Ayrshire College

Mainstreaming Equality 2015-2017 and Equality Outcomes 2017-2021 Report

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or email equalityandinclusion@ayrshire.ac.uk

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Heather Dunk OBE
Principal and Chief Executive

Foreword

As Principal and Chief Executive of Ayrshire College, I am proud of our many achievements and the substantial progress we have made since the formation of the College in August 2013. The College has a strong commitment to the people, communities, employers and businesses of Ayrshire as we move forward and continue to achieve success in our vision to raise aspirations, inspire achievement and increase opportunities. A core aim of this vision is therefore, focused on advancing equality of opportunity at the same time as tackling inequalities. I welcomed the opportunity for the College to work with a range of other public bodies across Ayrshire to develop a set of shared regional Equality Outcomes for the period 2017-2021. I look forward to the College playing its part in delivering on these shared regional Equality Outcomes and to supporting and enhancing the communities of Ayrshire.

Executive Summary

Purpose of This Report

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 second report in response to these duties and the final in regards to the progress made on its Equality Outcomes 2013-2017.

Legislative Context

Meeting the Public Sector Equality Duty (PSED) requirements

The Equality Act came into force on 1 October 2010 bringing together previous equalities legislation into one single Act. The Equality Act 2010 provides the UK with a discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society. The Act introduced a new law called the Public Sector Equality Duty (PSED). In Scotland, the PSED consists of a general duty supported by specific duties. As a public sector body, the College is covered by the PSED and as a result must demonstrate its compliance with regards to both the general duty and the specific duties.

General Duty

The general duty requires public sector bodies such as colleges, in the exercise of their functions, to have due regard to the need to:

- **Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010**
- **Advance equality of opportunity between people who share a relevant protected characteristic and those who do not**
- **Foster good relations between people who share a protected characteristic and those who do not**

Summary of specific duties

The specific duties aim to help public sector bodies to better meet the general duty. To meet the specific duties, in summary, the College must:

1. Report on progress on mainstreaming the general duty into all functions every two years
2. Publish and deliver a set of equality outcomes every four years
3. Assess and review the impact of new and revised policies and practices against the needs of the general duty on an on going basis
4. Gather information on the protected characteristics of employees and publish every two years
5. Publish board of management diversity information including gender make-up and how this information has/will be used to improve diversity among members
6. Publish gender pay gap information every two years and publish equal pay statements on pay and occupational segregation for gender, disability and race every four years
7. Have due regard to the general duty in specified procurement practices on an ongoing basis
8. Publish the above information in a manner that is accessible

Protected characteristics

The PSED covers individuals and groups with the following characteristics:

Age	**Disability**	**Gender Reassignment**
Pregnancy and Maternity	**Race**	**Religion or Belief**
Sex	**Sexual Orientation**	**Marriage or Civil Partnership**

About Ayrshire College

Ayrshire College formed as a result of the Scottish Government reform 'Putting Learners at the Centre - Delivering our Ambitions for Post-16 Education' whereby the previous colleges in the region were merged and became one educational entity with multiple campuses established across Ayrshire. Regionalisation, as the process was known, was a challenging time as it meant, in effect, three different ways of working, including systems, had to be brought together and clear decisions made to ensure Ayrshire College delivered high-quality learning and teaching experiences within a supportive, inclusive and diverse environment.

The College continues to move forward positively in these respects and embraces fully its role and position as a community-focused, regional college impacting on lives and influencing change far beyond Ayrshire.

Ayrshire College
Key Facts

Total Number of Enrolments

13,207

(2016-2017)

Total Number of Staff

928

(2016-2017)

Total Number of Campuses and Skills Centres

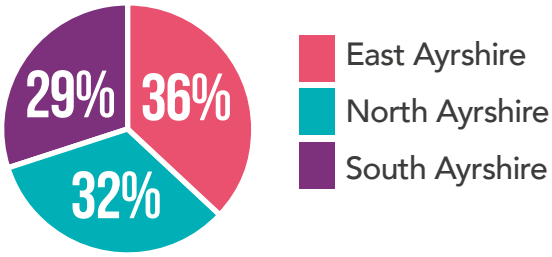
5

New Campus Development
Kilmarnock Campus

£53M

The single largest public sector investment in the town of Kilmarnock

2015-2016 Student Residency Breakdown



The College has made significant progress in supporting students in areas of deprivation with the proportion of credits delivered in SIMD10 areas increasing from:

18.8% → **20.5%**

2013-2014 2015-2016

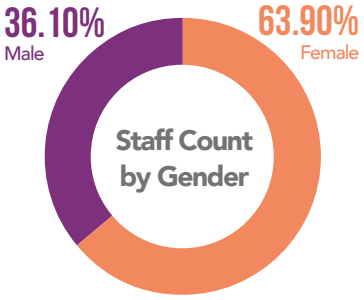
The College continues to support the economic sectors of particular relevance to Ayrshire

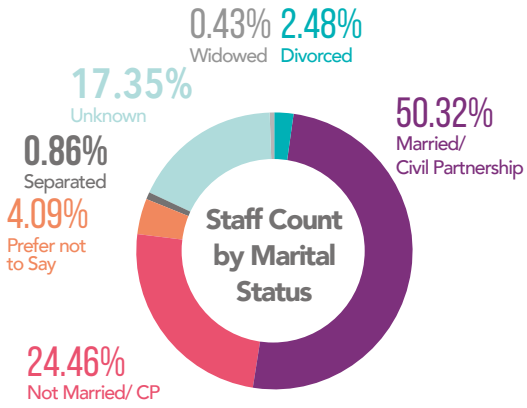
School Leaver destinations-
The College had the second highest number of full-time FE enrolments in 2015-2016

5 Curriculum areas

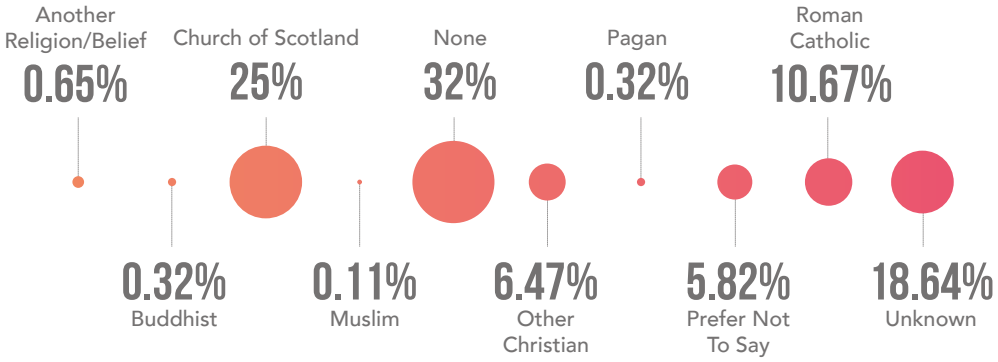
of STEM; Care, Health, Education, Sport and Fitness; Hospitality, Tourism, Business and IT; Partnerships and Employability, and Creative

Ayrshire College Staff Equality Profile 2016-2017

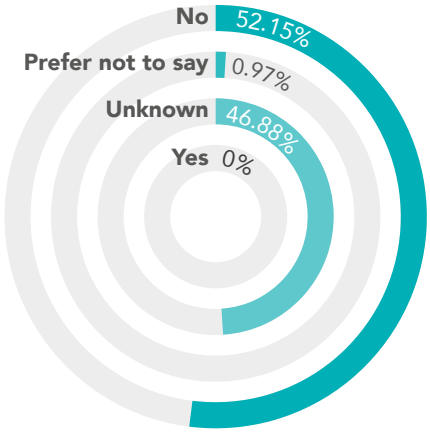




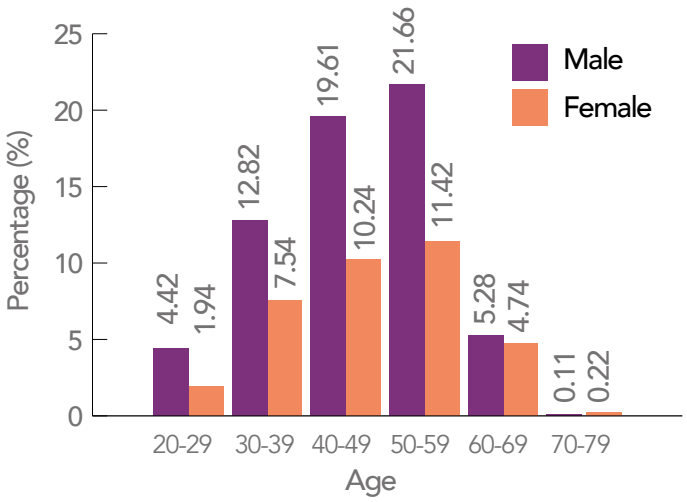
Staff Count by Religion



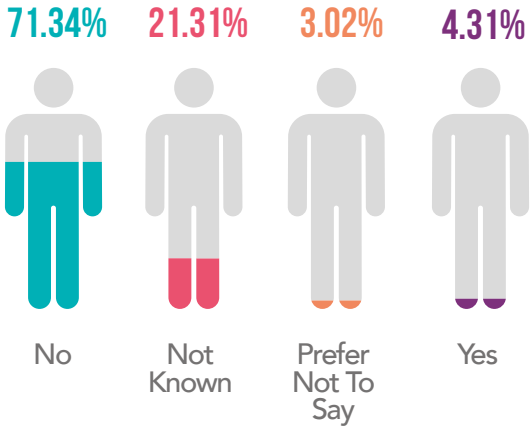
Transgender Identity



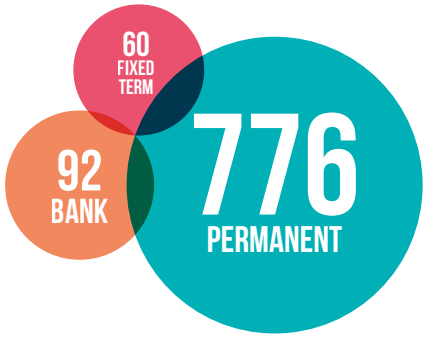
Staff Count by Age and Gender

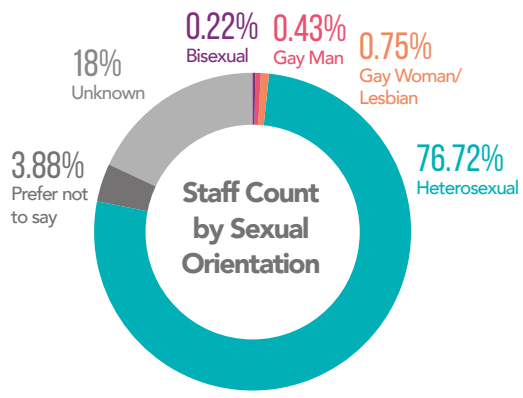


Staff Count by Disability

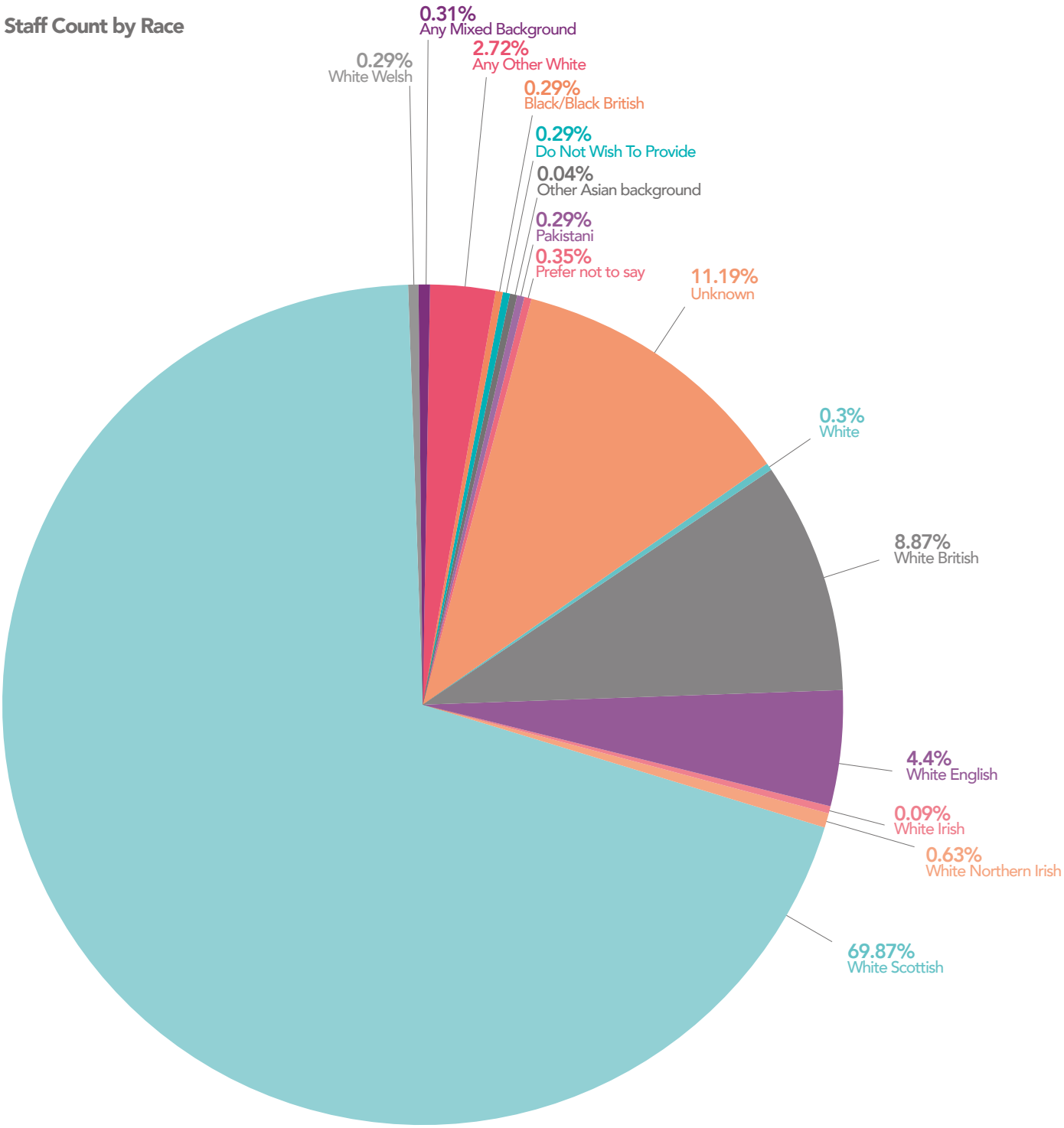


Staff by Contract

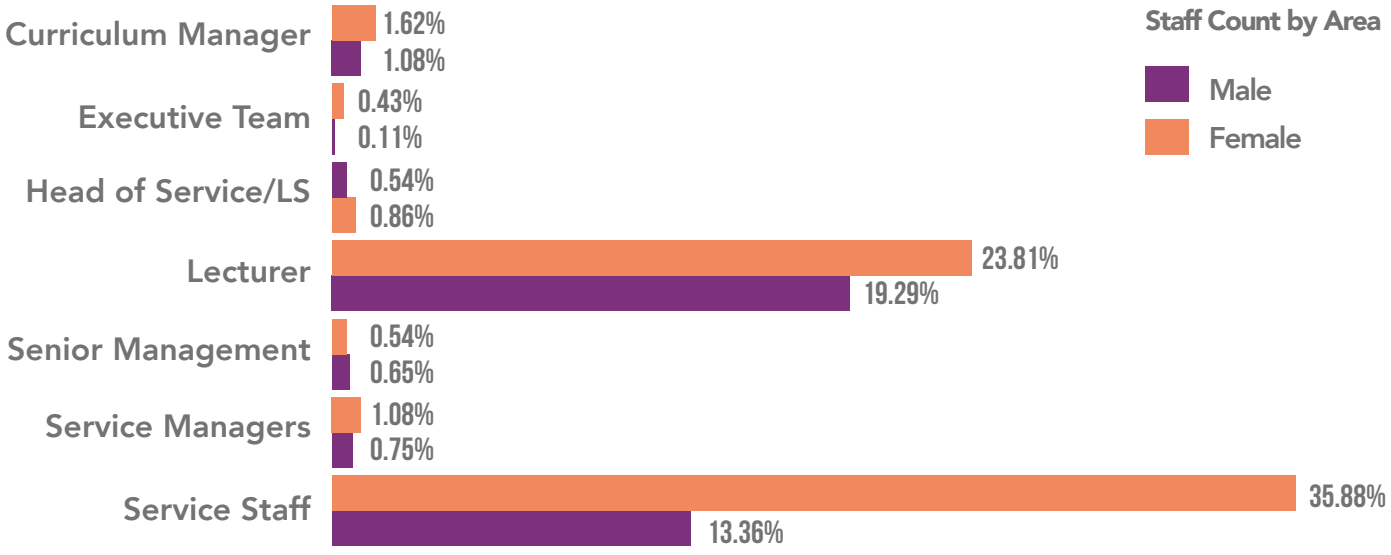




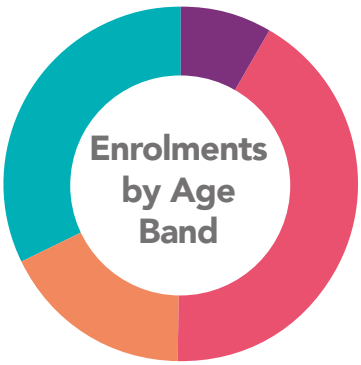
Staff Count by Race



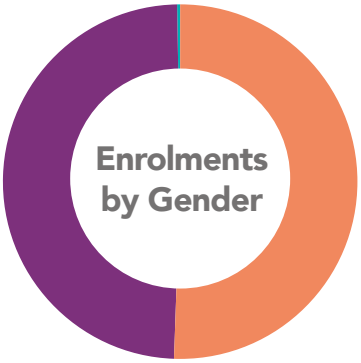
Staff Count by Area



Ayrshire College
Student Equality Profile 2016-2017



8.43% Under 16
42.05% 16-19
17.38% 20-24
32.14% 25+

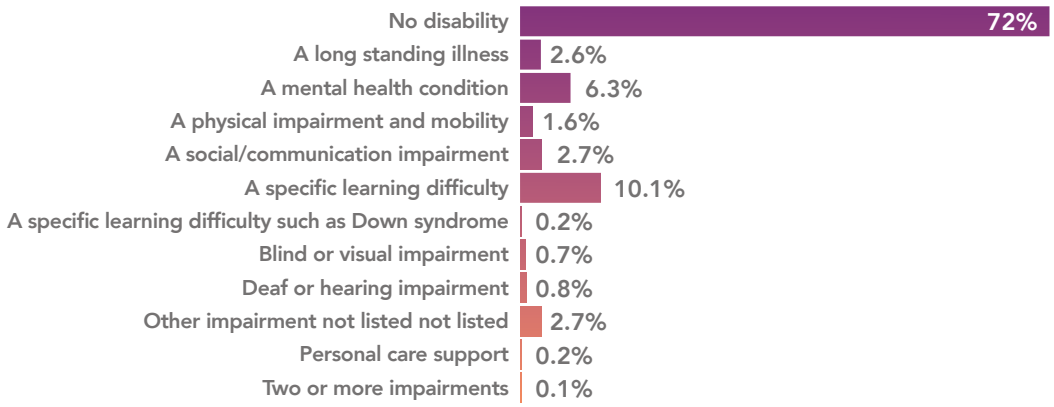


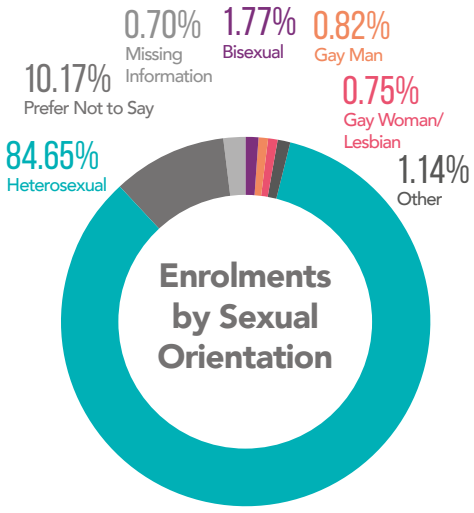
50.81% Female
49.12% Male
0.05% Transgender
0.02% Prefer Not to Say

Enrolments by Race

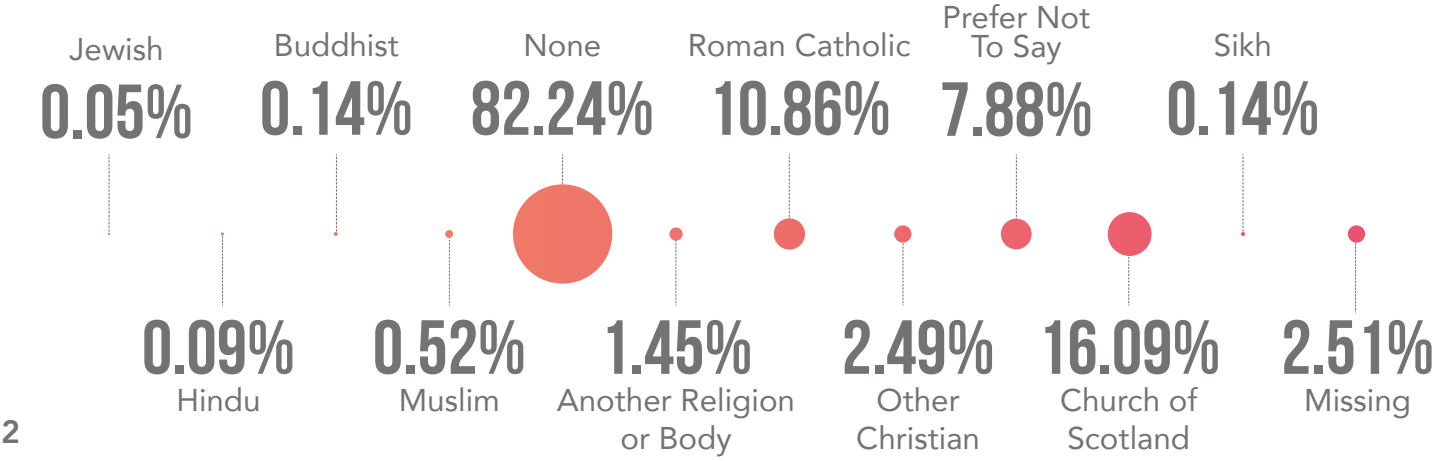
Scottish 87.96%
British 3.82%
English 3.13%
Any Other White Background 1.24%
Polish 0.74%
Any Other Asian Background 0.33%
Data Missing 0.33%
Irish 0.29%
Arab 0.28%
Information Refused 0.28%
Any Mixed Background 0.26%
Pakistani, Pakistani Scottish or Pakistani British 0.22%
African, African Scottish or African British 0.19%
Indian, Indian Scottish or Indian British 0.17%
Any Other Background 0.13%
Chinese, Chinese Scottish or Chinese British 0.13%
Not Known 0.11%
Gypsy/Traveller 0.10%
Northern Irish 0.08%
Caribbean, Caribbean Scottish or Caribbean British 0.07%
Other Black Background 0.04%

Enrolments by Disability



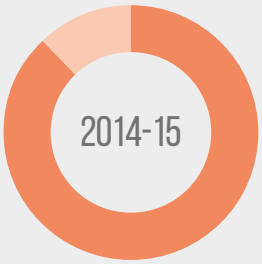


Enrolments by Religion

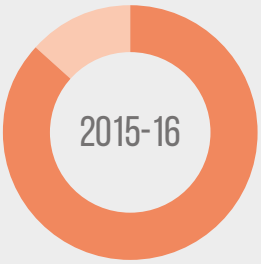


Student Gender Comparison by Curriculum Area

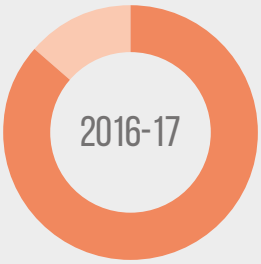
STEM
(Science, Technology, Engineering and Maths)



88% Male
12% Female
0% Other

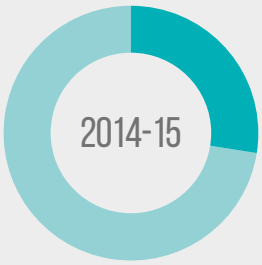


88.9% Male
13.1% Female
0% Other

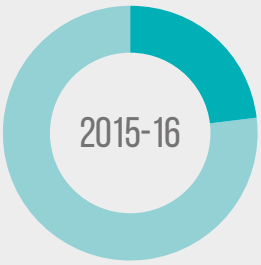


86.5% Male
13.5% Female
0% Other

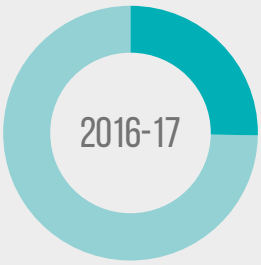
Care, Health, Education and Sport and Fitness



27.6% Male
72.4% Female
0% Other

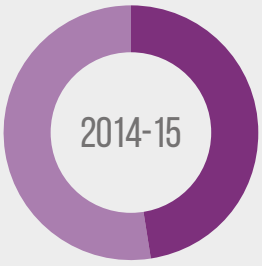


23.3% Male
76.7% Female
0% Other

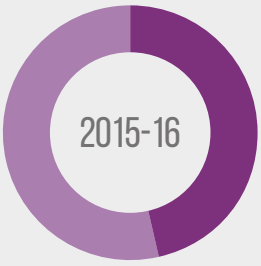


25.3% Male
74.6% Female
0% Other

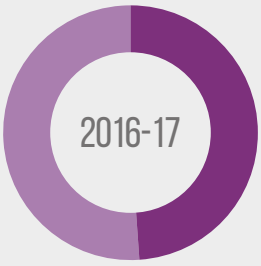
Hospitality, Tourism, Business, Accounting and IT



47.7% Male
52.2% Female
0% Other

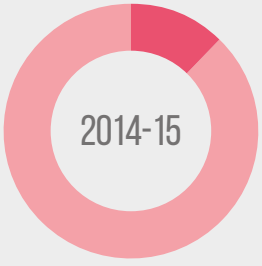


46.6% Male
53.4% Female
0% Other

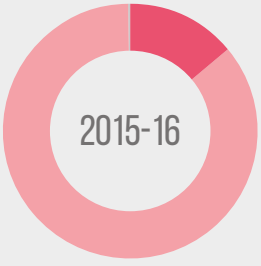


49% Male
51% Female
0% Other

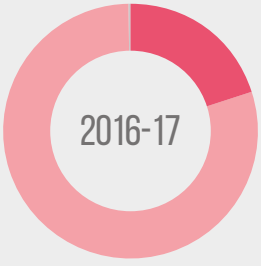
Creative



12.4% Male
87.6% Female
0% Other

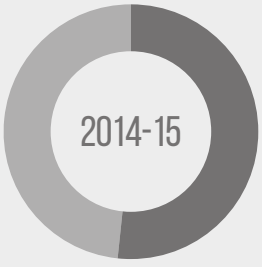


13.9% Male
86% Female
0.1% Other

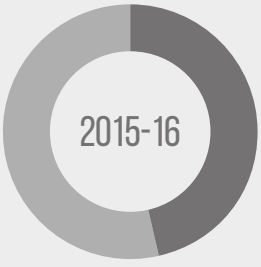


20.2% Male
79.6% Female
0.2% Other

Partnership and Employability



51.8% Male
48.2% Female
0% Other

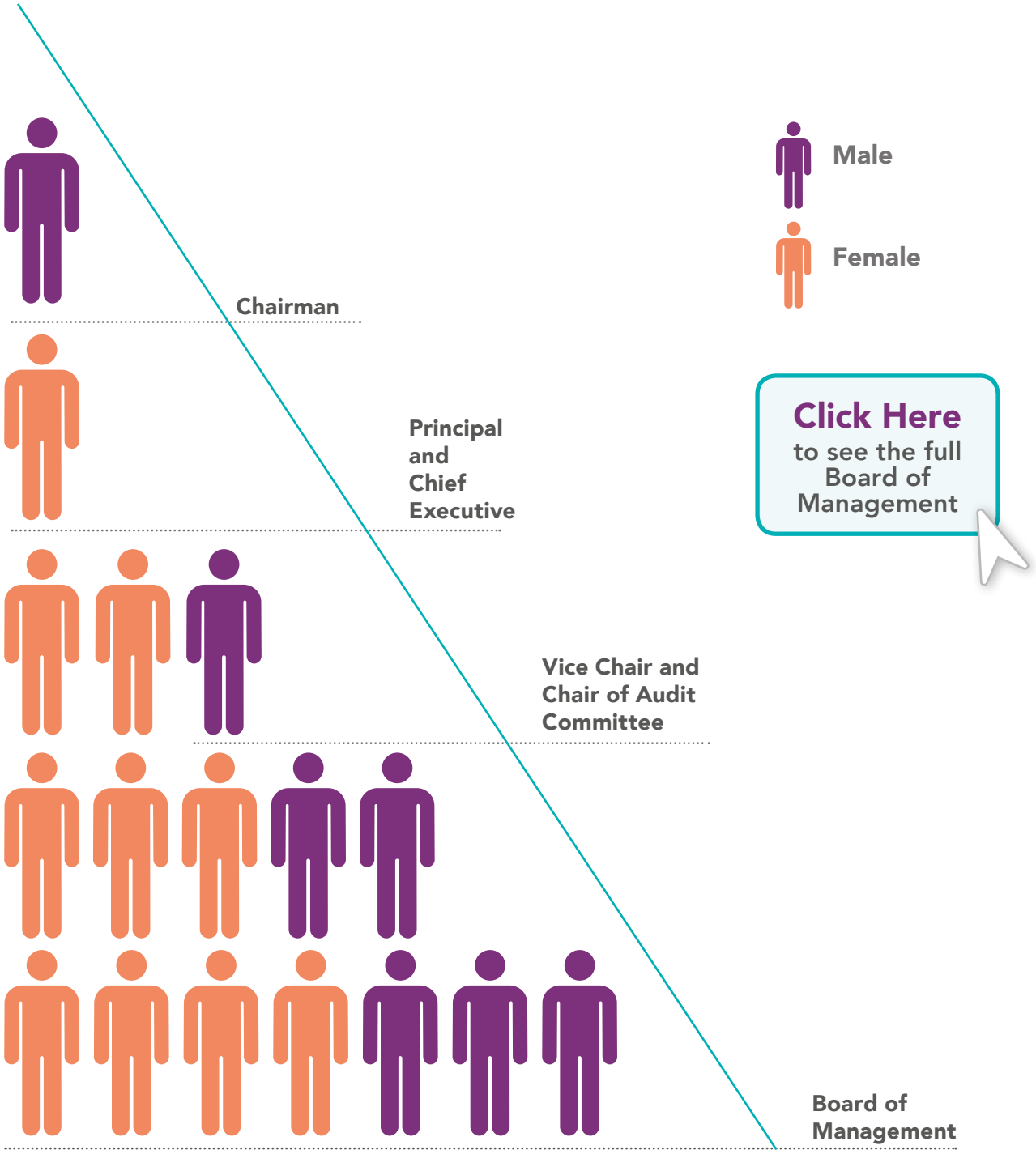


54.5% Male
45.4% Female
0% Other

50.4% Male
49.6% Female
0% Other

REM

Board of Management: Gender Profile 2016-2017



The current College Board of Management has a higher representation of females in comparison to males. Previously the gender split of males and females was 50/50 representation. Board members are recruited through the recruitment and selection policy.

To promote wider diversity, Board meetings have been moved to an earlier time. Moving forward, the College will continue to review the membership of its Board of Management and take steps necessary to encourage further diversity.

Strategic commitment to equality and inclusion

Ayrshire College is fully committed to challenging discrimination, advancing equality of opportunity, promoting inclusion and celebrating the diversity of all of its stakeholders. Since formation as a regional College in August 2013, tackling inequalities and improving life chances in the communities the College serves have remained key priorities. The College values and supports strong partnership working across Ayrshire and understands the importance of this approach in supporting ambitious priorities for the region. The College is now in the next stage of its development with a new Strategic Plan 2017-2020, Regional Outcome Agreement 2017-2020 and Equality Outcomes 2017-2021. During the life-course of each of these key frameworks, a series of supporting strategic aims such as a revised Gender action plan and Corporate Parenting Plan will also be developed and implemented. The College's strategic approach and governance arrangements are instrumental in order to continue to mainstream and embed equality successfully across all functions, processes and activities.

Vision, Mission and Values

The College's Vision, Mission and Values are the foundations on which a firm commitment to equality and inclusion have been established. Being ambitious for Ayrshire means the College's Mission is to be a place of learning which provides excellent opportunities to enable all students to fulfil their potential. It means also, that the College seeks to raise the aspirations of the people, communities, employers and businesses of Ayrshire by supporting all stakeholders to achieve their own goals and success. Increasing opportunities for students and staff as well as all other College stakeholders is also important for the growth of Ayrshire's economy and the wellbeing of its communities. The College's Values meanwhile underpin the on going development of an inclusive culture. The culture is vital for the success of the College's Vision, Mission and Strategic goals and consequently, it is important that all students and staff continue to be involved in the further development of the culture and underpinning values to ensure close alignment.

Equality Outcomes

An important framework to support the College's commitment to equality and inclusion

The College recognises that equality outcomes are the key framework in supporting our commitment to equality and inclusion. As a public body, the College is legislatively required to prepare and publish a set of equality outcomes every four years. This is a welcomed opportunity because it means that the College can acknowledge its progress in meeting the current equality outcomes and set new ones in response to identified need across all protected characteristic groups. The purpose therefore, of equality outcomes is to drive and elicit changes which promote and advance equality in line with the Public Sector Equality Duty (PSED).

The College's current Equality Outcomes have been in place for four years with a new life-cycle commencing 2017-2021. It is for this reason, that the College is now establishing a new set of Equality Outcomes for the review period. For the first time, the College and a range of other public bodies across Ayrshire have developed together a set of four shared regional Equality Outcomes. These Equality Outcomes will be effective from April 2017 with the College required to report on its progress in meeting these no later than 30 April 2019.

Having shared regional Equality Outcomes is ambitious and much is demanded in the way of actions to ensure they are successfully achieved. All partners involved[1], however, believe that the Equality Outcomes are what the people and communities of Ayrshire asked for and deserve following a rigorous consultation process.

[1]Ayrshire College, Ayrshire Valuation Joint Board, Community Justice Authority, East Ayrshire Council, East Ayrshire Health and Social Care Partnership, NHS Ayrshire and Arran, North Ayrshire Council, North Ayrshire Health and Social Care Partnership, South Ayrshire Council, South Ayrshire Health and Social Care Partnership

Moving Forward

Equality Outcomes 2017-2021

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

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

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

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

Development of shared regional Equality Outcomes 2017-2021: Ayrshire College

MAY 2016

Initial student feedback sessions on the College's Equality Outcomes 2013-2017, Ayrshire College

JUNE 2016

Public sector partners event to discuss the possibility of developing shared regional Equality Outcomes 2017-2021, St Kentigern's Church, Kilmarnock

JULY 2016

Public sector partners form a working group

SEPTEMBER - OCTOBER 2016

Consultation begins with four public events in each locality of Ayrshire and an online SurveyMonkey. It is during this time, the working group identify themes and begin to develop a set of four shared regional Equality Outcomes for the period 2017-2021

OCTOBER 2016

Ayrshire Minority Ethnic Communities Association (AMECA) consultation events in each locality area inform the development of the shared regional Equality Outcomes 2017-2021

NOVEMBER 2016

Let's Talk About Trans events held at the main campuses of Ayrshire College inform the development of the shared regional Equality Outcomes 2017-2021

JANUARY 2017

Ayrshire Equalities Partnership (AEP), because of the membership, agrees to, going forward, act as a group who will support the implementation of the proposed shared regional Equality Outcomes 2017-2021

JANUARY - FEBRUARY 2017

Student focus groups and the Students' Association inform the College's Equality Outcomes 2017-2021 action plan, Ayrshire College

JANUARY - MARCH 2017

Each partner involved began organisation-specific discussions and consultations to inform and develop their own Equality Outcomes 2017-2021 action plans

MARCH 2017

Management Development sessions provide feedback on the College's Equality Outcomes 2017-2021 action plan, Ayrshire College

MARCH 2017

All staff consultation on Equality Outcomes 2017-2021 action plan

A Changed College:
A review of progress made to meet the general duty

Summary of Progress: Mainstreaming Equality in Years 2015-2017

Since the earlier review in April 2015, the College has continued to change and evolve as an organisation and educational institution with equality and inclusion as an integral part of College life. In reviewing the College's overall progress in relation to mainstreaming equality, the assessment is very positive. The College has made significant progress in raising awareness of equality and inclusion through student and staff inductions, campaigns and events, curriculum subject learning and staff learning and development. The College also promotes itself as a champion and advocate of equality through its partnership working and reviews and updates its curriculum delivery plan to ensure it widens access and participation especially for those furthest away from education and employment.

The College Estate has been improved to increase accessibility including the introduction of gender neutral toilets, a Contemplation room and Health and Wellbeing room in the new Kilmarnock Campus. In the years ahead, the College will continue to develop its Estate to ensure it is fully accessible to all. Similarly, the College will invest in technological advancements. The inclusion of Browsealoud on the College's website and student portal (Moodle) for example, are relatively new technological investments supporting accessibility. These technological enhancements complement already existing College-wide access to assistive technologies such as Read and Write Gold, My Study Bar and Mind Manager. Moreover, the Staff Learning Portal is widening access for staff to participate in opportunities to enhance their knowledge and skills including on equality, inclusion and wellbeing. The Staff Learning Portal was introduced in academic year 2015-2016 to act as an online hub for staff, where they can access and be kept up-to-date on learning opportunities. As a multi-campus College, the Portal is also enabling participation through live-streaming and recorded training sessions.

THE COLLEGE IS THEREFORE, EVOLVING AND DEVELOPING CONTINUALLY WHICH IS SUPPORTED AND ENABLED THROUGH EMBRACING THE VALUE OF EQUALITY AND INCLUSION ACROSS ALL ASPECTS OF ITS BUSINESS

To ensure that equality is at the heart of College business, it is essential that work continues to embed inclusion within all decisions, policies and processes to ensure that the different impacts across protected characteristic groups are fully considered and continue to be a priority for the College moving forward. In this respect, a renewed focus on the Equality Impact Assessment (EqIA) will support the ongoing development of the College along with other changes which are given focus also within the new Equality Outcomes 2017-2021.

Requirements of General Duty

1. Eliminate unlawful discrimination, harassment and victimisation
2. Advance equality of opportunity
3. Foster good relations

2015-2016 STUDENT SURVEY RESULTS:

I believe all students are treated equally and fairly by staff:

- 32% Strongly Agree
- 49% Agree
- 14% Disagree
- 3.8% Strongly Disagree

The College is a safe place to learn:

- 42% Strongly Agree
- 54% Agree
- 2.1% Disagree
- 0.3% Strongly Disagree

Doreen Wales

Head of Inclusive Learning
Ayrshire College
Celebration of Success
Equality Award Winner 2016-17

Project SEARCH

Click HERE to find out more

Skills For life Training Programme

Click HERE to find out more

84%

of Ayrshire College staff have completed the online mandatory Equality, Diversity and Discrimination module. The Equality and Inclusion team and Staff Learning and Development team will continue to work together to ensure all College teams complete the module

Mainstreaming and Embedding Equality in Core College Functions: Key Updates

Mindful of this, the approach taken to review progress made in mainstreaming equality across core functions is essential to demonstrate where progress has been achieved. The development of these core functions form an integral aspect of the priorities and actions set out in the College's new Equality Outcomes 2017-2021. The aim of this approach is to demonstrate clearly and highlight how the Equality Outcomes will support mainstreaming effectively and also ensure that the College continues to work towards eliminating unlawful discrimination, harassment and victimisation; advancing equality of opportunity; and fostering good relations.

Strategic Approach, Governance and Management: Equality Impact Assessment (EqIA)

The Equality Impact Assessment (EqIA) process continues to support the College in mainstreaming equality. The impact of regionalisation has meant the College had to establish new policies and processes as Ayrshire College and as a result, many policies continue to be developed with the support of an EqIA. Many policies have however, been developed including Recruitment and Selection, Flexible Working, and student Safeguarding. Staff learning and development sessions and an EqIA toolkit continue to inform staff on how to carry out the process effectively when reviewing a College policy or proposing a change to service delivery or provision. Moving forward, the VIEW Steering Group will be the reference group for completed EqIA and an online EqIA module and tool will be developed.

College Culture: Values

The College's Values are integral to supporting the ongoing development of an inclusive culture. Having carried out a culture study in the academic year 2015-2016 and a full Investors in People (IiP) review in 2016, a consistent emergent theme was, that in order to support and strengthen the culture, consideration should be given to the further development of the College's Values. In response, the College's culture, values and behaviours were the core themes for discussion during an all Staff Conference in August 2016. It was following this, that students and staff were asked to identify values which meant the most to them and resulted in the new College Values being respectful; open and honest; and supportive.

The College's Strategic Plan 2017-2020 underpins these Values by placing emphasis on tackling inequalities and promoting diversity; developing and empowering our people; and continually improving how we do and what we do. Tackling inequalities and promoting diversity are explicit in their intent however, the nature of all three themes demonstrates a commitment to equality and inclusion. The Values themselves also reflect this, and moving forward the College's Values, Inclusion, Equality and Wellbeing (VIEW) Steering Group will champion the Values as they become embedded across the organisation. The College RESPECT campaign, with inputs from teams including Equality and Inclusion, Student Association, Marketing and the Police Liaison Officer, initiated in academic year 2016-2017 will now also be embedded within the work and remit of the VIEW group to ensure that the College's Values are embedded and promoted as part of this campaign.

#OURAYRSHIRE

College Values

- RESPECTFUL
- OPEN AND HONEST
- SUPPORTIVE

Click HERE to read Mary's blog for the RESPECT Campaign

One Ayrshire Many Cultures Anti-racism Event
Click HERE for more information

Nil by Mouth Pitch Perfect competition Raising awareness of sectarianism

Becoming an Ayrshire College Student: Apply and Enrol

In academic year 2016-2017, the College piloted the use of continuous business improvement techniques bringing together cross-College teams to review and improve existing systems and processes. Currently, student application and enrolment processes are under review with changes planned to enhance the student experience from the very start of their journey with the College. The College remains committed to ensuring it has a diverse student population and in this respect, any changes to application and enrolment processes will reflect this commitment. Indeed the cross-College teams working to improve these processes are mindful of particular groups of applicants and students who may be more likely to experience barriers to College life. Moving forward, the College's Equality Outcomes 2017-2021 identifies this particular continuous business improvement exercise as a key action to ensure all applicants and students can access and shape College services.

Supporting Student Success:

Student Services, Inclusive Learning and three shared partnership roles with Police Scotland, NHS Ayrshire and Arran, and Ayrshire Health and Social Care Partnerships

The Student Services directorate supports student success however, the Student Services team, Inclusive Learning team and three shared partnership posts all directly engage with the student journey and work to ensure all students can succeed during their time at College.
The Student Services team remains a primary contact for all students offering information, advice and guidance and continues to develop positive relationships with Curriculum and Performance and Planning teams to support student retention. In academic year 2015-2016, the Student Services team delivered workshops to 12,319 students and saw an increase also in the number of safeguarding referrals from 117 in 2014-2015 to 194. The team also continues to work alongside Inclusive Learning as the named contacts for care experienced and young carers within the College.

The Inclusive Learning team provide extended learning support (ELS) to students with additional support needs[2]. The team continue to ensure that all students who require support or are accessing the service have a College experience where barriers to learning and participation are reduced or removed.
A key focus of support is to foster student independence and facilitate the development of transferable skills. Inclusive Learning successfully introduced in 2016 a summer transition programme for new students to the College with Asperger's or an Autistic Spectrum Disorder. During academic year 2017-2018, the team plan to introduce an online, electronic Personal Learning Support Plan (PLSP) as a means to improve accessibility. This academic year will also be an important one for the College and the team as ELS provision in the Sector has undergone a review and is moving to a needs-based model meaning a student with any identified need may seek support. It is essential that the College continues to be well placed to support the needs of students in their learning.

The College's shared partnership roles with Police Scotland, NHS Ayrshire and Arran, and Ayrshire Health and Social Care Partnerships continue to be ground-breaking initiatives that strengthen and complement existing supports. They each offer a unique range of services and interventions to promote student safety and wellbeing. The most recent introduction of a student Mental Health and Wellbeing Advisor, jointly funded by the College and each Health and Social Care Partnership in Ayrshire, is another first in Scottish Further Education (FE). This role will address a real need and particularly support students with poor mental health and wellbeing to have positive experiences and outcomes.

[2] Additional support needs include specific learning difficulties such as dyslexia and dyspraxia, visual and hearing impairment, physical disability and medical conditions. Support is also developed and provided to assist students with unseen disabilities including Asperger's Syndrome, epilepsy, mental health problems, and social, emotional and behavioural difficulties

Learning and teaching:

Quality Enhancement

The new national quality improvement framework 'How good is our College?' will be introduced across the sector in 2017-2018. The College played an important role in the development of the framework having been a part of the action learning pilot in 2014-2015 with Education Scotland, the Scottish Funding Council (SFC), North East Scotland College and South Lanarkshire College. The new framework enables Colleges to integrate the evaluation of their Regional Outcome Agreements (ROA) with reporting on the quality of provisions and services. The framework is based on four high-level principles of leadership and quality culture; delivery of learning and services to support learning; outcomes and impact; and capacity for improvement. With reference to the principle of outcomes and impact, College teams will need to demonstrate how they support wellbeing, equality and inclusion and contribute to equitable experiences. This is a significant step forward for the FE sector as it ensures that equality is recognised as an important factor in relation to student learning and achievement. Embedded within the College's current team evaluation process is a requirement for teams to demonstrate progress achieved in respect of equality, and review also, where relevant, the equality profiles of students in relation to application, enrolment, retention and attainment. Moving forward, the College will support staff to successfully transition to using the new framework. The Equality Outcomes 2017-2021 identifies a key action around the Personal and Professional Development Review (PPDR)[3] process and this also will strengthen the implementation of the new framework.

[3] The College's staff review process

Role Model in the Community, FE Sector and Beyond:

Transgender (Trans) Visibility and Inclusion

The College believes that the mainstreaming of equality extends also to its role in the communities of Ayrshire, the FE sector and beyond. As such, the integration of equality into the day-to-day workings of the College remains important to 'what we do' as an organisation. It symbolises, in part, how the College conducts its business and the significance it places on equality, inclusion and diversity. Yet, it is also in the 'who we are' where the College can influence universal change to eliminate discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations. There are many examples which demonstrate this however, one real strength addressing all three concerns noted, is the College's Lesbian, Gay, Bisexual and Transgender+ (LGBT+) work. The need to raise awareness and inform understandings is ever present when it is known LGBT educational experience in Scotland remain, overall, poor with impacts felt in relation to retention and attainment. The College is confident that the steps it has taken, and will continue to take moving forward, will address these challenges.

KEY HIGHLIGHTS

- The College was the only college in Scotland invited to contribute to the Equality Challenge Unit (ECU) revised trans guidance for FE and HE with Heather Dunk, Ayrshire College Principal and Chief Executive, providing a Foreword for the document

- The College was also the only college in Scotland to have worked in partnership with the Scottish Transgender Alliance (STA) to deliver two trans-focused webinars, one of which, 'I don't want to slot into male/female: non-binary', was hosted simultaneously on GlowTV and College Development Network (CDN) (February 2016). Both webinars have been highly commended; the Scottish Parliament Public Petitions Committee referenced the trans webinar in November 2015 and CDN described the non-binary webinar in February 2016 as 'ground-breaking' in facilitating knowledge and understanding of this gender identity and its relevance to those in Education

- The College, as a member of the Ayrshire LGBT+ Development Group, hosted 'Let's talk about trans' conversation cafes in November 2016 in each of its three main campuses to gain better insight of the trans experience in Ayrshire and to identify actions to support the community

- A number of frontline staff participated in trans training with the College's Equality and Inclusion team and Scottish Transgender Alliance (STA)

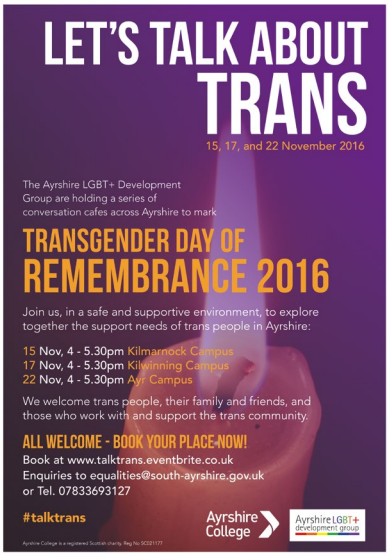
- The College blog page features a blog from the College's Equality and Inclusion Advisor and Oceana Maund, STA Community Worker, on their personal experiences

- The College, as a member of the Ayrshire LGBT+ Development Group, held an LGBT+ conference and networking event in February 2016 for public sector and third sector professionals; the conference was a first in Ayrshire and included keynote addresses from, for example, Patrick Harvey MSP, and themed sessions. 84% of attendees rated the day as 'excellent', 'very good' and 'good' with many commenting that their knowledge and understanding had improved and would therefore inform their working life and workplace

- The College continues to develop its partnerships with local schools with the Equality and Inclusion team delivering LGBT+ pupil inputs and staff training sessions

Let's Talk About Trans Conversation Cafe, Kilmarnock Campus

Click HERE to read Oceana's blog post



84%

of attendees rated the LGBT+ Conference as 'excellent', 'very good' and 'good'

Summary of Progress:
Equality Outcomes 2013-2017

1. Values, Inclusion, Equality and Wellbeing (VIEW) Steering Group

The Values, Inclusion, Equality and Wellbeing (VIEW) Steering Group provides leadership to mainstream and embed equality 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). Led by the Vice Principal of HR and Organisational Wellbeing, the VIEW Steering Group will continue to support its operational sub-groups including the Promoting Mental Wellbeing Group. The remit of the VIEW Steering Group will also extend to the development of campus-specific VIEW groups ensuring that the ownership of inclusion, equality and wellbeing is embedded throughout the whole College.

VIEW
Values • Inclusion • Equality • Well-being

Key Highlights

The VIEW Steering group is newly refreshed and energised with commitment from all involved to drive progress towards delivery of the College's Equality Outcomes 2017-2021 and also recognising that these outcomes are strategically aligned with all other College aims and aspirations such as in the Strategic Plan 2017-2020 and Regional Outcome Agreement 2017-2020

Moving forward, a key action is to continue to support an organisational culture where equality and inclusion is mainstreamed through effective governance and management arrangements.

Through the work of the VIEW Steering Group, by April 2021, the College will have:

- cross-College equalities activities including Equality Impact Assessment (EqIA) monitored continuously through the VIEW Steering Group
- developed a College-contextualised staff Equality and Inclusion mandatory e-learning module
- developed an EqIA e-learning module and online tool
- supported a range of activities to embed the College's Values
- led the development and implementation of the College's Promoting Mental Wellbeing action plan

Summary of Progress: Equality Outcomes 2013-2017

Equality Outcome 1	Actions	General Equality Duty Need	PC	Indicators
Ayrshire College is an inclusive organisation which respects and encourages diversity in all of its activities	The College will have an organisational structure where equality is mainstreamed through effective governance and management arrangements	All	All	Job descriptions for all posts within the College will include accountability for equalities
				Person specifications for all posts within the College will include knowledge and understanding of equality and diversity as an essential competency
				Training and development for all staff on equality and diversity will be a mandatory requirement for all posts

Progress
Job descriptions for all posts within the College include accountability for equalities College recognised as a Disability Confident Employer ensuring applicants with a disability and who meet the minimum criteria are interviewed
Person specifications for all posts within the College include equality and diversity as an essential competency. The Professional Personal Development and Review (PPDR) process supporting further development HR Recruitment and Selection processes now include anonymised applications submitted to interview panel
All staff required to complete equality and diversity e-learning module and where accessibility is problematic, the Equality and Inclusion team support completion PPDR enables staff to identify their training needs and are encouraged to develop knowledge and skills in respect of these Staff benefit from equality and inclusion training sessions throughout the year and these have included focuses on Human Trafficking; Domestic Violence/workplace; LGBT+; and Sectarianism Dedicated all Staff Development days ensure staff engagement to develop knowledge and skills in relation to equality and inclusion Introduction of new Staff Learning Portal widens accessibility for staff to participate in opportunities to learn including in respect of equality and inclusion

Summary of Progress: Equality Outcomes 2013-2017

Equality Outcome 1	Actions	General Equality Duty Need	PC	Indicators
				Arrangements for conducting equality impact assessments will be established in the new regional College
				Published/visible information on equality leadership and governance
				Results of targeted staff/ student survey questions around awareness of E & D Leadership published/visible

Progress
The Staff Learning Portal also is an access point for online learning platform Lynda.com to facilitate development including to equality and wellbeing Staff Learning and Development 2 minute tip every 2 weeks encourages and promotes development opportunities in-house and elsewhere Management Development programme introduced to support College Managers and those with line-management responsibilities and includes sessions on equality, inclusion and wellbeing
EqIA arrangements established and toolkit available EqIA carried out on all College policies such as Safeguarding EqIA training ongoing and will be renewed during the Equality Outcomes 2017-2021 reporting period
Equality and Inclusion is included as part of Staff Induction and supports visibility on equality leadership and governance Equality and Inclusion team page on Intranet, College website and Moodle Values, Inclusion, Equality and Wellbeing (VIEW) Steering Group established and providing leadership and direction across Values, Inclusion, Equality and Wellbeing across the College Equality and Inclusion Policy available
Culture study completed during academic year 2015-2016 Student surveys explore equality and inclusion to support monitoring of student experiences.

2. A Caring Corporate Parent

In 2015, all colleges and universities in Scotland were identified as a Corporate Parent for care experienced young people. Prior to this, however, the College had already made a commitment to improving the outcomes and experiences of young people who are care experienced via for example, its Equality Outcomes 2013-2017. The College was also successful in achieving the Buttle UK Quality Mark before it was phased out in 2014. Since then, significant progress has been made with a considerable increase in the number of care experienced young people choosing to share their status with the College. The College's priority is to build on this and in the years ahead be able to report a marked improvement in the retention, attainment and progression of these young people.

Key Highlights

- College Corporate Parenting Plan 2016-2018 setting out actions necessary to improve the outcomes and experiences of care experienced young people. This plan is strategically aligned with the College's Regional Outcome Agreement 2017-2020 and Equality Outcomes 2017-2021
- Heather Dunk, Principal and Chief Executive of Ayrshire College, signed the Who Cares? Scotland Pledge to Listen, committing the College to listen and take action to develop its strengths as advocates for the rights of care experienced young people
- The College was the first college in Scotland to receive Who Cares? Scotland Corporate Parenting training
- The College was the first in Scotland to host a pan-Ayrshire Corporate Parenting event to share best practice and develop a support network for care experienced young people
- The Students' Association established a Care Experienced Officer in the academic year 2016-2017 to promote and improve College support for care experienced students. A student care experienced forum is also planned to further develop this work.
- Improved College data capturing mechanisms enabling better reporting, monitoring and tracking of care experienced students
- Introduced a new online mandatory Safeguarding module for all staff in academic year 2016-2017 which reflects the College's Protect, Prevent and Parent strategy [4]
- Improved working relationships between the College, the three local authorities in Ayrshire and Skills Development Scotland (SDS)
- Developed and widely promoted College supports available to encourage enrolment, retention, attainment and progression of care experienced young people

[4] This is the College's strategy in line with its duties to safeguard all students and meet requirements set out by Prevent and Corporate Parenting

"IT'S TRUE THAT YOUNG PEOPLE LEAVE CARE WITHOUT MUCH BELIEF IN THEMSELVES. EVEN IF YOU DO THINK YOU CAN MAKE IT, NOT HAVING ENOUGH MONEY OR NOT HAVING SOMEONE TO HELP WITH YOUR FUTURE CAN RULE THAT OUT. THAT'S WHY I'M SO HAPPY THAT THE PRINCIPAL AND STAFF AT AYRSHIRE COLLEGE HAVE DECIDED THAT CARE EXPERIENCED CHILDREN ARE THEIR CHILDREN AND THAT THEY'LL DO EVERYTHING THEY CAN TO HELP US ACHIEVE."

Ayrshire College care-experienced student

Moving forward, a key action is to deliver fully on the College's Corporate Parenting Plan.

This means by April 2021 the College will have:

- an increase in the number of students disclosing they are care experienced
- an increase in the number of care experienced students taking up appropriate College supports
- aspired to ensure care experienced students achieve positive outcomes to the same degree as students who are not care experienced

Care Experienced Event
Kilwinning Campus

Principal Heather Dunk signing a pledge to support young people brought up in care.
Click HERE for more info

Summary of Progress: Equality Outcomes 2013-2017

Equality Outcome 2	Actions	General Equality Duty Need	PC	Indicators
Ayrshire College advances equality of opportunity for all students and staff who share particular protected characteristics to participate in College life and achieve positive outcomes	The data will be reviewed to identify gaps in attainment/ retention and specific work carried out to attract and retain identified groups	Advancing Equality of Opportunity	All	The College will increase the participation levels of students with protected characteristics where they are under-represented
	Data collection mechanisms will be enhanced to enable the College to track, monitor and analyse staff and student data across protected characteristics and to develop action plans to address areas of inequality	Advancing Equality of Opportunity	All	The College will increase the retention, attainment and progression levels of students with relevant protected characteristics to the same degree as those without
		Advancing Equality of Opportunity	Disability	The number of students disclosing a disability will increase
				There will be an increase in the take up of appropriate support for students who have declared a disability

Progress
The College monitors and carries out analysis of student data. This work is used to inform actions in order to support student groups Staff data capturing, and indeed disclosure of particular protected characteristics, has been challenging. All staff have been requested to review and update their personal data held by the College. Moving forward the College is developing a project to further enhance staff data and disclosure on specific protected characteristics e.g. disability The College carries out extensive marketing and promotional activity which focuses on a range of protected characteristics and student groups. Case studies and marketing strategies promoting diversity have been implemented
Marginal increase in 2016-2017 in comparison to 2015-2016
Inclusive Learning referrals have increased year on year with 1,373 made in 2014-2015, 1,684 made in 2015-2016 and 2,645 made in 2016-2017 Inclusive Learning referral figures from 2016-2017 show the majority of students have multiple challenges. The highest number of referrals are in relation to dyslexia, dyspraxia and dyscalculia followed by a mental health condition The outcomes for students with Inclusive Learning support continues to be very positive demonstrating the significance of this support in relation to retention and attainment

Summary of Progress: Equality Outcomes 2013-2017

Equality Outcome 2	Actions	General Equality Duty Need	PC	Indicators
		Advancing Equality of Opportunity	Race	There will be an increase in the number of enrolments from students from black and minority ethnic (BME) groups
		All	Gender reassignment and sexual orientation	Students who identify as LGBT will feel respected and valued within the College to the same degree as students who do not identify as LGBT

Progress

BME enrolment is broadly similar to the earlier review in April 2015 and reflects the Ayrshire BME profile

Moving forward, a key action will be to increase participation of BME groups. The College continues to employ methods such as diverse images and case studies in marketing and recruitment to encourage course applications from BME groups

Current student surveys do not fully capture data in relation to gender reassignment and sexual orientation making it difficult to fully assess LGBT+ student experiences. Moving forward, work continues across the College to capture additional detail on student experiences focusing on gender reassignment and sexual orientation

Students' Association-led student focus groups in academic year 2016-2017 with LGBT+ students highlighted that these students do feel respected and valued. Work is being undertaken to further enhance the student experience

The following examples demonstrate LGBT+ inclusion in College life:

- Student Association-led student LGBT+ Forums across all main College campuses since academic year 2015-2016

- LGBT+ related events and key dates such as LGBT History Month included in College Events Calendar and marked annually across the College

- College is a recognised champion of LGBT+ visibility and inclusion and most recently, trans conversation cafes were held across all main College campuses to better understand trans experiences in Ayrshire. Key outcomes of these events have informed the College's new Equality Outcomes 2017-2021

- Equality and Inclusion team delivered trans training to Student Services teams in academic year 2015-2016 with staff reporting an increased, enhanced knowledge of how to support trans students

- two trans webinars from the Equality and Inclusion team and Scottish Transgender Alliance available to staff on Staff Learning Portal

- College RESPECT campaign

Summary of Progress: Equality Outcomes 2013-2017

Equality Outcome 2	Actions	General Equality Duty Need	PC	Indicators
		Advancing Equality of Opportunity	Age	Students who are looked after and accommodated or identifying as a care leaver will achieve positive outcomes to the same degree as students who are not looked after and accommodated or a care leaver
		Advancing equality of opportunity	Pregnancy and Maternity	The College will review the support available to students who are or become pregnant or who have caring responsibilities to continue their studies and achieve positive outcomes
		All	Religion or Belief	Students and staff of different religions and beliefs feel respected to the same degree
		All	Religion or Belief	Students and staff of different religions and beliefs attain to the same

Progress
Many factors have led to the improvement in the number of care experienced young people choosing to share their status with the College in academic year 2016-2017; the figure previously was low as was the attainment of those who had identified as care experienced. The significant increase in disclosure and in the number of those young people with a Personal Learning Support Plan (PLSP) enable the College to work towards ensuring positive outcomes are achieved. Supporting positive outcomes for this group of students is a College priority
Review of support available to students who are or become pregnant or have caring responsibilities is continuing, together with work to develop as well as enhanced data capturing mechanisms to evaluate student success
Key achievements include: -Contemplation room introduced at Kilmarnock Campus with an inter-faith service developed across the main College campuses -Nil by Mouth, the leading anti-sectarian charity, delivered staff training inputs -24/7+ course, part of the HIVE programme, introduced the Nil by Mouth competition 'Pitch Perfect' to foster good relations between different religions and beliefs -Sport and Fitness team continue to develop positive relationships with Supporters Direct and their initiative 'Colour of our scarves All. This recently resulted in an HND campaign focused on anti-racism and sectarianism in all its forms -College events calendar highlights key dates related to religion and beliefs -RESPECT College-wide campaign
Attainment levels across student groups demonstrate no significant difference

3. Improving Student and Staff Mental Health and Wellbeing

The College continues to recognise the importance of supporting the positive mental health and wellbeing of its students and staff with for example, an effective organisational structure, a partnership agreement with NHS Ayrshire and Arran and innovative initiatives and campaigns reflecting this. It is as result of these, the College is enabling improved student and staff mental health and wellbeing. In the years ahead, the College aims to secure its commitment through the development primarily of its Promoting Mental Wellbeing action plan. The Promoting Mental Wellbeing action plan is a service-level agreement with NHS Ayrshire and Arran and is supporting the College to improve its operational workings to benefit student and staff wellbeing. The effect of such, will be a continued emphasis on promoting positive mental health and wellbeing within the College. The College will also, following a successful expression of interest to the Equality Challenge Unit (ECU), undertake a project focused on improving staff disclosure of a disability including mental health conditions.

Key Highlights

- Organisational structure continues to reflect commitment to promoting positive mental health and wellbeing with dedicated teams in place including Student Services, Inclusive Learning, Equality and Inclusion, Health, Safety and Wellbeing, and recent partnership post of a student Mental Health and Wellbeing Advisor
- Three-year Promoting Mental Wellbeing action plan[5] continues to be developed in supporting a whole-College approach for the promotion of positive student and staff mental health and wellbeing
- Annual College campaign #mymentalhealthmatters month (10th Sept-10th Oct) continues to grow in strength raising awareness of positive mental health and wellbeing and tackling stigma; the blog series in academic year 2015-2016 as part of the month was positively received with Employability and Engagement Officer, Steven Fegan's blog 'Real men don't' talk, do they?' becoming, at that time, the most highly viewed College blog in one day and remains one of the top 3 most viewed College blogs
- Successful staff 8-week Mindfulness course pilot in academic year 2015-2016 with reported impacts felt in relation to working life
- Front-line and Student Association staff trained in Mental Health First Aid and Staff Development Days including wellbeing focus
- Annual all Staff Wellbeing Day in June

[5] This replaces the previous action plan known as 'Mentally Healthy College's action plan'

Moving forward, a key action is to deliver fully on the College's Promoting Mental Wellbeing action plan 2017-2020.

This means by April 2021 the College will have:

- students and staff with a mental health condition reporting that they are treated fairly and with respect to the same degree as those who do not
- an overall increase in the number of students and staff disclosing a mental health condition
- an overall trend reduction in the gap between students with a mental health condition and those who do not successfully complete their course of study
- an overall trend reduction in the gap between male and female students disclosing a mental health condition
- increased overall student and staff engagement in mental health and wellbeing initiatives and interventions

88%

OF STAFF ATTENDEES SAID #MYMENTALHEALTHMATTERS MONTH SUCCESSFULLY MET ITS AIMS

Click to read our blogs for **#My Mental Health Matters** Month

#mymentalhealthmatters

I thought it was just me?

You can talk to us.

It's important we talk and keep talking about our own and others mental health and wellbeing.

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Student Services Kilmarnock
01563 523 501 Ext 5049
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Equality and Inclusion
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equalityandinclusion
@ayrshire.ac.uk

SamH:
0800 917 34 66

Samaritans
08457 909 090
jo@samaritans.org

Breathing Space:
0800 83 85 87

Childline:
0800 11 11

10 September: World Suicide Prevention Day
until **10 October: World Mental Health Day**

ACSA Ayrshire College

Summary of Progress: Equality Outcomes 2013-2017

Equality Outcome 3	Actions	General Equality Duty Need	PC	Indicators
Students and staff find that positive mental health and wellbeing is promoted and improved within the College. Students and staff find that positive mental health and wellbeing is promoted and improved within the College	A 3 year action plan focusing on mental health and wellbeing will be developed and implemented in conjunction with key stakeholders	All	All	Overall increase in the number of students and staff disclosing mental ill health
	The College will promote and support wellbeing programmes and interventions for students and staff to maintain positive mental health	All	Sex	Overall trend reduction in the gap between male and female students declaring a mental health need
	Clear referral pathways for students and staff experiencing mental ill health will be developed	Fostering Good Relations	All	Uptake/engagement with wellbeing programmes and interventions for students and staff

Progress
The College continues to develop its Promoting Mental Wellbeing action plan and recently, it has had renewed direction following the relaunch of the VIEW Steering Group. The new Equality Outcomes 2017-2021 reference the plan as a key action to facilitate the overall College focus on improving student and staff mental health and wellbeing Student disclosure of mental ill health at enrolment stage has increased overall in comparison to the earlier review in April 2015 Staff disclosure however, remains lower than expected. A project is now planned to bring focus to this area of activity
A pilot Mindfulness 8-week course for staff introduced in academic year 2015-2016. The pilot was successful with participants reporting benefits felt in relation to wellbeing and working life More female students in academic year 2016-2017 disclosed having a mental health condition in comparison to male students. These figures of disclosure in relation to gender (25.6% male; 74.3% female) are broadly similar to previous academic years College-wide campaign #mymentalhealthmatters month continues to strengthen each year since its inception with positive impacts felt in challenging stigma and signposting supports Recent appointment of a student Mental Health and Wellbeing Advisor to promote positive mental health and wellbeing Annual all Staff Wellbeing Days
Clear referral pathways have now been developed

Summary of Progress: Equality Outcomes 2013-2017

Equality Outcome 3	Actions	General Equality Duty Need	PC	Indicators
		Advancing Equality of Opportunity	Disability	Overall trend reduction in the gap between students with a mental health need and those without successfully completing their course of study
		Advancing Equality of Opportunity	Disability	The number of staff receiving support at work during periods of mental ill health will increase

Progress
Students with a mental health condition who received ELS support had increased success in academic year 2015-2016 in comparison to the previous year demonstrating the value of this support in enhancing student success Student further withdrawal and partial success improved in 2015-2016 in comparison to 2014-2015 The College remains committed fully to ensuring the attainment gap continues to reduce between students with a mental health need and those with good mental health
HR information system developments will allow tracking of this in years ahead

4. Tackling Gender Imbalances in Subject Choices and Careers

The College is taking a whole-college approach to tackling gender imbalances in subject choices and careers. This whole-college approach reflects a strategic commitment at the highest level of the organisation. Through this commitment, the College is enjoying significant, and recognised, success in promoting gender equality. Award-winning awareness raising campaigns such as #ThisAyrshireGirlCan are key examples of the College's commitment to increase male and female representation in subject choices and careers where under-representation currently exists. In order to facilitate meaningful change and overcome the many significant and persistent systematic and cultural barriers, the College will continue to embrace its role and position as an influencer when engaging with young people, partners and employers. The way forward in tackling gender imbalances in subject choices and careers therefore, is likely to take many forms.

Key Highlights

- Formalised Gender Leadership Group, led by the Vice Principal, Strategy, Planning and Performance, to fulfil Scottish Funding Council (SFC) commitments in delivering on a Gender action plan. This Group and Plan will sit strategically alongside the VIEW Steering Group and the Equality Outcomes 2017-2021
- Secured commitment from partners across Ayrshire, including the three local authorities, the employer-led Developing the Young Workforce Ayrshire regional group and the Ayrshire Chamber of Commerce, to adopt a pan-Ayrshire approach to tackling gender imbalance
- Successful, nationally recognised campaign #ThisAyrshireGirlCan continues to inspire women and girls to pursue careers in STEM and Construction. In 2016, the College marked International Women's Day by launching the #ThisAyrshireGirlCan film. Over 100 local primary and secondary school girls and College female students attended the launch opened by First Minister Nicola Sturgeon MSP. The film celebrates a series of female students studying STEM courses at Ayrshire College including Modern Apprentices working for companies like GSK, Hyspec Engineering and Spirit Aerosystems
- Successful, nationally recognised campaign #WhatIActuallyDo continues to improve perceptions of STEM careers among school pupils. The campaign, funded by Skills Development Scotland's Equality Challenge Fund, produced a DVD featuring female STEM Modern Apprentices. The DVD has now been received by all primary and secondary schools in Ayrshire to act as an engagement tool
- Established "Ayrshire Connects", a mentoring network for female STEM and Construction students to support their retention, attainment and progression
- Equality Challenge Unit (ECU)-Ayrshire College Attracting Diversity project focused on increasing gender diversity in relation to the College's three Foundation Apprenticeships: Engineering, IT Software Development, and Social Services: children and young people
- Successful, innovative marketing strategies such as case studies and blogs on the College's social media to encourage gender diversity in subject choices and careers

- A range of schools engagement events and activities to promote and encourage gender diversity in subject choices and careers such as Mission Discovery, British Science Week and Girls into STEM
- A range of College-curriculum awareness raising events and activities to promote and foster gender equality such as an HND Social Sciences-led gender discussion panel on the media representation of females, and an HND Sports Coaching and Development gender equality in Sport campaign
- A number of wider engagement activities to promote, advance and foster gender equality and diversity such as CoderDojo Clubs, the Student Association-led Reclaim the Night and Medics against Violence partnership
- Developing positive relationships with Equate Scotland and others to support staff learning and development in respect of for example, unconscious bias and its impact

AYRSHIRE CONNECTS

Click HERE for more information

Click HERE to watch our short film for #ThisAyrshireGirlCan

Moving forward, a key action is to continue supporting and encouraging gender representation in subject choices and careers where under-representation currently exists.

This means by April 2021 the College will have:

- increased awareness of unconscious bias and the potential impacts of this on decision-making amongst staff involved in student recruitment
- a trend increase in the number of male and female student enrolments in non-traditional gender subjects choices and careers including Foundation Apprenticeships and Modern Apprenticeships
- increased student participation in STEM Ambassadors and Ayrshire Connects and a student male subject-career network established

It is important also to acknowledge the wider work the College has been involved in to promote awareness of gender-based violence. The involvement of such is on the basis that, gender-based violence and gender imbalances in subject choices and careers are core aspects of gender inequality and indeed contribute to its continuation within society. Therefore, by raising awareness of gender-based violence and tackling gender imbalances in subject choices and careers, the College is carrying out a lead role in addressing the challenges. Moving forward the College will continue working in both the pan-Ayrshire and locality Violence against Women (VAW) partnerships and deliver fully on its Equally Safe action plan.

Key Highlights

- Successful, recognised partnership working with Medics against Violence and Hairdressing, Beauty, Make-up Artistry and Complementary Therapies student services; a number of staff in these areas are now trained facilitators and awareness of domestic violence in relation to the chosen industry is embedded as part of learning and teaching
- 16 Days of Action is firmly established as a key College event with a 'Blow the Whistle on Domestic violence' football tournament and Reclaim the Night walk
- The College is currently the only college in Scotland with the Victim Impact Box resource to assist and support victims of stalking and plans to train Student Services and Human Resources and Organisational Wellbeing (HROW) teams in using the resource as an identified action in the Equality Outcomes 2017-2021
- The College supported Action against Stalking to launch the Victim Impact Box at College Development Network (CDN) on 25 November 2016

- Managers and HROW teams participated in a training session (November 2016) by North Ayrshire Council VAW Lead and South Ayrshire Women's Aid facilitator on supporting staff within the workplace who are experiencing domestic violence at home
- Cross-College staff learning and development sessions and student sessions to raise awareness of domestic violence
- College Marketing promotes positive gender roles across all genders

Gender Equality Sports Event

Students raise money for East Ayrshire Woman's Aid

Click HERE to read the blog

Action Against Stalking

Click HERE to read about the Victim Impact Box

16 Days of Action

Click HERE for more information

Summary of Progress: Equality Outcomes 2013-2017

Equality Outcome 4	Actions	General Equality Duty Need	PC	Indicators
Male and female student participation is increased in subjects where they are under-represented	The College will support and encourage male and female students to pursue subject choices and areas of study out with traditional stereotypes	Advancing Equality of Opportunity	Sex	The College will involve non-stereotyped role models at all stages of the learning and teaching experience
	Gender representation will be increased at all stages of the student journey including recruitment, enrolment, retention, attainment and progression			There will be a trend increase in the number of female enrolments in non-traditional subject choices
				There will be a trend increase in the number of male enrolments in non-traditional subject choices

Progress
The College has taken many proactive steps to encourage gender diversity. Marketing continues to support this process by using for example, diverse images in recruitment strategies, blogs and case studies on College social media and College marketing activities continue to promote diverse images across student recruitment, blogs, case studies and social media campaigns. Successful activities included: #ThisAyrshireGirlCan and #WhatIActuallyDo, 'This Man Cares' (Care subjects) and 'Man in the Mirror (Hair, Beauty, Make-up Artistry and Complementary Therapies)
A trend increase of female enrolment in STEM subjects is evident. Year on year the number has marginally increased from 12% in 2014/2015 to 13.5% in 2016/2017.
In the Curriculum areas of Care, Health, Education and Sport, and Creative, the number of enrolments is weighted, overall, more to females than males

Equal Pay Statement

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.

We believe all staff should receive equal pay for work of equal value, for the same work or broadly similar work and work-rated as equivalent.

The Post-16 Education (Scotland) Act 2013 reintroduced National Bargaining within the Further Education sector. In November 2015 a National Joint Negotiating Committee (NJNC) was established as the body within the Sector with the authority to negotiate and agree on the terms and conditions contained within the National Recognition and Procedures Agreement (NRPA)[6] including pay, working hours and annual leave. The College is therefore, committed through the NRPA, to consulting with the relevant Trade Union representatives on actions required to progress equal pay.

The College will continue to undertake regular equal pay reviews and publish the outcomes of these in relation to gender, disability and race in line with the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. Undertaking equal pay reviews will support 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 the 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. 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 Human Resources and Organisational Wellbeing is responsible for ensuring that the College's employment practices and policies comply with equal pay legislation.

[6]During 2015 the National Recognition and Procedures Agreement (NRPA) was signed and agreed between Colleges and the staff trade unions.

Progressing Equal Pay:

Key actions taken to address occupational segregation

- All staff participate in the Professional and Personal Development Review (PPDR) process and are encouraged to develop key competencies specific to their current post as well as identify their aspirations for future career opportunities
- All staff can access Continuing Professional Development (CPD) opportunities including online learning programmes and dedicated, staff development programme in February, June and August
- A leadership and management programme established to support all managers and those with line-management responsibilities
- All managers and those with line-management responsibilities attend regular development sessions across each main campus
- All staff are supported by policies such as Recruitment and Selection, Staff Learning and Development, Capability at Work, Flexible Working and Flexi-time
- All vacancies are advertised internally in the first instance and the College continues to participate in the Disability Confident Employer scheme
- All staff are encouraged to participate in an annual Staff Wellbeing Day and ongoing campaigns and initiatives throughout the academic year

The Importance of Data in Identifying Key Priorities in Relation to Gender, Disability and Race

To support the progression of equal pay for all staff, a robust mechanism for capturing and collecting staff equalities data is currently under development as part of the implementation of a new HR Information System (HRIS)[7]. Having reviewed equal pay and occupational segregation in relation to gender, disability and race, the importance of staff equalities data has truly been highlighted.

Moving forward, however, the new HRIS system will facilitate fuller analysis and thus the identification of key priorities will be better supported. The new system also includes an employee self-service interface which will enable staff to update and maintain their own personal data.

KEY PRIORITIES

Closing the loop to close the gender pay gap

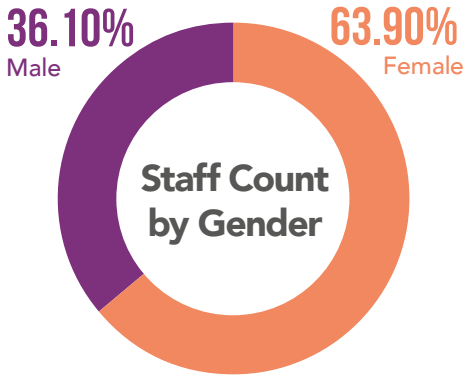
Increasing staff disability disclosure to tackle occupational segregation

Increasing employment applications received from people from Black and Minority Ethnic (BME) backgrounds

[7] The new HRIS system is called iTrent. The development of this system means the College is unable at this point to fully provide staff data in regards to recruitment and selection, development and retention. In the years ahead, this data will be available.

Equal Pay Review: Gender

1 The gender breakdown at Ayrshire College is **36.10% male** and **63.90% female**. This figure overall is not significantly different in comparison to our earlier review in April 2015.



2 **Overall mean gender pay gap:**

12.08%

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
£18.65
PER HOUR

WOMEN
£16.40
PER HOUR

The mean/average hourly rate
(This figure includes part-time hours)

4 **28.88%**

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

5 A higher number of females in comparison to males are in part-time employment within the College. The higher representation of females in part-time employment is reflective of the wider economic profile of Scotland[8]. The figure of 20.91% of female staff in part-time employment is lower than the earlier review in April 2015. The figure at that time was 23.47%. The differential which exists currently between males and females in part-time employment is 14.66%. The differential which exists between males and females in full-time employment is smaller at 9.59%. The mean/average hourly rate for men employed part-time is £17.16. The mean/average hourly rate for women employed part-time is £15.12.

Part-time differential between men and women = 14.66%

6 Gender parity at the most senior levels of College management is almost achieved with 31.04% of males accounting for Executive Management (EMT) and Senior Management (SMT) positions in comparison to 31.03% of females. These figures are drawn from the % EMT and SMT representative of the total staff % of the College. The EMT, currently, has a higher representation of females than males including the Principal who 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.

Within the Further Education (FE) sector in Scotland, 42.3% of Principals are female. This figure compares much more favourably than Higher Education (HE)[9]. This suggests that the College is in step with the overall trend increase in female representation at senior levels of management in FE.

EMT & SENIOR MANAGEMENT LEVEL

[8] Close the Gap state 42% of females in Scotland are in part-time employment in comparison to 13% of males
[9] Engender report (2017) Sex and Power in Scotland

7 Gender parity at Head level is almost achieved with 9 males to 6 females.

HEAD LEVEL

8 Occupational segregation in relation to men and women does currently exist, to some extent, within the College. This is largely reflected as horizontal segregation. This means the College has a clustering of males and females 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 upon career promotion as the pool of applicants is typically gender weighted to males or females dependent on occupation and role.

Key priority:
Closing the loop to close the gender pay gap

Horizontal segregation in relation to men and women is a challenge being faced across FE and other sectors. Occupational segregation is known to be one of the root causes of a gender pay gap and consequently also continues to influence gender inequality, socially, economically and politically.

With this in mind, the College's approach to closing the gender pay gap is a holistic one which also focuses on current and future students and their career choices.

This reflects the College's position as both an employer and an educational institution. In the years ahead for example, it is anticipated that Ayrshire Connects, the College's mentoring network for female STEM and Construction students, will translate into an increased in student and staff female representation across these subjects and career choices. In order to enable these aims, it is important that the College continues to endorse, promote and facilitate a culture which supports all genders to achieve in subjects and careers of their choosing.

MOVING FORWARD, A KEY ACTION IS THEREFORE, TO INCREASE GENDER REPRESENTATION OF STUDENTS AND STAFF WHERE UNDER-REPRESENTATION CURRENTLY EXISTS IN THE COLLEGE.

This means by April 2021 the College will have:

- increased awareness of unconscious bias and the potential impacts of this on decision-making amongst staff involved in student and staff recruitment
- a trend increase in the number of male and female student enrolments in non-traditional gender subjects and career choices including Foundation Apprenticeships and Modern Apprenticeships
- increased student participation in STEM Ambassadors and Ayrshire Connects and a student male subject-career network established
- enhanced staff recruitment processes by continuing to use alternative advertising opportunities and e-recruitment technologies
- improved support available to staff who are or become pregnant or have caring responsibilities and undertaken specific work to promote retention and career progression

Key priority:
Increasing staff disability disclosure to tackle occupational segregation

The College data held on disability demonstrates that 71.34% of staff have disclosed that they have no disability in comparison to 4.31% of staff disclosing that they have a disability. These figures overall are not significantly different from the earlier review in April 2015 although it should be noted that disability disclosure has increased from 3.33%. These current figures however, may not identify accurately the total number of staff who have a disability due to the low rates of disclosure. Disclosure rates in respect of disability will be the focus of further work in order to identify actions that can be implemented to improve disclosure and therefore, increase representation across application, recruitment, retention and development of potential and current staff who have a disability. It is difficult to be able to conclude whether the College is experiencing occupational segregation either vertically and/or horizontally and indeed whether this is contributing to a pay gap between staff who have a disability and those who do not.

It is known though that disability disclosure is:

1. higher in Service staff (3.13%) in comparison to Curriculum staff (0.86%);

2. higher amongst female staff (2.80%) in comparison to male staff (1.51%) and

3. higher amongst full-time employees in comparison to part-time employees.

71.34%
of staff disclosing they have no disability

4.31%
of staff disclosing they have a disability

Disability disclosure has increased from **3.33%** since last review April 2016

MOVING FORWARD, A KEY ACTION IS TO INCREASE REPRESENTATION OF POTENTIAL AND CURRENT STAFF WITH A DISABILITY WHERE UNDER-REPRESENTATION CURRENTLY EXISTS IN THE COLLEGE.

This means by April 2021 the College will have:

- increased awareness of unconscious bias and the potential impacts of this upon decision-making amongst staff involved in staff recruitment
- enhanced staff recruitment processes by continuing to use alternative advertising opportunities and e-recruitment technologies
- achieved Disability Confident Employer (Level 3) status
- successfully participated in the Equality Challenge Unit (ECU) Supporting Workforce Diversity project and as a result increased staff disability disclosure
- increased overall staff engagement in mental health and wellbeing initiatives and interventions
- trend reduction in the gap between male and female staff disclosure of a mental health condition

Key priority:
Increasing applications of those from Black and Minority Ethnic (BME) backgrounds

The staff race profile at the College is predominantly White (this includes all the UK domains and the Republic of Ireland) in comparison to all other races. The highest represented race group in comparison to all other staff groups is White Scottish at 73.48%. Black and Minority Ethnic (BME) staff account for 1.96% of College staff. These figures are not significantly different from the earlier review in April 2015. Where change exists, however, White Scottish has increased from 70.81% and BME has increased from 0.78%. It is important to note also that the total number of non-disclosure or unknown has increased to 9.38% of staff in relation to race.

The race profile of College staff remains broadly reflective and equivalent of the local communities of Ayrshire.

Scottish Census (2011) data shows that Asian, Asian Scottish or Asian British and other ethnic, represent 4% of the Scottish population. Local figures for East, North and South Ayrshire are comparatively similar at between 1.1% and 1.3%[10]. With the small number of staff who are from a BME background, it is difficult to be able to conclude whether the College is experiencing occupational segregation vertically and/or horizontally and indeed whether this is contributing to a pay gap between those from a BME background and those who are not. It is known, in relation to race that BME staff are not represented in the most senior management roles. BME staff however, are represented within other management groups (22.22%), and staff are represented in both Curriculum and Service roles with higher representation in Curriculum roles. BME staff are mainly in full-time employment in comparison to part-time employment.

MOVING FORWARD, A KEY ACTION IS TO INCREASE REPRESENTATION OF POTENTIAL AND CURRENT STAFF FROM BLACK AND MINORITY ETHNIC (BME) BACKGROUNDS WHERE UNDER-REPRESENTATION CURRENTLY EXISTS IN THE COLLEGE.

This means by April 2021 the College will have:

- increased awareness of unconscious bias and the potential impacts of this upon decision-making amongst staff involved in staff recruitment
- improved staff recruitment processes by using alternative advertising opportunities and e-recruitment technologies

[10]Scottish Census (2011)

The Years Ahead

The College operates differently today from when the Public Sector Equality Duty (PSED) was first introduced in 2011. Indeed that is the very purpose of the Duty. The College aims therefore, by April 2019, when it will be required to provide an interim review of progress in mainstreaming equality and on its Equality Outcomes 2017-2021, to be in position still where equality is continuing to be effectively mainstreamed across the organisation and in turn supported by its equality outcomes to facilitate and enable fair, equitable and inclusive experiences for all its students, staff and other stakeholders. The road to April 2019 is largely unknown with many anticipated social, economic and political changes ahead not least the UK's withdrawal, or Brexit, from the European Union (EU). The impact and effects of such changes is not yet evident or realised. In the years ahead however, the College will remain committed to the people, communities, businesses and employers of Ayrshire and as such, committed to equality and inclusion.

Appendix 1

Action Plan

Equality Outcome 1	Actions	General Equality Duty Need	PC
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
	Develop an equality and inclusion student awareness raising programme including e-learning module	All	All
	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

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

Indicators	Timescale	Responsibility
Number of staff trained	April 2021	Director of Human Resources and Organisational Development
At least two equality and inclusion themed training sessions are embedded in annual cycle of Staff Development Days		
Staff report increased knowledge and understanding across the spectrum of equality concerns and protected characteristic groups		
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
Students report increased awareness across the spectrum of equality concerns and protected characteristic groups		
Students and staff with relevant protected characteristics report being treated fairly and with respect to the	April 2021	Director of Human Resources and Organisational Development

Equality Outcome 1	Actions	General Equality Duty Need	PC
	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
	Raise staff and student awareness of identifying and reporting hate crime	All	Disability, Gender Reassignment, Race, Religion and Belief, and Sexual Orientation
	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
	Work with key local partners to implement the 'Keep Safe' scheme across Ayrshire	All	Disability

Indicators	Timescale	Responsibility
Number of hate crimes reported and detected	April 2021	Director of Human Resources and Organisational Development
Number of staff trained	April 2021	Director of Human Resources and Organisational Development and Director of Student Services
Number of students completing Equality and Inclusion e-learning module		
Number of students participating in Hate Crime workshop(s) delivered by College Police Liaison Officer		
Students and staff, including those with relevant protected characteristics, report increased awareness of identifying and reporting hate crime		
College is widely promoted as a Third Party Reporting Centre	April 2019	Director of Human Resources and Organisational Development and Director of Student Services
Number of frontline services staff trained	April 2021	
Students and staff, including those with relevant protected characteristics, report increased awareness of Third Party Reporting		
Increased use of Third Party Reporting to report hate crime		
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
Overall increase in number of establishments registered as part of the 'Keep Safe' scheme	April 2021	

Equality Outcome 1	Actions	General Equality Duty Need	PC
	Raise staff awareness of Prevent Strategy and the associated reporting procedures to support its implementation	All	All
	Deliver fully the actions in the Promoting Mental Wellbeing action plan	All	Disability
	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

Indicators	Timescale	Responsibility
Number of staff trained	April 2021	Director of Student Services
Guidance on reporting procedures widely available		
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
Number of staff trained	April 2021	Director of Human Resources and Organisational Development
Staff report increased awareness of gender inequality being a root of gender-based violence		
Action against Stalking's Victim Impact Box embedded as a support tool for students and staff		
Students and staff with relevant protected characteristics report being treated fairly and with respect to the same degree as those who do not		

Appendix 1

Action Plan

Equality Outcome 2	Actions	General Equality Duty Need	PC
In Ayrshire, people have equal opportunities to access and shape our public services	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
	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
	Deliver fully the actions from the Continuous Improvement: student application review exercise	Advancing Equality of Opportunity	All
			Gender Reassignment, Race, Religion and Belief, and Sexual Orientation

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

Indicators	Timescale	Responsibility
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
Review usage of TICS services	April 2019	Director of Human Resources and Organisational Development
Overall increase in the number of course applications received across all protected characteristic groups	April 2021	Director of Quality Enhancement and MIS
Overall increase in the number of student disclosures at application and enrolment stages		
Action plan developed and implemented to increase the relative number of students with relevant protected characteristics at application and enrolment stages		

Equality Outcome 2	Actions	General Equality Duty Need	PC
	Further mainstream equality and inclusion into current student and staff feedback processes	Advancing Equality of Opportunity	All
	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
	Deliver fully the actions in the Promoting Mental Wellbeing action plan	All	Disability
	Deliver fully the actions in the Corporate Parenting action plan	Advancing Equality of Opportunity	Age

Indicators	Timescale	Responsibility
Student and staff feedback processes capture relevant equalities data and include questions about equitable experiences	April 2019	Director of Quality Enhancement and MIS
Action plan developed and implemented to increase the participation levels of students with relevant protected characteristics in current student feedback processes	April 2021	
Student and staff name change processes fully implemented including 'preferred name' option	April 2019	Director of Human Resources and Organisational Development
Number of frontline services staff trained	April 2021	Director of Human Resources and Organisational Development
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	
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
Overall increase in the number of students disclosing they are care experienced	April 2021	Director of Student Services

Appendix 1

Action Plan

Equality Outcome 3	Actions	General Equality Duty Need	PC
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
	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		
	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		
	Continue to support and encourage gender representation in subject choices and careers where underrepresentation currently exists	Advancing Equality of Opportunity	Sex

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

Indicators	Timescale	Responsibility
Increased recruitment, retention, attainment and progression of students across all protected characteristics groups	April 2021	Director of Quality Enhancement and MIS
	April 2021	Director of Human Resources and Organisational Development
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

Equality Outcome 3	Actions	General Equality Duty Need	PC
	Work with external stakeholders to promote and support increased representation in Modern Apprenticeships where under-representation currently exists	Advancing Equality of Opportunity	All
			Race
			Disability

Indicators	Timescale	Responsibility
Trend increase in number of male enrolments in non-traditional subject choices and careers including Modern Apprenticeships	April 2021	All Directors
Trend increase in number of female enrolments in non-traditional subject choices and careers including Modern Apprenticeships		
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		
Increased student participation in STEM Ambassadors and Ayrshire Connects networks and work undertaken to establish a male subject-career network		
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
Trend increase in uptake of Modern Apprenticeships by those from Black and Minority Ethnic (BME) backgrounds		
Trend increase in uptake of Modern Apprenticeships by those with a declared disability		

Equality Outcome 3	Actions	General Equality Duty Need	PC
	Deliver fully the actions in the Promoting Mental Wellbeing action plan	Advancing Equality of Opportunity	All
			Disability
			Sex
	Deliver fully the actions in the Corporate Parenting plan	Advancing Equality of Opportunity	Age

Indicators	Timescale	Responsibility
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
Overall trend reduction in the gap between students with a mental health condition and those who do not successfully completing their course of study		
Overall trend reduction in the gap between male and female students disclosing a mental health condition		
Overall increase in number of students who are care experienced taking up appropriate College supports	April 2021	Director of Student Services
Students who are care experienced will achieve positive outcomes to the same degree as students who are not care experienced		

Appendix 1

Action Plan

Equality Outcome 4	Actions	General Equality Duty Need	PC
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
		Advancing Equality of Opportunity	Disability
		Advancing Equality of Opportunity	Gender Reassignment and Sexual Orientation
		Advancing Equality of Opportunity	All

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

Indicators	Timescale	Responsibility
Recruitment processes include alternative advertising opportunities and e-recruitment technologies to support accessibility and inclusion	April 2019	Director of Human Resources and Organisational Development
Improved staff data capturing systems	April 2021	
Recognised as a Disability Confident Employer (Level 3)	April 2021	
ECU Supporting Workforce Diversity project action plan developed and implemented	April 2021	
Participation in the Stonewall Equality Workplace Index to benchmark LGBT+ inclusion	April 2021	
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	

Equality Outcome 4	Actions	General Equality Duty Need	PC
	An organisational culture where equality and inclusion is mainstreamed through effective governance and management arrangements	All	All

Indicators	Timescale	Responsibility
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
EqIA e-learning module and online tool developed	April 2021	
Key local partners working together to share training opportunities	April 2021	

Appendix 2

Ayrshire College Procurement and Tendering Criteria

The College's procurement and tendering process sets out criteria which all tenderers are required to meet in order to be considered for the delivery of contracts and services. Respondents to tender submissions are required to set out their policies in the following areas, including:

- a fair and equal pay policy that includes a commitment to supporting the Living Wage, including, for example, being a Living Wage Accredited Employer
- clear managerial responsibility to nurture talent and help individuals fulfil their potential, including, for example, a strong commitment to Modern Apprenticeships and the development of Scotland's young workforce
- promoting equality of opportunity and developing a workforce which reflects the population of Scotland in terms of characteristics such as age, gender, religion or belief, race, sexual orientation and disability
- support for learning and development
- stability of employment and hours of work, and avoiding exploitative employment practices, including for example, no inappropriate use of zero hours contracts
- flexible working (including for example practices such as flexi-time and career breaks) and support for family friendly working and wider work life balance
- support for progressive workforce engagement, for example, Trade Union recognition and representation where possible, otherwise alternative arrangements to give staff an effective voice

Awards

2015

NUS Scotland Awards – Winner, LGBT Initiative
Herald Society Awards - Winner, Judges' Award
SQA Star Awards – Winner, SQA Champion (John McTaggart, Cirriculum Manager)
SQA Star Awards – Winner, College Candidate of the Year (Stephen Wilson)
SQA Star Awards - Winner, Innovation (Young Innovators)
SQA Star Awards - Highly Commended, Innovation (NHS/Police Scotland Initiative)
College Development Network Annual Awards – Commended, Health and Wellbeing
College Development Network Annual Awards - Highly Commended, Student Contribution (Stephen Wilson)
College Development Network Annual Awards - Highly Commended, Employer Engagement
College Development Network Marketing Awards – Bronze, Digital Marketing Award

2016

NUS Scotland – Winner, FE Student Association of the Year
Youth Link Awards - Winner, National Youth Worker of the Year Awards 2016 (Natasha Kerr)
Youth Link Awards - Winner, Volunteer of the Year (Natasha Kerr)
Herald Diversity Awards - Winner, Best Diversity Marketing and Social Issues Campaign
Herald Diversity Awards - Winner, Rising Star Diversity (Sara Turkington, Equality and Inclusion Advisor)
Herald Society Awards - Winner, Partnership
Green Gown Awards – Highly Commended, Community
SQA Star Awards – Highly Commended, SQA Champion (Billy Hutchison, Lecturer)
SQA Star Awards – Winner, College Candidate of the Year (Natasha Kerr)
College Development Network Annual Awards – Commended, College Business
Scottish Student Sport Volunteer Champion Award Winner Highest Award, 5 Star
Scottish Mentoring Joint Winner, Disability & Health Project of the Year

2017

TES FE Awards - Shortlisted, Contribution to the Community Award
SEMTA Skills Awards - Winner, Training Provider of the Year
College Development Network Marketing Awards - Silver, Communications and PR Award
College Development Network Marketing Awards - Silver, Digital Marketing Award
College Development Network Marketing Awards - Silver, Events - Mission Discovery Ayrshire
College Development Network Marketing Awards - Bronze, Events - CoderDojo Ayrshire

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