

# 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
<b>In Ayrshire, people experience safe and inclusive communities</b>	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	April 2021	Director of Human Resources and Organisational Development and Director of Student Services	E-learning module discussions on-going.
				Students report increased awareness across the spectrum of equality concerns and protected characteristic groups			
	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	<p>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.</p> <p>This was repeated again in October 2018 with all partners also promoting the <a href="#">Scottish Government One Scotland</a> campaign to put an end to hate crime. The use of the <a href="http://www.hatecrimescotland.org">www.hatecrimescotland.org</a> website also provided the opportunity to further cascade information on hate crimes and reporting mechanisms to both staff, students and other service users.</p>

							<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	<p>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.</p> <p>38 frontline College staff received Project Griffin (now known as ACT Awareness) training in October 2017.</p> <p>The College e-learning Safeguarding module includes an example related to terrorism. As of Jan 2019, 679 staff had completed the module.</p>
				Guidance on reporting procedures widely available			Progress is on-going.
	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	<p><a href="#">Promoting Wellbeing action plan 2018-2021</a> 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.</p>

	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.
--	--	--	--	--	--	--	---

# 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
<b>In Ayrshire, people have equal opportunities to access and shape our public spaces</b>	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	<p>The College and its partners continue to progress positively in identifying marginalised and under-represented groups in Ayrshire.</p> <p>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.</p>
	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.
--	--	--	--	--	------------	--	---

	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	<p>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.</p> <p>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.</p>
	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	<p><a href="#">A new Corporate Parenting Plan 2018-2021 is now available.</a></p> <p>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.</p>

# Appendix 1

## Action Plan

Interim progress  
update April 2019

### 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
<b>In Ayrshire, people have opportunities to fulfil their potential throughout life</b>	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>

	<p>Work with external stakeholders to promote and support increased representation in Modern Apprenticeships where under- representation currently exists</p>	<p>Advancing Equality of Opportunity</p>	<p>All</p>	<p>Baseline established to identify under-representation and action plans developed to address areas of inequality including enhancing current data collection mechanisms for Modern Apprenticeships</p>	<p>April 2021</p>	<p>Director of Education Contracts and Business</p>	<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>
--	---	--	------------	--	-------------------	---	--

			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 <a href="#">Project Search</a> .

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			<p>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.</p> <p>The number of students declaring they have a mental health condition has improved significantly since April 2017.</p>

			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
<b>In Ayrshire, public bodies will be inclusive and diverse employers</b>	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		Positive progress is being made to achieve this aim.

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.

		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		<p>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.</p>
		Advancing Equality of Opportunity	Gender Reassignment and Sexual Orientation	Participation in the Stonewall Equality Workplace Index to benchmark LGBT+ inclusion	April 2021		<p>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.</p>
		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		<p>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.</p>

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>		