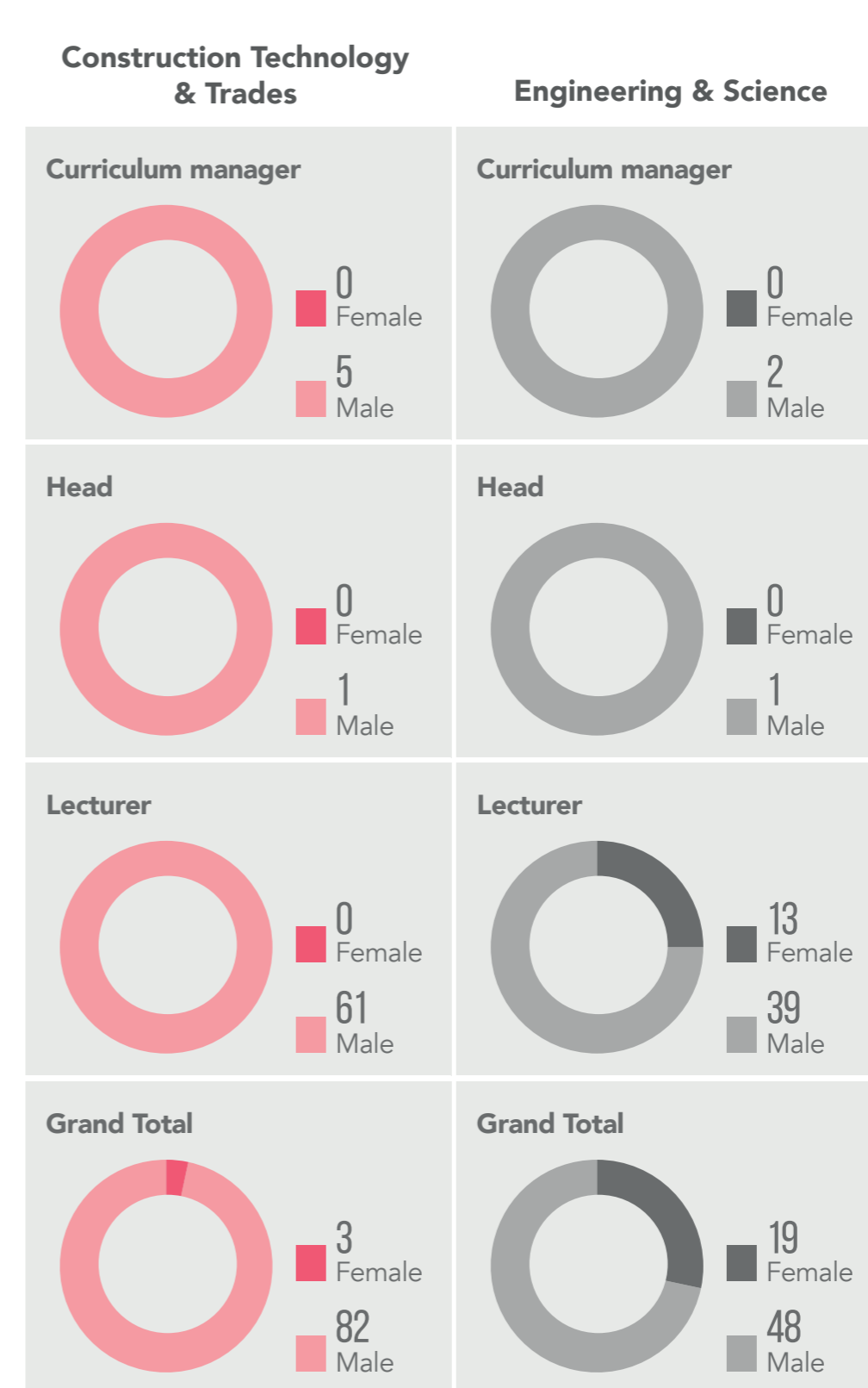
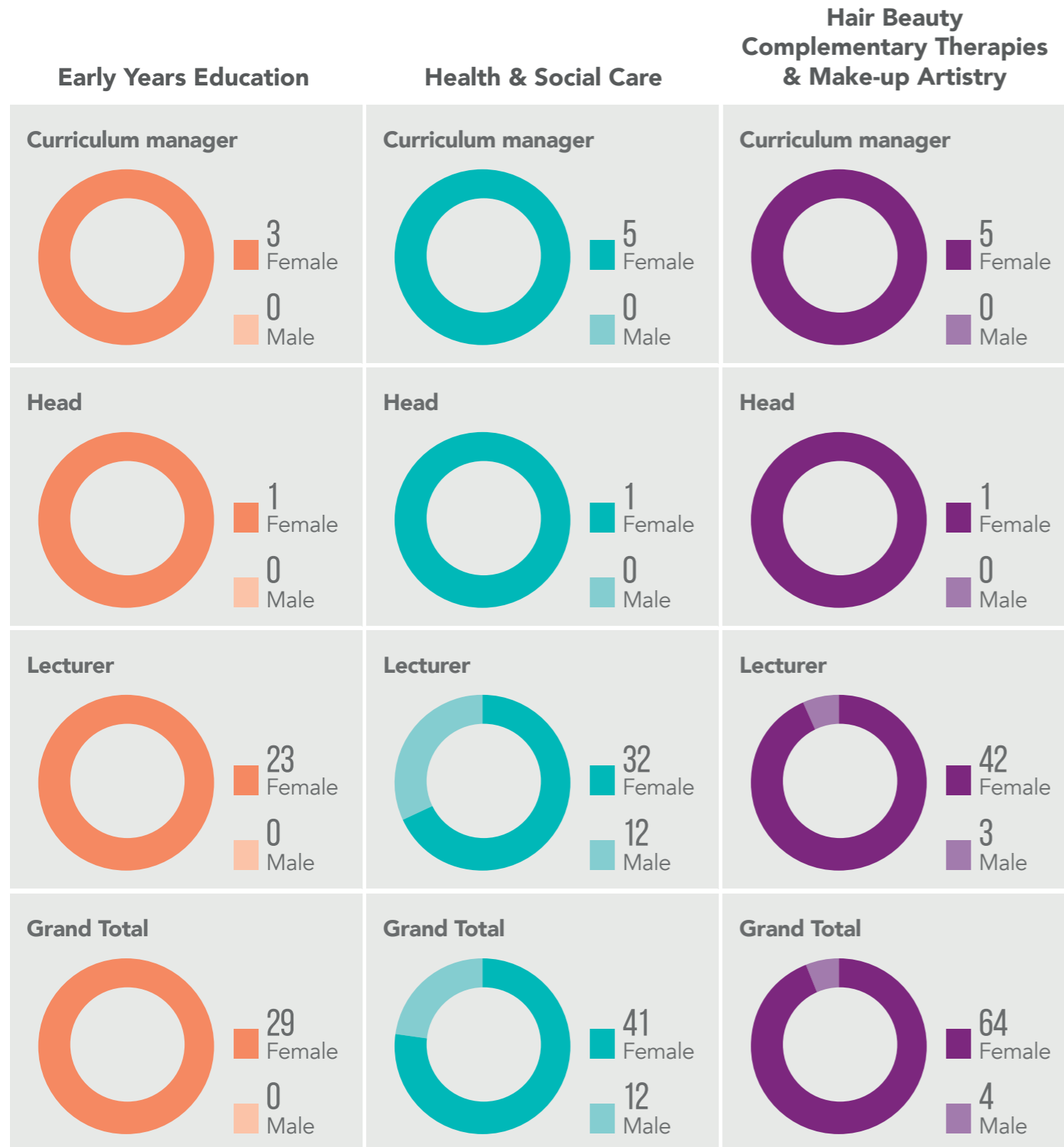


10. The College continues to experience a clustering of male and female staff in traditionally gendered occupations and roles and, in some cases, there is a vertical line evident too in these particular occupations and roles. The notion of a vertical line is not suggestive of vertical segregation as result of the College's actions. This is more reflective of wider societal assumptions of what men 'do' and what women 'do'. Consequently, full gender diversity is not always witnessed at application and recruitment stages in traditionally gendered occupations and roles. This therefore, can impact on career promotion as the pool of applicants is typically gender weighted to males or females dependant on occupation and role.

1. Females accounted for 61% of all sector jobs in, for example, year 2017-18
http://www.sfc.ac.uk/web/FILES/statisticalpublications_sfscst052019/SFCST0519_College_Staffing_2017-18.pdf

2. Close the Gap state 42% of females in Scotland are in part-time employment in comparison to 13% of males

Curriculum Breakdown

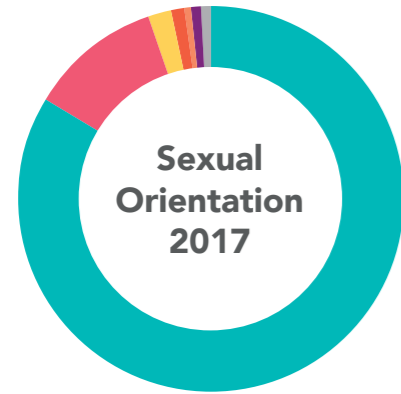


Student Equality Profile

Total Student Enrolment 2018-19: **12,687**

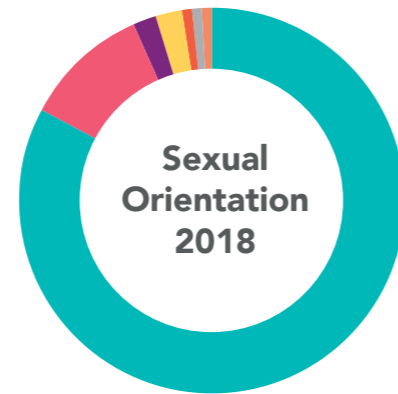
SEXUAL ORIENTATION

Heterosexual /straight **83.9%**
 Information refused/prefer not to say **11%**
 Bisexual **2%**



Gay Man **0.9%** Other **0.8%** Information not provided **0.7%** Gay Woman/lesbian **0.7%**

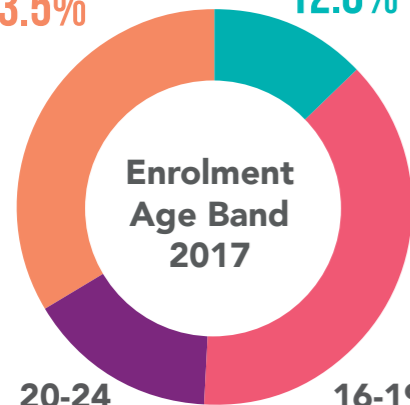
Heterosexual /straight **83.4%**
 Information refused/prefer not to say **10.1%**
 Information not provided **2.1%**



Bisexual **2.1%** Gay Man **0.8%** Gay Woman/lesbian **0.7%** Other **0.7%**

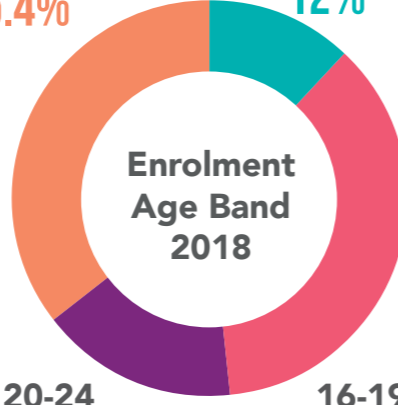
AGE

25+ **33.5%** Under 16 **12.8%**



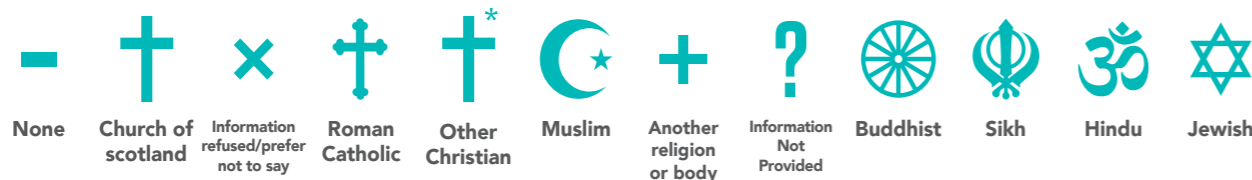
20-24 **15.4%** 16-19 **38.2%**

25+ **35.4%** Under 16 **12%**



20-24 **16.1%** 16-19 **36.6%**

RELIGION

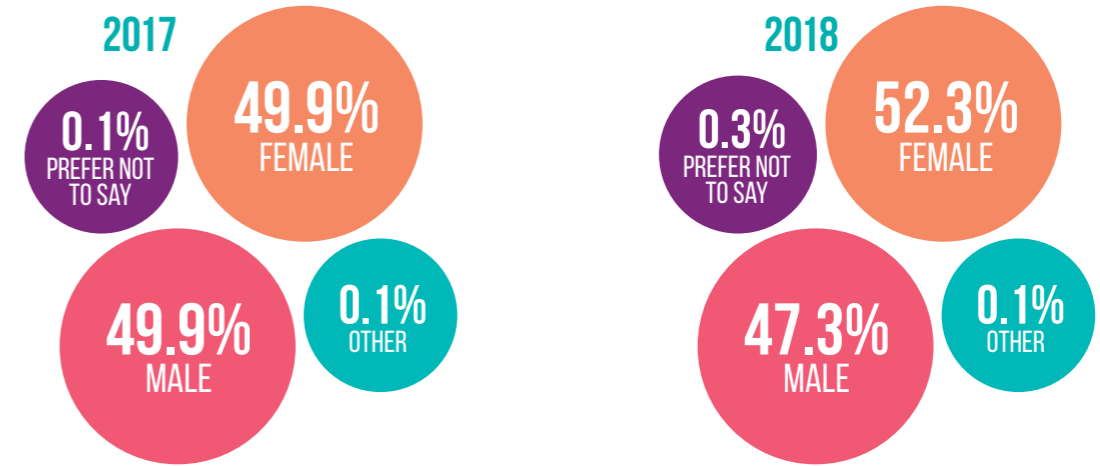


	None	Church of Scotland	Information refused/prefer not to say	Roman Catholic	Other Christian*	Muslim	Another religion or body	Information Not Provided	Buddhist	Sikh	Hindu	Jewish
2017	69%	10.4%	9.7%	6.0%	2.1%	1%	0.7%	0.6%	0.2%	0.1%	0.0%	0.0%
2018	69.3%	9.9%	10.9%	5.9%	2.1%	0.8%	0.7%	0.2%	0.2%	0.1%	0.0%	0.0%

ETHNICITY

	2017	2018
Scottish	86.8%	86.8%
British	5.0%	5.4%
English	3.1%	3.0%
Any other white background	1.1%	1.0%
Polish	0.9%	0.7%
Arab	0.5%	0.5%
Any other Asian background	0.5%	0.4%
Any mixed background	0.3%	0.4%
Pakistani, Pakistani Scottish or Pakistani British	0.3%	0.3%
Irish	0.2%	0.3%
Northern Irish	0.2%	0.2%
Indian, Indian Scottish or Indian British	0.2%	0.2%
African, African Scottish or African British	0.2%	0.2%
Prefer not to say	0.2%	0.1%
Chinese, Chinese Scottish or Chinese British	0.1%	0.1%
Welsh	0.1%	0.1%
Not known	0.1%	0.1%
Any other background	0.1%	0.1%
Information Not Provided	0.0%	0.1%
Gypsy / Traveller	0.0%	0.1%
Other Black background	0.0%	0.0%
Black, Black Scottish or Black British	0.0%	0.0%
Caribbean, Caribbean Scottish or Caribbean British	0.0%	0.0%
Other Caribbean or black background	0.0%	0.0%
Black, Black Scottish or Black British	0.0%	0.0%
Other Black background	0.0%	0.0%

GENDER IDENTITY



DISABILITY

	2017	2018
No known disability	64.7%	64.2%
A mental health condition	10.1%	11.1%
A specific learning difficulty	8.8%	6.4%
A specific learning difficulty such as Dyslexia, Dyspraxia or ADHD	3.9%	5.8%
A long standing illness	3.5%	3.9%
A social/communication impairment	2.9%	2.6%
Other impairment not listed above	2.2%	2.0%
A physical impairment or mobility issue	1.8%	1.3%
Blind or visual impairment	0.6%	0.9%
A disability impairment or medical condition that is not listed above	0.5%	0.7%
Deaf or hearing impairment	0.7%	0.8%
A specific learning disability such as Downs Syndrome	0.3%	0.2%

Mainstreaming equality throughout College functions, processes and activities

This section identifies some key highlights and good practice examples to demonstrate that the College is meeting the three needs of the general duty.

As a public sector body, the College must, in the exercise of its functions, have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- advance equality of opportunity between people from different protected characteristic groups
- foster good relations between people from different protected characteristic groups, tackling prejudice and promoting understanding between people from different groups

The College is required to report on this every two years.

Mainstreaming equality throughout College functions, processes and activities

Ayrshire College is a successful, regional college. It strives always to be an inclusive college and live its values of supportive, respectful, and open and honest. It is a College that aims to contribute to the Ayrshire region by inspiring achievement, raising aspirations and increasing opportunities. The recent announcement of the Ayrshire Growth Deal presents the College with a real opportunity to be at the heart of inclusive economic growth within the region and continue demonstrating its potential and worth as a sector-leading college. The need and want to achieve these aims aligns with how the College approaches mainstreaming equality throughout its functions, processes and activities. It is critical that this alignment exists; the opportunities offered to both students and staff must align with how accessible these opportunities are and that the experiences enjoyed are inclusive.



The College is progressing positively towards mainstreaming equality with examples from across the college to demonstrate this position. Certainly, the profile of equality, inclusion and wellbeing has increased within the college but, its reach could be improved upon in order that awareness fully translates into barriers, if any, being removed for all protected characteristics groups and indeed, better recognition given to the intersect of identities and how these impact upon experience.

The College is, therefore, in many respects still in a place of learning and it recognises that more work is required to ensure that it is truly an inclusive environment in which to learn, work and develop.

Where we were and where we are now:

a progress timeline on the previous key, mainstreaming activities

APRIL 2017 ○

	Strategic vision, approach and governance arrangements	Equality Impact Assessment (EqIA)	College Values	Becoming an Ayrshire College student: apply and enrol	Supporting student success
	<p>The College's strategic vision, approach and governance arrangements continue to demonstrate that mainstreaming equality is a key priority with strategic aspirations including the Infrastructure Strategy 2018-2020, the Learning and Teaching Strategy 2018-2020, the People Strategy 2018-2020, and the Digital Skills Strategy 2018-2020 all reflecting this.</p> <p>The College's Strategic Plan 2017-2020 supports these aspirations by setting out three strategic goals and outlining the cross-cutting themes which underpin these.</p> <p>Both the strategic goals and their cross-cutting themes commit the College to furthering the opportunities, inclusion and wellbeing of the people, communities, businesses and employers of Ayrshire.</p> <p>The College's current Equality Outcomes complement the Strategic Plan; these Equality Outcomes are regional and shared with key partners including, for example, NHS Ayrshire and Arran, East Ayrshire Council and North Ayrshire Council, and set out priorities that will also support the achievement of the College's strategic goals.</p>	<p>The Equality Impact Assessment (EqIA) process continues to support the College in mainstreaming equality. Several new or revised policies including a refreshed Equality, Diversity and Inclusion Policy, were supported by the EqIA process in this reporting period.</p>	<p>A student project focused on the College Values was undertaken in early 2018 with the aim of gathering and providing feedback on what they felt the College Values meant in respect of corresponding behaviours. The emergent key themes will inform the further development of the College's Values.</p> <p>Embedding the Values within College culture remains a priority and will be part of a long-term aspiration supported by, for example, the VIEW steering group.</p>	<p>The College remains committed to ensuring it has a diverse student population with application and enrolment processes reflecting this commitment.</p>	<p>Student Services, Inclusive Learning, and the three shared partnership roles continue to inform positively the student experience supporting retention and attainment.</p>
KEY HIGHLIGHT	<p>The Values, Inclusion, Equality and Wellbeing (VIEW) steering group has been developed further to lead on and support embedding of equality as well as promoting inclusion, wellbeing and the College's Values</p>				<p>The shared, partnership roles continue to provide a unique range of services and interventions to promote student safety and wellbeing. Each respective Liaison Officer now also provide a drop-in service to students and staff including in the evenings when the College is open furthering the accessibility of their services</p>
KEY DEVELOPMENT	<p>Curriculum Heads and Managers Forum refreshed with cross-working groups being developed with particular focuses; two of these are equality-related demonstrating shared College ownership to improve student recruitment, retention and attainment</p>	<p>The EqIA has been updated to include care-experienced as a category alongside protected characteristics to ensure these individuals rights are considered and positively inform College decision-making. Moving forward, the EqIA process will be reviewed and further enhanced.</p>			<p>A pilot activity seeking to enhance the student experience through a designated, timetabled session is currently being delivered by the Student Services team to Level 5 students. This is a year-long pilot and aims to improve student retention</p>
IMPACT	<p>Student Satisfaction and Engagement Survey I believe all students at the college are treated equally and fairly by staff</p> <p>2015-16 82% 2016-17 77% 2017-18 80%</p> 	<p>In 2015-16, 14 students self-declared as care-experienced. In 2017-18, this increased to 253 students</p> <p>Success of care-experienced students increased by 17% and is 3% better than the national average.</p>	<p>Inspiring Achievement: Loren Gemmell, a Connect to Learning student, named as NUS Scotland Student of the Year 2018</p> <p>Click HERE to read the story</p>	<p>Increasing opportunities: Ross Munro and Regan Stevenson, Boccia stars SQA award winners 2018</p> <p>Click HERE to read the story</p>	<p>Raising Aspirations: The past five winners of the SQA College Candidate of the Year Award have been Sport and Fitness students at the College.</p> <p> 3 out of 5 have had a disability.</p>

	Role model in the community, FE sector and beyond: transgender (trans) visibility and inclusion	Learning and teaching: Quality Enhancement	Estates	Procurement
	<p>The College aims to be sector-leading in its ambitions and approach to promote the full inclusion and visibility of trans and gender diverse people within College and community life. To support these ambitions, the College is fully engaged with the TransEDU Community of Practice (CoP) for FE and HE. The College's Equality and Inclusion Advisor is currently the Chair of the TransEDU CoP and the College previously contributed to the TransEDU project.</p> <p>This project was funded by the Scottish Funding Council (SFC) with Strathclyde University commissioned to undertake the research elements of the project and through this, provide recommendations to the college and university sectors. The College takes the TransEDU recommendations seriously and is progressing positively in meeting these with specific actions such as the development of a trans policy for students and staff still to be addressed.</p>	<p>Curriculum teams are engaging with the national quality improvement framework 'How good is our College?' providing evaluative evidence in reference to equality, inclusion and wellbeing. The College's 2017-2018 Evaluative Report and Enhancement Plan 2018-2021 provides further information.</p>	<p>The College continues to invest across its campuses. Facilities provided and provision offered is improving with further planned works to ensure College campuses are inclusive spaces.</p>	<p>The College conducts its business in accordance with the Equality Act 2010. In addition, all College tenders include the clause that "Contractor, their employees and all sub-Contractors are required to comply with the following legislative requirements: Equality Act (2010)" is included.</p>
KEY HIGHLIGHT	<p>The creation and ongoing development of the Ayrshire LGBT+ Education Network is positively contributing to a trans-inclusive educational experience in the region.</p> <p>A referral pathway for local trans people was established between the College's Hairdressing, Beauty, Complementary Therapies and Make-up Artistry team and NHS Ayrshire and Arran.</p> <p>The College's Hairdressing, Beauty, Complimentary Therapies and Make-up Artistry team offered students the option of choosing their own preference in uniform from a selected choice. This was piloted first at Kilwinning Campus this academic year and will now be rolled out across all campuses following positive student feedback - inclusive, supportive and empowering.</p>			<p>A Modern Slavery statement is now available</p>
KEY DEVELOPMENT	<p>Discussions are ongoing as to how potential trans students may be better supported at the application stage.</p>	<p>Discussions between the Promoting Wellbeing Group and Quality Team continue as to the potential development of a curriculum mapping tool on wellbeing to support curricular-activity and improve assessment of wellbeing across curriculum areas.</p>		
IMPACT	<p>Ayrshire LGBT+ Education Network: Evaluation</p> <p>95% of Network members felt that they had broadened their knowledge and understanding of trans policy and practice from attending a Network meet on trans</p>	<p>97% of students say that they have an increased awareness of issues relating to crime, drugs and alcohol as a result of attending workshops or activities led by the Liaison Officers</p>	<p>94% of College leavers are in a positive destination 6 months after completing their course</p>	<p>Ayrshire College Foundation Apprentice wins at Scottish Apprentice of the Year</p> <p>Click HERE to read the story</p>

Where we are now: key highlights and good practice examples

1. Mainstreaming equality through effective governance and management arrangements: VIEW steering group

The Values, Inclusion, Equality and Wellbeing (VIEW) steering group provides leadership to mainstream equality and embed inclusion, wellbeing and the College's Values across the College. The aims and objectives of the VIEW Steering Group primarily focus on the College's equality outcomes acting as the lead to support progress in delivering the outcomes successfully.

A significant aspect of its function is to monitor the progress made in respect of the equality outcomes and also carry out the role of reference group for Equality Impact Assessments (EqIA). It is currently chaired by the Director of Human Resources and Organisational Development, includes a broad section of staff and student representation and meets quarterly throughout the academic year.

To support the aims of the VIEW steering group, three operational groups have now been established with a fourth, the Values group, under development:

Impact: The VIEW steering group has demonstrated its ability to lead successfully and continues to develop its role and influence to mainstream equality in the College's culture and activities. Through its sub-groups, the VIEW steering group is engaging well with staff and students to inform experiences and contributing positively to challenging discrimination, advancing equality of opportunity and fostering good relations

Key priority 2018-19: Review opportunities to promote the activities of the VIEW steering group, including its sub-groups, to support improved awareness among staff and students of its aims and objectives



PROMOTING WELLBEING GROUP

We support

EQUALLY SAFE

Gender Leadership Group

Taking gender out of the equation

The Promoting Wellbeing group has been established to lead, develop, implement and review a three-year action.

The Promoting Wellbeing Action Plan 2018-2021 represents a whole-college approach and seeks to complement existing structures, processes and mechanisms already in place at the College.

Progress so far: examples

- Promoting Wellbeing Conversation Cafes for staff from Feb-March 2018
- Campaigns like #mymentalhealthmatters month (10 Sept-10 Oct)
- Development of a wellbeing programme to be piloted with Construction and Trades January 2019 start students
- Supported the development of an in-house e-learning module for staff on wellbeing
- Supported the development and delivery of 'The Conversation' in Ayr Campus

The Equally Safe group is newly formed. However, the College has long engaged in raising awareness of gender-based violence through various initiatives with, for example, Medics against Violence and Scotland against Stalking and participated in each of the local Violence against Women (VAW) partnerships in Ayrshire.

The College is also a part of the Equally Safe in Ayrshire partnership and is one of two colleges in Scotland piloting the Equally Safe toolkit developed by Strathclyde University.

Progress so far: examples

- Progress continues in the development of a College Equally Safe action plan
- College Equally Safe position statement is now effective as well as additional resources created to improve awareness of gender-based violence and supports available
- Embedding GBV awareness in curriculum activity and staff development
- Love doesn't hurt Conference held at Kilmarnock Campus in partnership with Strathclyde University, UWS, SRUC and sponsored by the Scottish Government

The Gender Leadership group has been established to lead, develop and deliver on a College Gender Action plan.

Progress so far: examples

- A College Gender Action plan is in place with some impact being felt in promoting fairer gender balances across traditionally male or female dominated subjects and careers

2. Increasing opportunities for staff: the Flexible Workforce Development Fund

The Flexible Workforce Development Fund was created by the Scottish Government in 2017 and is open to all employers who currently pay the UK Government Apprenticeship Levy. The fund provides employers with the opportunity to work in partnership with Colleges to deliver work-based skills training for their existing staff. Through accessing the fund, the aim is to up-skill and re-skill staff by offering development opportunities that will address any training gaps.

Employers are encouraged to identify priority groups of staff including those who belong to a defined equality group(s) who may as a result benefit from specific professional development. The College successfully applied for this fund in the academic year 2017-18 and this led to particular staff groups such as Catering and Estates being offered opportunities to improve their digital skills. These staff groups had been identified through engagement activities and previous development sessions that they lacked confidence and knowledge in using and accessing digital devices and services including the College's Employee Self-Service.

Impact:	Staff feedback was very positive with many stating the sessions had been informative and through attendance, their confidence and skills had improved in using digital devices and accessing services online including Employee Self-Service
Key priority 2018-19:	Many staff still feel they could improve their confidence and knowledge in using digital devices. This will be addressed by offering further training to staff

Digital Skills for Travellers

6

SESSIONS DELIVERED

Digital Devices, Security and the Cloud

8

SESSIONS DELIVERED

Digital skills - Money Matters

6

SESSIONS DELIVERED

World Host

1

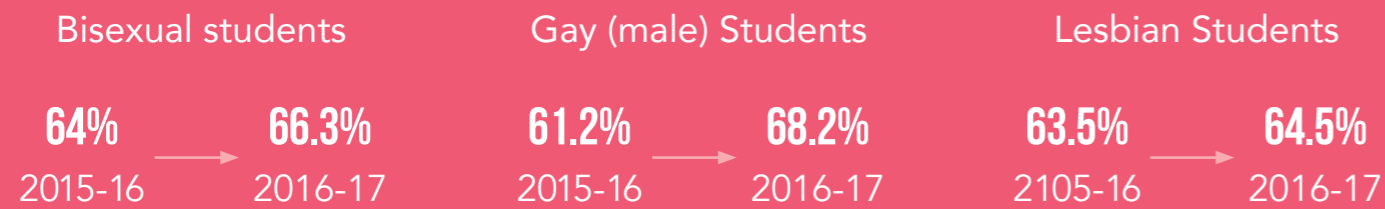
SESSION DELIVERED

Digital skills for Business

4

SESSIONS DELIVERED

Improving LGB student success between years 2015-16 and 2016-17:



Improved early withdrawal for LGB students in years between 2015-16 and 2016-17 but higher in comparison to heterosexual students

Heterosexual students success slightly higher at **70.8%**

The number of trans student applicants remained the same number in years 2016-17 and 2017-18

There is a significant difference between trans and cisgender success rates in FE and HE :

Trans Success Rate	Cisgender Success Rate
50%	73.9%

3. Working together to create and foster inclusive learning spaces: the Ayrshire LGBT+ Education Network

The College's own statistics as well as those nationally from, for example, LGBT Youth show that the educational experiences and outcomes of those who identify as LGBT+ can still be poorer in comparison to those who identify as heterosexual or cisgender. In response, the College in partnership with East Ayrshire Council established the Ayrshire LGBT+ Education Network. The Network was launched in February 2018 at Kilmarnock Campus, Ayrshire College. The Network aims to improve the educational experiences of LGBT+ children, young people and adults learning in Ayrshire through the sharing of best practice.

Since its launch, the Network has held regular Meets across Ayrshire and now has a mailing list of over 100 practitioners from the education-sector and related. It remains the only network of its kind in Ayrshire, if not in Scotland, and has been recognised as good practice by many high profile organisations. These include LGBT Youth, Pink Saltire and Time for Inclusive Education (TIE). In March 2019, the two founding members of the Network, Kerry Jarvis, Health and Wellbeing Officer – East Ayrshire Council, and Sara Turkington, Equality and Inclusion Advisor – Ayrshire College, presented alongside three members of the Network at the Secondary Teachers Enhancing Practice (STEP) Conference evidencing the increasing profile of the Network and its potential to influence experiences beyond Ayrshire.

Impact:

Almost all Network members report that their confidence and knowledge and understanding of LGBT+ issues has improved as a result of being a member of the Network

Many also report that they have benefited from the opportunity to meet other practitioners from the region

It is known too that many Network members are implementing what they gain from Meets into their practice or workplace setting. For example, since the launch of the Network, the number of Secondary school Equality or LGBT+ specific groups has grown from 4 to 8 in East Ayrshire meaning that all East Ayrshire Secondary schools now have an established Equality or LGBT+ specific school group. In the College meanwhile, Network participation has enabled positive progress to be made in embedding LGBT+ inclusion within the SWAP Access to Primary Education programme and the Early Years curriculum

Comments like "I think it's a fantastic initiative. It gives people ideas, forums for discussion and a voice" highlight the importance of the Network

Key priority 2018-19:

Support the continuing growth of the Network and respond to evaluative feedback provided by Members such as the need to further develop tools which will enable effective sharing of information and resources on-line and in periods out with Network meets

4. Nourishing inclusion, feeding success: the Soup Initiative

The Catering team have introduced a number of changes in their service since April 2017 that have impacted positively upon customer experience. Ayrshire has some of the highest levels of poverty anywhere in Scotland. Students attending College can come from households and backgrounds experiencing very low incomes. Therefore, the College has taken actions and implemented changes to help remove barriers and the stigma of low income that prevent students engaging with their peers or attending College.

Changes introduced by the College may be regarded as small or simple such as introducing a card machine at College refectories and coffee shop tills to enable payment by card. These changes have however potentially made a significant difference particularly to students. Previously, the College only had cash machines with a minimum withdrawal being £10. For many, this presented a barrier.

Now with the ability to pay by card a student can purchase food based on the money they have and not on the limit enforced by a cash machine. This potentially removes a barrier of peer pressure or personal concern about lack of funds as no one bar the paying student knows the total amount of funds they have in their bank account.

The College's Soup Initiative, supported by the Ayrshire College Foundation, very much echoes this same ethos and principle of removing unnecessary barriers. The Soup Initiative provides free soup to all students ensuring the College's students have access to at least one hot meal a day. The Soup Initiative is now complemented by having free soup recipe cards available in College refectories and coffee shops. This means students can prepare nutritious and cheap foods at home. The initiative very much recognises that many of the College's students live within SMID areas and as such, is a proactive action to promote inclusion and support positive retention and attainment. The Soup Initiative has been replicated by at least one other college in Scotland based on the success it has had in Ayrshire.



VEGETABLE SOUP			
INGREDIENTS	QTY	INGREDIENTS	QTY
Carrots	100g	Sea salt	5g
Onions	100g	Ground white pepper to taste	
Leeks	100g	Bouquet garni	1
Celery	100g	Butter	50g
Turnip	50g	Plain flour (gluten free)	50g
Vegetable stock	1.25L		
METHOD		Yield: 4 portions Approx. Cooking Time: 1½ hours	
<ol style="list-style-type: none"> 1. Wash, peel and rewash the vegetables 2. Roughly chop all the vegetables and sweat them in the butter until soft and translucent. Do not let them colour 3. Add the flour to make a loose roux, again without colour being added during the cooking process, and allow to cool slightly. Add the hot vegetable stock and bring to the boil. Add the bouquet garni and allow to simmer for 45 minutes, skim when necessary 4. Remove the bouquet garni and using a stick blender, liquify the soup until it is smooth 5. If necessary, the soup may be passed through a conical strainer before transferring to a clean pan and brought back to the boil 6. Adjust the seasoning and consistency as required 			

Impact: It is too early to assess if a positive correlation exists between the free soup initiative and student retention and attainment within the College. However, the offer has been greatly received by students and is therefore, considered to be a positive development

Key priority 2018-19: Initiatives such as these are just one example of how the College can successfully mainstream equality and therefore, further opportunities similar to this one will be explored

Our College operates in two of the highest areas of deprivation in the country;

approximately 20% of credits are delivered to students living in SIMD 10 data zones. Success rates for students living in a SIMD10 postcode area improved by almost 2% over three years and is 3% better than the national average.

Success rates for SIMD20 areas improved by just over 4% over three years and is 5% better than the national average.

Success over 3 years for students with a declared disability increased by 1.5% and +3% better than the national average.

Success over 3 years for students with a declared disability increased by 1.5% and +3% better than the national average.

Carers who are students with a caring responsibility - more people declaring - 817 to 1648 (100%) has more than doubled over 3 years. Success has increased by 7%.

For those carers who are caring for a disabled child/children, enrolments has increased from 294 to 386 which is a 31% increase and the success rate is increased by 6%.

Progress made: Equality Outcomes 2017-2021

In April 2017, the College published a set of four shared, regional Equality Outcomes.

This section includes the following:

- an interim progress update on the shared, regional Equality Outcomes 2017-2021
- an interim progress update on an identified College action from each of the equality outcomes with Appendix 1 providing a fuller progress update across all actions

The College is required to publish a set of equality outcomes every four years and report on their progress every two years.

Shared, regional Equality Outcomes 2017-2021: working together for Ayrshire

In April 2017, for the first time, the College and a range of community partners developed and published a set of four shared, regional Equality Outcomes 2017-2021. These Equality Outcomes demonstrate a commitment across Ayrshire to promote equitable experiences and as such, the College continues to play an active role in the region. The partnership approach taken to delivering on these Equality Outcomes is being supported through the Ayrshire Equality Partnership (AEP) and a Strategic Oversight Group was also established to strengthen shared ownership and promote accountability to achieve designated shared actions. This partnership approach has been successful however, further development is required with regards to full collaboration across all actions to ensure that they are indeed, being actioned together where possible. All partners involved now consider this as a learning point after having collectively reviewed progress. The College still believes having shared, regional equality outcomes is highly innovative and enhances partnership working. The College remains determined to work closely with its partners to achieve all shared actions set out in its Equality Outcomes 2017-2021 Action Plan.

By April 2021, the College and its partners will have improved evidence and analysis to assess the success achieved and the progress made on these shared, regional Equality Outcomes. In the meantime, a summary of interim progress across all actions, including shared actions, is included at Appendix 1. Appendix 1 is the College's full Equality Outcomes 2017-2021 Action Plan. In order to support its contribution to the regional Equality Outcomes, and meet its legislative requirements, the College developed an action plan to provide focus on key areas of delivery.

Gender-based violence is an equality issue

EQUALITY OUTCOME 1

In Ayrshire, people experience safe and inclusive communities

The College is widely recognised for its innovative work in promoting the increased participation of women and girls in traditionally male-dominated subjects and careers and men and boys in traditionally female-dominated subjects and careers. Much of this work has been developed under the banner of the award winning 'This Ayrshire Girl Can' campaign and the campaigns of 'This Man Cares' and 'Man in the Mirror' respectively. At the same time, the College embraces its wider commitment to gender equality particularly in reference to gender-based violence (GBV) and transgender (trans) identities.

The College acknowledges that there are many contributing, interlinked facets of gender inequality and is therefore, developing a whole-college approach which addresses these. The College continues to endorse a position which recognises GBV is an equality issue. Indeed the very many activities the College is currently engaged in reflects the strategic importance given to addressing GBV. This strategic commitment is most evident in the College's Equality Outcomes 2017-2021 but is also reflected in its Gender Action Plan, Corporate Parenting Plan, and Promoting Wellbeing Action Plan. The effects of GBV can be devastating and encroach upon the safety and cohesion of our communities.

College Equally Safe action plan

Positive progress continues in the development of a College Equally Safe action plan with a short-life working group now established and a clear reporting structure defined through the Values, Inclusion, Equality and Wellbeing (VIEW) steering group. A College Equally Safe position statement is now also effective as well as additional resources created to improve awareness of GBV and supports available. Such activities complement existing resources and supports including our current student Safeguarding policy which is explicit in referencing behaviours that may be related or associated to GBV. Moving forward, the College seeks to develop a staff GBV policy in order to further strengthen its response to supporting staff.

Actions such as these were initially identified by a mapping exercise taken through the Safeguarding Committee and are now being supported through discussions in the Equally Safe working group and with valued partners such as Strathclyde University, Rape Crisis, and the locality Violence against Women partnerships. Rape Crisis with the Star Project, for example, have already begun engaging with both staff and students to establish understanding as well as raise awareness of GBV. These engagement activities are also helping to inform the action plan.

It is a key priority now to finalise the action plan so that a consistent approach is taken to address GBV in the College.

Equally Safe toolkit: pilot activity

The College was chosen by Strathclyde University to pilot the Equally Safe toolkit to support its contextualisation to the college sector. The College is one of only two College's taking part in this pilot. The College's Principal also supported the Ministerial Working group established to implement Equally Safe in colleges and universities in Scotland. The College continues to engage positively in the pilot and in February 2019 held the first of three regional events to share learning on how educational institutions can prevent and tackle GBV on their campuses.

The 'Love doesn't hurt' Conference included addresses from Richard Lochhead MSP, Minister for Further Education, Higher Education and Science, the then College Principal Heather Dunk, Fiona Drouet, the founder of #Emilytest, and the sharing of learning from a pilot project in a local school called 'Getting it right for everyone'. This pilot is in partnership between East Ayrshire Council, East Ayrshire Women's Aid and NHS Ayrshire and Arran.

The Conference was well received with learning now expected to translate into actions for many of those in attendance.



GBV is a societal issue, and although not restricted to Universities and Colleges, we know these institutions are well placed to play a significant role in addressing such abuse. It was an excellent forum for sharing good practice & knowledge. Discussing our successes, as well as our concerns. I strongly advocate working together as only by doing this can we ensure we are doing our best.



- Fiona Drouet

Inside Outside: embedding awareness in the curriculum

In early 2018, the College through the Creative Industries team partnered with the Women's Support Project to support the 'Inside Outside' exhibition. 'Inside Outside' is a nationally recognised exhibition which seeks to promote awareness on prostitution as a form of exploitation and as such, falls underneath the umbrella of GBV. Students from Media, Performing Arts, Fashion and Art and Design all received a workshop from Linda Thompson, National Coordinator. Following this, many students commented that it had widened their knowledge on this form of exploitation acknowledging the implicit vulnerabilities of those involved in prostitution.

A key outcome of this partnership working led to two drama pieces being devised and performed by College students which became part of the national 'Inside Outside' exhibition. Later that year, Linda returned to the College to deliver an input to Hairdressing, Barbering, and Beauty and Complementary Therapies students. The workshop raised student awareness although many felt it was difficult, at times, to fully engage because of the subject matter.

Local partnership working

Strong partnership working remains with the College playing an active role in locality Violence against Women (VAW) partnerships and the pan-Ayrshire Equally Safe in Ayrshire partnership. Involvement in such partnerships is a real asset to the College and is leading to important Ayrshire-wide outcomes being achieved. This included the first ever working lunch in the region focused on domestic abuse and the workplace for employers and organisations in November 2018. Hosted at Ayr Campus and organised through the South Ayrshire Violence multi-agency partnership to tackle violence against women and children, the College welcomed 27 delegates from across Ayrshire. Evaluative feedback showed that almost all delegates stated that they felt more confident about how to support an employee who had or was experiencing GBV. Almost all delegates also reported that they felt better informed about GBV and rated the event as excellent or very good. The Partnership is now seeking to build on this success by offering a working breakfast later this year.

Domestic Abuse Working Lunch

November 26 2017

—

AT AYR CAMPUS

—

27

Delegates in attendance

—

Working breakfast event planned for later in 2019

[CLICK HERE TO READ THE STORY](#)

Promoting Wellbeing: a three-year action plan

EQUALITY OUTCOME 2

In Ayrshire, people have equal opportunities to access and shape public services

Much has been achieved by the Promoting Wellbeing group in the short time of its existence. The College had previous iterations of this group but, it has been most successful in its current form and in October 2018, enjoyed success at the College Development Network (CDN) Awards winning the category of 'Health Promoting College' for its Promoting Wellbeing Action Plan. The Promoting Wellbeing group was established, with support from the VIEW steering group, to lead, develop, implement and review a three-year action plan from 2018-2021. Having such a purpose underlines the College's commitment to supporting the positive wellbeing of all students and staff. The increasingly known impact of mental health and wellbeing on individual experience, requires a proactive, ambitious but achievable response.

The Promoting Wellbeing Action Plan is considered to be such a response by providing clear, focused actions and through these, aims to achieve three, dedicated Outcomes. These Outcomes were identified from NHS Ayrshire and Arran's Mental Health and Wellbeing Strategy 2015-2027. The College values the experience of its partners and has developed these Outcomes further to ensure full relevancy to the College's context. The activities of the Promoting Wellbeing group are supporting a whole-college approach to wellbeing and complement already existing structures, processes and mechanisms. More recently, also, the action plan was mapped to NHS Ayrshire and Arran's whole-school guidance to improve school-College transitions.



OUTCOME 1:

Promote positive wellbeing within the College



OUTCOME 2:

Develop and sustain resources within the College



OUTCOME 3:

Develop fully internal and external partnerships to support positive wellbeing within the College

Change the conversation, change the stigma

Fundamentally, the Promoting Wellbeing group aims to encourage increased dialogue about wellbeing and through that, tackle stigma on mental health and promote positive wellbeing strategies. To do this, the Promoting Wellbeing group have lead on a number of campaigns such as #mymentalhealthmatters and 'New Year, New You' as well as supporting the development and delivery of initiatives including 'The Conversation' and 'Wear it on your sleeve'.

'The Conversation' was piloted in Ayr Campus between November 2018 and February 2019 to encourage conversation on mental health and through that, build on hope and resilience. 'The Conversation' format was designed to include guest speakers and round table discussions so that students could observe strategies and techniques to promote and maintain positive wellbeing. The first 'The Conversation' was led by Brian Costello from Headstrong and was followed by a further 5 Meets with a range of guest speakers. In total, these events attracted over 120 participants with many being regular attendees. Evaluative feedback shows that 'The Conversation' met its aim and now steps are being taken to further develop 'The Conversation' across all main College campuses.

'Wear it on your sleeve' meanwhile is a Student Association-led initiative to encourage male students in particular to be more open about their mental health. The high incidence of male suicide nationally is of great concern and initiatives such as these could play a very important role locally.

'Wear it on your sleeve' will be officially launched in May 2019 to coincide with Mental Health Awareness Month and involve a number of male student and staff representatives wearing a pink hoodie with the tagline 'Wear it on your sleeve'. It is hoped the hoodie will attract interest and increase opportunities for positive conversations to be had on wellbeing. Support cards will accompany this initiative to ensure students are signposted appropriately to available services.

Moreover, the Promoting Wellbeing Group continues to explore opportunities to support embedding wellbeing within the Curriculum as well as enhance staff knowledge and wellbeing. Moving forward, engaging with staff will be a key focus. All activities undertaken so far by the Promoting Wellbeing group have shown that staff awareness and support is critical to the success of many of the actions outlined in the action plan. The Promoting Wellbeing group have previously sought to improve staff engagement by, for example, holding Promoting Wellbeing Conversation Cafes between February 2018 and April 2018 and having open meetings enabled through the use of digital technology. Activities such as these, have increased awareness of the Promoting Wellbeing Action Plan alongside ensuring staff and student voices are represented throughout all actions taken. It is important, therefore, to build on this success and currently, the Promoting Wellbeing group are reviewing further ways to engage with staff and students

Ayrshire College Wellbeing Activity

- **#mymentalhealthmatters**
A month-long mental health awareness-raising campaign
- **New Year, New You**
Three weeks of free wellbeing events and activities in January
- **The Conversation**
Regularly-held events to encourage discussion and conversation of positive wellbeing
- **Wear it on your sleeve**
A Student Association-led initiative to promote talking about feelings and to signpost to good support resources

This Ayrshire Girl Can; This Man Cares

EQUALITY OUTCOME 3

In Ayrshire, people have opportunities to fulfil their potential throughout life

The College continues to ensure that tackling gender imbalances in subject choices and careers remains a key priority. The College recognises much more work is still required to elicit wholesale changes in line with its own aspirations and those defined by the Scottish Funding Council (SFC) and as such, continues to successfully develop a whole-college approach to tackling gender imbalances through the Gender Leadership group. The Gender Leadership group is developing positively to lead, monitor and review the College's Gender Action Plan. The aspirations outlined in the Gender Action Plan are in line with those in the College's current Equality Outcomes 2017-2021. A key focus is to further support the Gender Leadership group in the next phase of its development as well as continue to explore and exploit opportunities for the College to embrace its role and position as an influencer with young people, schools, parents/guardians, community partners, businesses and employers.

The College accepts that the very many persistent societal and cultural attitudes around gender and subject choices pose a real challenge to its success in improving gender balances in key subject areas traditionally seen as 'male' or 'female' orientated.

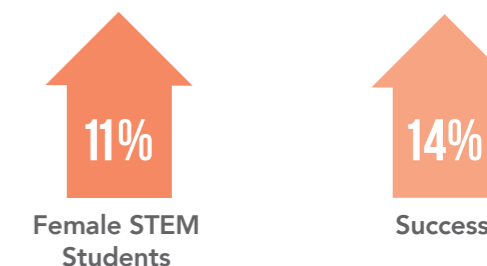
College campaigns dedicated to changing attitudes such as 'This Ayrshire Girl Can', 'This Man Cares' and 'Man in the Mirror' as well as events like 'Girls with grit' and student-led activities like 'No barriers to Sport' are successfully changing these attitudes. These are all highly innovative approaches and have led the College to be in place of improving student recruitment and attainment across key courses experiencing under-representation including Foundation Apprenticeships and Modern Apprenticeships. The College also successfully participated in a three-year Equality Challenge Unit (ECU) project focused on gender and Foundation Apprenticeships and saw an improvement in student recruitment for these courses.

It is recognised, however, that to sustain long-term impact and promote successful outcomes, the College is also required to provide internal student supports and therefore, aims to further develop 'Ayrshire Connects' and seeks still to develop a male equivalent for those studying in courses such as Early Years where under-representation exists. 'Ayrshire Connects' is an excellent example of good practice in that it provides female students studying Science, Technology, Engineering, and Maths (STEM) and Construction subjects or courses with a network to meet each other as well as gain new knowledge and experiences through events with invited guest speakers and visits to, for example, employers. Moreover, the College continues to review its curriculum delivery plan with regards to opportunities it could offer through school-link programmes or male or female only courses.

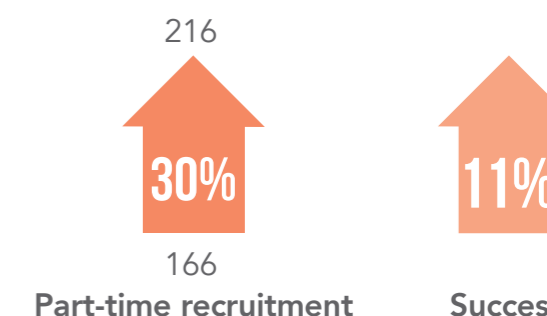
Making a difference

STEM and related courses

- Overall the numbers of females studying STEM-related courses has **increased by 11%** and **success rates have improved by 14%**



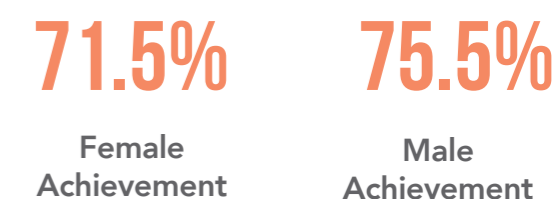
- Part-time recruitment has **increased from 166 to 216** over 3 years (30% increase) and **success has improved by 11%**



- Full-time recruitment has **decreased from 122 to 104** over 3 years (15% decrease) however **success has improved by 17%**




- Male and female student success in the year 2017-18 in, for example, Engineering and Science, was very **comparable** with **71.5% female achieving and 75.5% male achieving**



Care and Early Years courses

- Care and Early Years courses experienced some variant in male and female student enrolment in years 2017-18 and 2018-19 with a very **slight decrease in male enrolment** in the year 2018-19

very slight decrease

 in male enrolment

- Male and female student success in year 2017-18 was very comparable with 72.1% of female students achieving and 73.1% of male students achieving

72.1% **73.1%**
 Female Achievement Male Achievement

Hairdressing, Beauty, Complementary Therapies, and Make-up Artistry courses

- Hairdressing, Beauty, Complementary Therapies, and Make-up Artistry courses experienced some variant in male and female enrolment in years 2017-18 and 2018-19 with a very slight decrease in male enrolment in year 2018-19. However, that decrease correlated with an increase in student enrolment of those who identified as 'other'.

Decrease in male enrolments correlates with an increase in students who identify as "other"

- Male and female student success in the year 2017-18 was **very comparable with 72.4% of female students achieving and 75% of male students achieving**

72.4% **75%**
 Female Achievement Male Achievement

Inclusive and diverse employer: Positive about Disability

EQUALITY OUTCOME 4

In Ayrshire, public bodies are inclusive and diverse employers

The College is committed to supporting all students and staff to be able to access and participate fully in the life and work of the College. As such, the College undertook a research-focused project, supported by the Equality Challenge Unit (ECU), in April 2017 to help identify actions that could improve its staff disability declaration rate.

Previously, the number of staff declaring they had a disability improved between April 2015 and April 2017 by almost 30% (from 3.33% to 4.31%). This sizeable increase however, was felt still to be relatively low in comparison to non-declaration and prefer not to say. It meant therefore, that the declaration rate potentially did not wholly or accurately reflect the number of disabled staff within the College and consequently, increased the possibility that these staff were not being fully supported. This provided a strong rationale to undertake the project. It was accepted from the outset that cultural and organisational development within the College might be necessary to facilitate this change. A project team, supported through the VIEW steering group, was established and the project became known as 'Positive about disability'.



The project aim was fulfilled with an increase in staff disability declaration to 5.15%. This is an increase of almost 50% from April 2015 figures. The College is committed to moving the project onto a second phase to build on this success.

Actions taken to achieve success

1. Staff focus groups: ■ Identifying actions



To support and inform the development of the project action plan, one staff focus group per main College campus was held between June and August 2017. Each focus group was facilitated by a member of the project team. The facilitator was independent from the College team participating in the focus group with the belief that this would increase the likelihood of disclosure. Each focus group was asked to discuss possible factors that may encourage and discourage disability declaration at crucial points in the staff journey – the pre-employment stage and during employment. These discussions led to the emergence of key themes around cultural and organisational elements of the College. It was clear, however, that there were other factors at play which could also negatively impact upon declaration such as stigma, fear and previous employment experiences.

Three key emergent themes related to cultural and organisational factors:

- Terminology, description and choices available to declare a disability on, for example, an equal opportunities form and reason(s) given as to why this information is asked for including how the information is used within the College
- Wider awareness raising of what a 'disability' is and supports available to staff if they declare a disability
- Communication of supportive workplace policies and processes (including training) available to improve staff disability declaration

2. Positive about disability: ■ Taking actions



The project action plan was an ambitious response to some of these key emergent themes. In reflection now, many actions were long-term aspirations with some relying on wider organisational changes such as the full implementation of the then new HR Information system (HRIS). It was identified through the project that the HRIS did not include a workflow enabling HR staff to be notified when an amendment to disability status occurred. This was actioned and remains a significant development. The 'Positive about disability' branding was also important. Working with the Marketing team, 'Positive about disability' continues to establish its own unique 'look and feel' and continues to achieve success in promoting staff awareness of the project's aims through, for example, staff blogs on the College blog page.

Next steps

- Continued implementation of the HRIS to improve analysis of disability status at application stage followed through to recruitment and selection
- Continued review of recruitment processes in particular promotion of posts and engagement with local partners to increase applications from under-represented groups
- Continued awareness raising of 'Positive about disability' ethos through for example campaigns, staff blogs, information sessions and staff training with particular focuses on: what a disability is, how to update disability status and supports available if disability declared
- Continued discussions on establishing a staff disability advisory group or network to further inform College practice, policies and processes. To take this forward, it is envisaged an external, relevant College partner will facilitate a roundtable discussion event at the College to explore the feasibility of an advisory group or network, evaluate the project's previous actions and identify any future actions. This event would be open to all staff with the intention to engage with our disabled staff population and through that seek to improve working experiences.

Moving forward, it is accepted that these next steps and their achievement have to be communicated to staff to ensure that they remain familiar with and in support of the project's aim. It was a lesson learnt through the project that a priority for staff is to 'close the loop' on any College initiatives, projects and activities.

Where we are and where we want to be:

Concluding remarks

This report is evidence of what can be achieved in two, short years to mainstream equality and progress with equality outcomes set.

There are very many examples that attest to the College's success in fulfilling its vision of raising aspirations, inspiring achievement and increasing opportunities. Many of these examples, demonstrate that the College remains a community-focused, regional college which through its partnership working advocates and champions' equality and which reviews its curriculum delivery plan to ensure it widens access and participation especially for those furthest away from education and employment.

Some of the examples shared in this report evidence how well the College is responding to its legislative requirements as set out in the Public Sector Equality Duty (PSED). The assessment is that good progress is being made with priorities identified to support the College in the next steps of its journey.

The journey ahead will be one that continues to demonstrate the College's commitment to equality and inclusion. The College aims to be a truly inclusive place to learn, develop and work. It is felt this can be achieved despite some possible challenges identified on the upcoming horizon such as mitigating, as far as possible, the financial pressures being experienced across the college sector. The College is also beginning a new phase of its development with the appointment of a new Principal.

The College's journey thus continues and by April 2021, it aspires to be in an improved position with regards to mainstreaming equality and delivering on its current Equality Outcomes.

Appendix 1

Action Plan

Interim progress
update April 2019

Equality Outcome 1 In Ayrshire, people experience safe and inclusive communities

Related Scottish Funding Council Outcome (s) More equal society

Related National Outcome(s)
We have tackled the significant inequalities in Scottish Society
We have improved the life chances for children, young people and families at risk
We live our lives safe from crime, disorder and danger
We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others

Equality Outcome 1	Actions	General Equality Duty Need	PC	Indicators	Timescale	Responsibility	Progress
In Ayrshire, people experience safe and inclusive communities	Implement an Equality and Inclusion staff learning and development programme and further mainstream equality and inclusion into Staff Development	All	All	Number of staff trained	April 2021	Director of Human Resources and Organisational Development	The Staff Learning and Development programme throughout the academic year has included equality and inclusion related issues and themes including LGBT+; mental health and wellbeing; BSL; and gender-based violence.
				At least two equality and inclusion themed training sessions are embedded in annual cycle of Staff Development Days			Positive progress with annual cycles including up to 7 equality and inclusion related or themed sessions as part of the programme.
				Staff report increased knowledge and understanding across the spectrum of equality concerns and protected characteristic groups			Sessions evaluating well with staff reporting improved knowledge and understanding.

	Develop an equality and inclusion student awareness raising programme including e-learning module	All	All	Number of students completing the Equality and Inclusion e-learning module Students report increased awareness across the spectrum of equality concerns and protected characteristic groups	April 2021	Director of Human Resources and Organisational Development and Director of Student Services	E-learning module discussions on-going.
	At least four equality strands or themes will be included as part of the College's annual events calendar	All	Age, Disability, Gender Reassignment, Race, Religion and Belief, Sex, and Sexual Orientation	Students and staff with relevant protected characteristics report being treated fairly and with respect to the same degree as those who do not	April 2021	Director of Human Resources and Organisational Development	Positive progress with a number of equality strands or themes included in the annual College events calendar including #mymentalhealthmatters month; Black History Month; and LGBT History Month.
	Work with key local partners to raise overall awareness of hate crime and share data appropriately for monitoring purposes	All	Disability, Gender Reassignment, Race, Religion and Belief, and Sexual Orientation	Number of hate crimes reported and detected	April 2021	Director of Human Resources and Organisational Development	During Hate Crime Awareness Week in October 2017, the College and its partners produced a leaflet providing staff and service users with consistent information to better support awareness of this issue. The leaflet was disseminated across all partner organisations along with the use of social media mechanisms such as Twitter and Facebook to get the message out as widely as possible. This was repeated again in October 2018 with all partners also promoting the Scottish Government One Scotland campaign to put an end to hate crime. The use of the www.hatecrimescotland.org website also provided the opportunity to further cascade information on hate crimes and reporting mechanisms to both staff, students and other service users.

							<p>Through partnership working with Police Scotland, all partners involved in the shared, regional Equality Outcomes 2017-2021 devised a quarterly report to help understand the levels of hate crime across Ayrshire. The report offers the opportunity to identify if there are any particular protected characteristic groups where hate crime is increasing but also to consider if there are any areas of increase where more work could be targeted to address this.</p> <p>It is a result of this, that race hate crime was identified as being a concern. To support a reduction in racist hate crime, all partners have supported and promoted diversity days and open days at, for the example, the Mosque to encourage fostering good relations between different racial groups.</p>
	Raise staff and student awareness of identifying and reporting hate crime	All	Disability, Gender Reassignment, Race, Religion and Belief, and Sexual Orientation	Number of staff trained	April 2021	Director of Human Resources and Organisational Development and Director of Student Services	<p>All partners involved in the shared, regional Equality Outcomes 2017-2021 are working together to explore opportunities to improve staff awareness on hate crime.</p> <p>The College's Police Liaison Officer is also supporting an increased staff awareness of hate crime and the usage of Third Reporting Centres to report a hate crime.</p>

				Number of students completing Equality and Inclusion e-learning module			E-learning module discussions on-going.
				Number of students participating in Hate Crime workshop(s) delivered by College Police Liaison Officer			The College Student Induction includes a dedicated Equality and Inclusion section and Police Liaison section which both encourage respecting and valuing difference.
				Students and staff, including those with relevant protected characteristics, report increased awareness of identifying and reporting hate crime			The Police Liaison Officer in Aug 2017-Aug 2018 delivered Hate Crime sessions to 55 students. 28 students also participated in an external input on hate crime. In the same period, the Police Liaison Officer also provided support to a number of students.
							Positive progress is being made towards this aim and moving forward, the College will continue to promote itself as a Third Reporting Centre and encourage improved awareness of hate crime through, for example, campaigns and Police Liaison input.
							In addition to this, the College and its partners are currently exploring the development of an Equality Charter Mark available to College teams and local schools. It is proposed this Charter Mark will include hate crime as a cross-cutting theme and through this, improve awareness of identifying and reporting a hate crime.

	Raise awareness of Third Party Reporting including widely promoting Ayrshire College as a Third Party Reporting Centre	All	Disability, Gender Reassignment, Race, Religion and Belief, and Sexual Orientation	College is widely promoted as a Third Party Reporting Centre	April 2019	Director of Human Resources and Organisational Development and Director of Student Services	Positive progress is being made in promoting the College as a Third Party Reporting Centre through, for example, the College website and Moodle. However, it is recognised that further promotion is required and steps will be taken to achieve this.
				Number of frontline services staff trained	April 2021		Progress is on-going to support improved staff awareness.
				Students and staff, including those with relevant protected characteristics, report increased awareness of Third Party Reporting			Progress is on-going.
				Increased use of Third Party Reporting to report hate crime			Progress is on-going.
	Work with key local partners to implement the 'Keep Safe' scheme across Ayrshire	All	Disability	Baseline established to identify existing participants in the 'Keep Safe' scheme and an action plan developed to support implementation	April 2019	Director of Human Resources and Organisational Development	The College and its partners have worked hard in the reporting period to support each other to become 'Keep Safe' places as well as improve the total number across Ayrshire.
				Overall increase in number of establishments registered as part of the 'Keep Safe' scheme	April 2021		Currently, there are 45 spaces across Ayrshire identified as taking part in the scheme. All partners involved in the shared, regional Equality Outcomes 2017-2021 will encourage increased engagement with the scheme.

	Raise staff awareness of Prevent Strategy and the associated reporting procedures to support its implementation	All	All	Number of staff trained	April 2021	Director of Student Services	Progress is on-going across all partners involved in the shared, regional Equality Outcomes 2017-2021. Progress has included a high number of staff across partner's completing either online or/and face-to-face training and briefing sessions.
				Guidance on reporting procedures widely available			38 frontline College staff received Project Griffin (now known as ACT Awareness) training in October 2017. The College e-learning Safeguarding module includes an example related to terrorism. As of Jan 2019, 679 staff had completed the module.
	Deliver fully the actions in the Promoting Mental Wellbeing action plan	All	Disability	Students and staff with relevant protected characteristics report being treated fairly and with respect to the same degree as those who do not	April 2021	Director of Human Resources and Organisational Development and Director of Student Services	Promoting Wellbeing action plan 2018-2021 developed with good progress being made to implement actions including a number of campaigns and initiatives designed to tackle stigma associated to having poor mental health.

	Continue working in both the pan- Ayrshire and locality Violence against Women (VAW) partnerships and fully deliver the actions in College Equally Safe action Plan	All	Sex	Number of staff trained	April 2021	Director of Human Resources and Organisational Development	On-going progress to promote improved staff knowledge of gender-based violence including for example staff development sessions and events such as the Employers working lunch in November 2018 and the Equally Safe Conference in Feb 2019.
							The College is currently positively engaging with Rape Crisis to deliver staff sessions. This complements previous College activities with local partners such as Women's Aid. Rape Crisis with the Star Project delivered an awareness raising session to 34 staff in Feb 2019 and will follow this up with further sessions in late May-early June 2019.
							The College's Equality and Inclusion Advisor will also deliver bespoke sessions for staff who are First Aiders, Front of House and Estates in early June 2019.
							A College Equally Safe statement is now effective and a draft Equally Safe action plan is currently under development and
				Staff report increased awareness of gender inequality being a root of gender-based violence			Employers working lunch, Equally Safe Conference and Rape Crisis training have all evaluated well with staff reporting an improved knowledge and understanding of GBV.
				Action against Stalking's Victim Impact Box embedded as a support tool for students and staff			This will be implemented through the Equally Safe action plan

				Students and staff with relevant protected characteristics report being treated fairly and with respect to the same degree as those who do not			On-going monitoring and review. The College Equally Safe statement is now effective as well as a Zero Tolerance policy.
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Appendix 1

Action Plan

Interim progress
update April 2019

Equality Outcome 2 In Ayrshire, people have equal opportunities to access and shape our public services

Related Scottish Funding Council Outcome (s) More equal society
Outstanding system of learning

Related National Outcome(s) We have tackled the significant inequalities in Scottish society
We live in well-designed, sustainable places where we are able to access the amenities and services we need
Our public services are high quality, continually improving, efficient and responsive to local people's needs

Equality Outcome 2	Actions	General Equality Duty Need	PC	Indicators	Timescale	Responsibility	Progress
In Ayrshire, people have equal opportunities to access and shape our public spaces	Work with key local partners to undertake a mapping exercise so as to better identify marginalised or under-represented groups in Ayrshire	Advancing Equality of Opportunity	All	Key local partners have a better understanding of marginalised or under-represented groups in Ayrshire and use this knowledge to improve accessibility and inclusion	April 2019	Director of Human Resources and Organisational Development	The College and its partners continue to progress positively in identifying marginalised and under-represented groups in Ayrshire. All partners involved in the shared, regional Equality Outcomes 2017-2021 are committed to learning further how they might better engage with these groups and as a result, have worked together to devise methods to improve engagement as well as work with organisation's like Council for Ethnic Minority Voluntary Organisations (CEMVO) Scotland to inform and promote sustained engagement.
	Work with key local partners to explore a joint approach for the commissioning of translation, interpretation and communication support (TICS) services	All	Disability and Race	Review usage of TICS services	April 2019	Director of Human Resources and Organisational Development	The College and its partners continue to progress positively with this action.

	Deliver fully the actions from the Continuous Improvement: student application review exercise	Advancing Equality of Opportunity	All	Overall increase in the number of course applications received across all protected characteristic groups	April 2021	Director of Quality Enhancement and MIS	Some improvement across all protected characteristic groups. On-going monitoring and review with particular identified groups being in relation to, for example, ethnicity and gender reassignment as well gender and course choice where change is being seen in course application.
				Overall increase in the number of student disclosures at application and enrolment stages			On-going monitoring and review of student disclosures at application and enrolment stages; some difference noted in particular protected characteristics such as sexual orientation, gender identity, ethnicity and religion and belief between academic years 2017-2018 and 2018-2018. These changes have been either a slight increase or decrease in the 'prefer not to say' option or information not provided. These difference are not significant however, are worthy of further exploration and discussion.
			Gender Reassignment, Race, Religion and Belief, and Sexual Orientation	Action plan developed and implemented to increase the relative number of students with relevant protected characteristics at application and enrolment stages			On-going analysis with further development required.
	Further mainstream equality and inclusion into current student and staff feedback processes	Advancing Equality of Opportunity	All	Student and staff feedback processes capture relevant equalities data and include questions about equitable experiences	April 2019	Director of Quality Enhancement and MIS	Some good progress made with, for example, the inclusion of questions about the equity of student experience including the recent inclusion of a question on wellbeing in the Student Satisfaction and Engagement Survey (April 2019). Further progress is still required in relation to staff feedback processes and this will be a priority action moving forward.

				Action plan developed and implemented to increase the participation levels of students with relevant protected characteristics in current student feedback processes	April 2021		Action still to be progressed. However, steps have been taken in the College to increase student participation in feedback processes including a proposed new Class Rep system.
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	Continue ensuring services and buildings are fully inclusive and accessible to those who are in transition or identify as trans (including non- binary)	All	Gender reassignment	Student and staff name change processes fully implemented including 'preferred name' option	April 2019	Director of Human Resources and Organisational Development	Some good progress made. However, further development is still required to ensure these processes are fully inclusive and supportive to trans students and staff and this will be a priority action moving forward.
				Number of frontline services staff trained	April 2021	Director of Human Resources and Organisational Development	<p>As of Jan 2019, 294 members of staff had completed the specific trans e-learning module. At one time, this was the highest completed non-mandatory e-learning module available to staff.</p> <p>40 staff attended the 'Where's the 'e' in LGBT+?' session as part of the Feb 2019 Staff Learning and Development days.</p> <p>Many College staff are also members of the Ayrshire LGBT+ Education Network. The Network provides the opportunity to share best practice and improve knowledge and understanding across LGBT+ inclusion.</p>
				Students and staff who are in transition or identify as trans (including non-binary) report being treated fairly and with respect to the same degree as those who are not in transition or identify as trans	April 2021		On-going monitoring and review. The introduction of a Trans Officer to the Student Association Executive is a positive step to improve student experience. Both Ayrshire College staff and students also attended Glasgow Pride in 2018 to promote College LGBT+ inclusion.

	Deliver fully the actions in the Promoting Mental Wellbeing action plan	All	Disability	Overall increase in the number of students and staff disclosing a mental health condition	April 2021	Director of Human Resources and Organisational Development and Director of Student Services	Improved student disclosure of a mental health condition at enrolment stage since April 2017. However, a priority identified is the increased disclosure by male students and those particularly in courses such as Construction and the Trades where there is low disclosure of a mental health condition. Staff disability declaration overall has improved since April 2017. It remains a priority to encourage staff to self-declare their disability status and seek appropriate supports.
	Deliver fully the actions in the Corporate Parenting action plan	Advancing Equality of Opportunity	Age	Overall increase in the number of students disclosing they are care experienced	April 2021	Director of Student Services	A new Corporate Parenting Plan 2018-2021 is now available. Since April 2017, there has been a considerable increase in the number of care-experienced students enrolling on College courses – 253 to 655 in April 2019.

Appendix 1

Action Plan

Interim progress
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Equality Outcome 3 In Ayrshire, people have opportunities to fulfil their potential throughout life

Related Scottish Funding Council Outcome (s) More equal society
Outstanding system of learning
More successful economy and society

Related National Outcome(s) We realise our full economic potential with more and better employment opportunities for our people
We are better educated, more skilled and more successful, renowned for our research and innovation
Our young people are successful learners, confident individuals, effective contributors and responsible citizens
Our children have the best start in life and are ready to succeed
We live longer, healthier lives

Equality Outcome 3	Actions	General Equality Duty Need	PC	Indicators	Timescale	Responsibility	Progress
In Ayrshire, people have opportunities to fulfil their potential throughout life	Student data will be continuously reviewed to identify gaps in recruitment, retention, attainment and progression across all protected characteristics groups and specific work carried out to address these gaps	Advancing Equality of Opportunity	All	Increased recruitment, retention, attainment and progression of students across all protected characteristics groups	April 2021	Director of Quality Enhancement and MIS	On-going monitoring and review of student data.
	Further mainstream equality and inclusion in the Team Evaluation framework meaning all College teams report on how they support the retention, attainment and progression of students across all protected characteristics groups						The national framework of 'How good is our College?' is positively informing the College Team Evaluation process. It requires Curriculum Teams to assess and evaluate across priority groups and themes including a dedicated Outcome on Equality, Inclusion and Wellbeing.
	Develop the Personal and Professional Review process to include reporting on the three needs of the Public sector Equality Duty and work towards aligning this with the Team Evaluation framework				April 2021	Director of Human Resources and Organisational Development	Some positive progress has made in revising the PPDR process. Further review and discussions are still required to promote an improved linkage between the PSED and the Team Evaluation framework.

	Continue to support and encourage gender representation in subject choices and careers where underrepresentation currently exists	Advancing Equality of Opportunity	Sex	Increased number of staff involved in recruitment stage of learner journey aware of unconscious bias and potential impacts upon decision-making	April 2021	Director of Human Resources and Organisational Development	<p>Members of the Gender Leadership Group received training through Equate Scotland and this will be considered again for all other staff involved in the student requirement process.</p> <p>As of Jan 2019, 778 staff had completed their mandatory equality and diversity e-learning module.</p>
				Trend increase in number of male enrolments in non-traditional subject choices and careers including Modern Apprenticeships	April 2021	All Directors	<p>It remains an on-going aim of the College and its partners to improve gender balances in key subject choices and careers where one gender is overly represented. Some positive changes are being seen in the number of male enrolments in traditionally gendered courses and career choices including Modern Apprenticeships (MA's).</p> <p>Across Ayrshire, the uptake of MA's is higher among males than females. It is felt this is reflective of the continued gendered split of what is seen as 'male' or 'female' and the MA's offered. All partners involved in these regional, shared Equality Outcomes 2017-2021 are committed to learn from each other to tackle the existing patterns of under-representation.</p>

				Trend increase in number of female enrolments in non-traditional subject choices and careers including Modern Apprenticeships	April 2021	All Directors	<p>It remains an on-going aim of the College and its partners to improve gender balances in key subject choices and careers where one gender is overly represented. Some positive changes are being seen in the number of female enrolments in traditionally gendered courses and career choices including MA's.</p> <p>All partners involved in these regional, shared Equality Outcomes 2017-2021 are committed to learn from each other to tackle the existing patterns of under-representation.</p>
				ECU Attracting Diversity action plan implemented with trend increase in male enrolments in non-gender stereotypical Foundation Apprenticeships and trend increase in female enrolments in non-gender stereotypical Foundation Apprenticeships	April 2021	All Directors	<p>The ECU Attracting Diversity project concluded with a trend increase for both male and female enrolments. The most significant change was in the Engineering Foundation Apprenticeship where the number of female enrolled improved. The College seeks to build on learning gained from the project and continue monitoring gender in relation to Foundation Apprenticeship enrolment.</p>
				Increased student participation in STEM Ambassadors and Ayrshire Connects networks and work undertaken to establish a male subject-career network	April 2021	All Directors	<p>On-going development of these initiatives.</p>

	Work with external stakeholders to promote and support increased representation in Modern Apprenticeships where under- representation currently exists	Advancing Equality of Opportunity	All	Baseline established to identify under-representation and action plans developed to address areas of inequality including enhancing current data collection mechanisms for Modern Apprenticeships	April 2021	Director of Education Contracts and Business	<p>It remains an on-going aim of the College and its partners to engage successfully with all stakeholders to increase the representation of under-represented groups in MA's. Working together with partners, the College is in an improved position of understanding an Ayrshire-wide baseline to identify under-represented groups. In partnership with, for example, Skills Development Scotland (SDS), employers and others, all partners are now seeking to develop or enhance their own action plans to support targeting the under-representation identified.</p> <p>It is clear nevertheless, that real change across the identified under-represented groups will require significant cultural and societal changes. As such, further partnership working across all partners involved in the shared, regional Equality Outcomes 2017-2021 will be needed to support these cultural and societal changes. Moreover, all partners are committed to learn from each other to tackle the existing patterns of under-representation. North Ayrshire Council, for example, have approved a new 3 year investment in their own MA programme with an increased focus on care experienced young people and disabled young people. The ambition is to have 20% of MAs each year either being care experienced or having a disability.</p>
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			Race	Trend increase in uptake of Modern Apprenticeships by those from Black and Minority Ethnic (BME) backgrounds			Reflecting on locality data provided by SDS as well as individual partner information in the reporting period, it is shown that across Ayrshire, the uptake of a MA from those who identify as BME is lower than in comparison to those who identify as White Scottish and White British. Little change or impact is evident from year 2017 to year 2019. It could be argued, that while all locality figures in Ayrshire are below the national average of 1.7%, this might be reflective of local BME populations in Ayrshire opposed to, for example, discriminatory recruitment processes. However, the College and its partners will continue to engage with internal and external stakeholders to understand what barriers, if any, exist that may be underpinning the current lack of BME representation in MA.
			Disability	Trend increase in uptake of Modern Apprenticeships by those with a declared disability			Reflecting on locality data provided by SDS as well as individual partner information in the reporting period, it is shown that across Ayrshire, the uptake of a MA from those who have a declared disability is lower in comparison to those who do not have a declared disability. All locality areas in 2016-17, according to SDS information, were relatively similar in % uptake of those with a declared disability. North Ayrshire Council, for example, saw an improvement of MA disability declaration between years 2017-2018. Ayrshire College, NHS Ayrshire and Arran, and East Ayrshire Council meanwhile continue to work successfully in partnership through Project Search .

Equality Outcome 3	Actions	General Equality Duty Need	PC	Indicators	Timescale	Responsibility	Progress
	Deliver fully the actions in the Promoting Mental Wellbeing action plan	Advancing Equality of Opportunity	All	Overall increase in student and staff engagement with wellbeing initiatives and interventions	April 2021	Director of Human Resources and Organisational Development and Director of Student Services	The Promoting Wellbeing Group continue to explore ways to successfully engage with students and staff through campaigns such as #mymentalhealthmatters and 'New Year, New You' as well as targeted activities such as Promoting Wellbeing Conversation Cafes. It remains a priority of the Promoting Wellbeing group to encourage increased student and staff engagement.
			Disability	Overall trend reduction in the gap between students with a mental health condition and those who do not successfully completing their course of study			Improving success overall of students with a declared mental health condition between years 2016-2017 and 2017-2018. In FE full-time an improvement from 57.4% success in 2016-2017 to 62% in 2017-2018 with an improved early withdrawal rate also. In HE full-time however, success decreased by 2% between years 2016-2017 and 2017-2018 with a slight increase in early withdrawal in 2017-2018. The number of students declaring they have a mental health condition has improved significantly since April 2017.

			Sex	Overall trend reduction in the gap between male and female students disclosing a mental health condition			The College is not yet experiencing a significant change in male student disclosure of a mental health condition in comparison to female student disclosure. The College remains committed to this aim and through initiatives like 'Wear it on your sleeve', it seeks to tackle stigma associated with declaring a mental health condition. The Sports-led campaign #PassingPositivity also seeks to do the same. The College continues to explore opportunities to improve male disclosure of a mental health condition.
	Deliver fully the actions in the Corporate Parenting plan	Advancing Equality of Opportunity	Age	Overall increase in number of students who are care-experienced taking up appropriate College supports	April 2021	Director of Student Services	The number of care-experienced students self-declaring at application stage has improved considerably since April 2017. It remains a priority of the College to encourage care-experienced students to take up appropriate supports.
				Students who are care experienced will achieve positive outcomes to the same degree as students who are not care experienced			It remains an on-going aim of the College to improve the number of care-experienced students achieving success.

Appendix 1

Action Plan

Interim progress
update April 2019

Equality Outcome 4 In Ayrshire, public bodies will be inclusive and diverse employers

Related Scottish Funding Council Outcome (s) High performing, sustainable institutions

Related National Outcome(s) We realise our full economic potential with more and better employment opportunities for our people
We are better educated, more skilled and more successful, renowned for our research and innovation

Equality Outcome 4	Actions	General Equality Duty Need	PC	Indicators	Timescale	Responsibility	Progress
In Ayrshire, public bodies will be inclusive and diverse employers	Increase representation across all protected characteristic groups throughout key stages of the staff journey – recruitment, retention and progression – where under- representation currently exists	All	All	Recruitment processes include alternative advertising opportunities and e-recruitment technologies to support accessibility and inclusion	April 2019	Director of Human Resources and Organisational Development	The College is successfully implementing e-recruitment technologies to support accessibility and inclusion and continues to explore alternative opportunities to improve the diversity of applicants.
				Improved staff data capturing systems	April 2021		All partners involved in the shared, regional Equality Outcomes 2017-2021 remain committed to improving staff diversity and all continue to promote themselves as employers of choice through, for example, employability programmes or guaranteed interview schemes such as Disability Confident Employer.
							Positive progress is being made to achieve this aim.

		Advancing Equality of Opportunity	Disability	Recognised as a Disability Confident Employer (Level 3)	April 2021		<p>Positive progress is being made to achieve this aim. The College is currently recognised as a Disability Confident Employer (Level 2).</p> <p>All partners involved in the shared, regional Equality Outcomes 2017-2021 remain committed to sharing good practice and support each other to progress successfully in achieving Level 3 status.</p>
				ECU Supporting Workforce Diversity project action plan developed and implemented	April 2021		The College successfully developed and implemented an action plan to improve its staff disability declaration rate. An improved declaration rate was achieved. The College remains committed to this aim and seeks now to progress with a phase two of this project.
		Advancing Equality of Opportunity	Gender Reassignment and Sexual Orientation	Participation in the Stonewall Equality Workplace Index to benchmark LGBT+ inclusion	April 2021		Initial discussions have taken place to progress this action and moving forward, it will be a College priority to establish a short-life working group to support the achievement of this action.
		Advancing Equality of Opportunity	All	Review supports available to staff who are or become pregnant or have caring responsibilities (including kinship carers) and specific work undertaken to promote retention and career progression	April 2021		Action still to be progressed. However, steps are being taken to address other, specific concerns related to female staff. For example, it is proposed Menopause workshops will run in June 2019 and a staff policy also considered.

Equality Outcome 4	Actions	General Equality Duty Need	PC	Indicators	Timescale	Responsibility	Progress
	An organisational culture where equality and inclusion is mainstreamed through effective governance and management arrangements	All	All	Values, Inclusion, Equality and Wellbeing (VIEW) Steering Group monitoring cross- College equalities activities including Equality Impact Assessments (EqIA)	April 2021	Director of Human Resources and Organisational Development	The VIEW Steering Group continues to develop and successfully support the College to progress with achieving its Equality Outcomes 2017-2021.
				EqIA e-learning module and online tool developed	April 2021		Action still to be progressed.
				Key local partners working together to share training opportunities	April 2021		<p>The College and its partners are successfully sharing opportunities across a number of equalities-related issues and themes.</p> <p>All partners involved in the shared, regional Equality Outcomes 2017-2021 are now seeking to improve dialogue and explore further opportunities to share or develop staff training across Ayrshire.</p> <p>The College remains committed to ensuring it has a knowledgeable and well equipped workforce in respect of equality and inclusion and demonstrates this through the many opportunities it provides to staff on-line and face-to-face.</p>

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