Ayrshire College

Mainstreaming Equality 2021–2023 and Equality Outcomes 2021–2025

April 2023

Foreword

In April 2021, Ayrshire College published its Mainstreaming Equality 2019-2021 and Equality Outcomes 2021-2025 report. It was a report defined by its time; that is, the College, like others in the Sector, business, industry and elsewhere, was responding to both the reality and uncertainty of the global Covid-19 pandemic. In particular, the College had to make decisions which could help to mitigate against the potential of the pandemic to exacerbate already existing inequalities and at the same time still fulfil a commitment to support the inclusion and wellbeing of its people, and promote the social and economic prosperity of its local communities and the region.

Two years on, that commitment remains true. Ayrshire College is a successful and ambitious college. It is proud to be a safe, inclusive and diverse place in which to learn, work and develop. As Principal and CEO, my mission is to lead the College to even greater success with inclusion and diversity at the heart of everything we do to advance equality of opportunity for all.

During the past two years, there are many examples, set out in this report, of the progress made by the College on its commitment. The progress against the current Equality Outcomes at this mid-way point is clear, and we will continue to work hard on achieving the Outcomes, believing they tackle the most significant and persistent inequalities experienced by our students and staff. The focus for the next two years is to improve the way in which we, in effect, mainstream equality throughout the College and push for increased impact in terms of experience and outcomes through our Equality Outcomes. By doing this, and by doing it well, the College can truly unlock its full potential and make good on the ambitions it has set itself.

It will take leadership and collaborative efforts and the College will be a driving force in these key areas.

This is an exciting time for the College. It has much to offer to its students, staff, communities, partners, and the sector. I look forward to updating you in the future on the College's progress to mainstream equality and achieving its Equality Outcomes 2021-2025.

Angela Cox
Principal and CEO,
Ayrshire College

About this report

The purpose of this report is to demonstrate Ayrshire College's progress in meeting the requirements of the public sector equality duty (PSED). The PSED was created under section 149 of the Equality Act 2010 and in Scotland, all public sector bodies, like the College, are legally obliged to meet the general equality duty and the specific duties. The specific duties were created by secondary legislation in the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 and are intended to support public sector bodies in Scotland to better perform the general equality duty.

This is the College's fifth, formal report in response to this Duty with the last review in April 2021. Following that last review, the College made the decision to publish an annual progress report in addition to the PSED cycle primarily to improve its monitoring, accountability, and transparency in fulfilling and exceeding its legislative requirements. The first annual report was published in April 2022.

To view the report, click here.

As such, this report should be read in conjunction with the annual report published in April 2022.

In January 2023, the Scottish Funding Council (SFC) published a set of National Equality Outcomes (NEOs) for colleges and universities to consider and adopt going forward. These NEOs have been aligned[1] to the College's Equality Outcomes 2021-2025 and between now and April 2025, steps will be taken by the College to contribute to the achievement of these NEOs taking account of the College's context, students, and staff. The College is still of the belief that the equality outcomes it set itself in April 2021 afford the best opportunity to make a difference to the lives and experiences of those most beset by inequality based on protected characteristic(s). It is for this reason the College is continuing to progress with these equality outcomes also.

To view information on the NEOs, click here.

1. Where a NEO has not been aligned to the College's current Equality Outcomes 2021-2025, this will be taken through other existing College and SFC reporting mechanisms.

In this report

Click on the home link to return here

Life at Ayrshire College:

Key highlights at a glance April 2021 – April 2023

An increase to
7%
of staff with a **disability or long-term health condition**

Rockpool Podcasts, the College's podcast show, won the **College Development Network (CDN) Inclusive College Award** in December 2021

Number of **male students** enrolled on **Health and Social care courses** has increased to
13%

Held the **first ever hate crime conference** in Ayrshire at **Kilmarnock Campus in October 2022**

In the Student Satisfaction and Engagement Survey
83%
of students agreed with the statement 'I feel that I am part of the college community'

77.6%
of responses in the IiP survey **strongly agreed and agreed** with the statement that the College is **committed to diversity**

4.8%
improvement
in attainment by **male students with a declared mental health condition**

135 students
participated in a project to **raise awareness of domestic abuse and coercive control** and showcased their work as part of 16 days of action 2022

81
staff completed the **LGBT Youth Scotland online learning course**

01
Our People

Workforce equality profile in numbers

Key highlights at a glance April 2020 – December 2022

789
Ayrshire College staff

8%
of male staff work part-time

16 → 40
23%
of staff are aged between 16-40 years

7%
of staff have a disability or long-term health condition

63%
of staff are female

37%
of staff are male

BAME
2%
of staff are black, asian, and minority ethnic (BAME)

2%
of staff are lesbian, gay, bisexual and other

RELIGION OR BELIEF
2%
of staff are of a non-Christian religious belief

Improving workforce diversity: key challenges and successes

In April 2021, the College identified some key challenges regarding its workforce diversity including an ageing workforce and a low representation from minority groups in relation to disability, ethnicity, religion or belief, and sexual orientation. These challenges remain.

To meet these, the College is taking actions across the full employee journey including recruitment and selection, staff learning and development opportunities, and specifically through those outlined in Equality Outcome 1 and Equality Outcome 4. **The College's continued commitment to improve its workforce diversity and ensure its people work and develop in an inclusive, supportive culture and environment, is realising some positive change in these regards.**

It is particularly encouraging that the College is increasingly attracting diverse candidates at application stage and its current workforce diversity is broadly on par with or, for some protected characteristics, exceeding local public sector counterparts in Ayrshire and the Further Education sector in Scotland.[2]

Moreover, from the Investors in People (IiP) survey results, it was shown that 77.6% of responses strongly agreed and agreed with the statement that the College is committed to diversity and 73.8% of responses strongly agreed and agreed with the statement that the College values and respects individual differences. In September 2022, the College was awarded Gold level in the IiP We Invest in People accreditation having previously achieved Standard level.

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2. Some partners from the Ayrshire Equalities Partnership (AEP) participated in a benchmarking exercise, using workforce data reported in April 2019, in August 2020. College Staffing Data 2020-21 (sfc.ac.uk) publication

In that same year, the College actioned its commitment to refresh and enhance its Exit Interview and included a question related to bullying, discrimination, and harassment based on protected characteristic(s). Through this, the College is now in an improved position to intervene positively, if required, regarding its culture and environment and its potential impact upon staff recruitment and retention. An important caveat here, however, is the total number of staff who leave the College is relatively low. And when staff do leave through resignation (55), it is shown, based on information from April 2020 to December 2022, a low number are Black, Asian, and Minority Ethnic (BAME) (2), lesbian, gay, or other (6), of a non-Christian religion or belief (6), and have a disability (18).

Improving workforce diversity: steps being taken

The College recognises a series of sustained, inter-related actions are required to bring about the changes it is ambitious to achieve in terms of its workforce diversity. In the College's annual Mainstreaming Equality and Equality Outcomes 2021-2025 progress report, published in April 2022, some of the steps being taken by the College to improve its workforce diversity were highlighted including the Hiring Manager Toolkit and the #WeAreAyrshireCollege campaign.

Both examples, as well as the further development of the College's Growing Leaders Framework, demonstrate the way in which staff recruitment and selection and retention are being considered as key in promoting and furthering equality, inclusion, and diversity.

The #WeAreAyrshireCollege campaign, for example, is an ongoing campaign which aims to celebrate diversity and foster inclusion through student and staff photographs taken by students studying on Photography courses.

The campaign, first launched as part of LGBT History Month in February 2022, is continuing to evolve and is now also part of the College's marketing to attract and recruit staff.

Improving workforce diversity: aims for the future

The College is a key employer in Ayrshire and as such, it wants its people to reflect the diverse communities in which it serves and to support the economic wellbeing of the region. It is important therefore, that the College uses available, up-to-date local, national and sector data, to critically assess its current situation and take informed actions regarding its workforce diversity.

By April 2025, the College aims to have:

- Increased the total number of staff aged between 16-40 years and continued to monitor the significance of age and gender in relation to College leadership positions

This is because currently the total number of staff aged between 16-40 years is 23%. The highest concentration of staff is in the 41-55 years category (45%). In the period from April 2020 to December 2022, 7% of applicants aged between 16-25 years and 42% of applicants aged between 26-40 years were successfully appointed to a College position. The split between lecturing staff (319) and support staff (399) aged between 16-40 years is 64 lecturing staff to 111 support staff.

In terms of age and gender in relation to College leadership positions[3], of the 117 female staff aged between 16-40 years, four are in Curriculum Manager roles and one is in a Head role. In comparison, of the 71 male staff aged between 16-40 years, one is in a Head role.

The divergence in age and gender in relation to College leadership positions is more apparent in the age range 41-55 years where 14 female staff in comparison to 21 male staff are in a Curriculum Manager, Head, Senior Management or Executive Leadership role. In the Executive Leadership Team (ELT) and Senior Leadership team (SLT), the number of those in the age range 41-55 years is five. The ratio of male to female in the ELT and SLT is three males to four females.

3. Leadership positions have been defined here as follows: Curriculum Manager, Head, Assistant Principal, Vice Principal and Principal

- Increased the total number of staff recruited with a disability and improved the disability declaration rate

This is because currently the total number of staff with a disability is 7% while 12% of staff have not provided information on their disability status. The College through continuing focused activity and actions set out in Equality Outcome 4, has been able to improve its staff disability declaration rate year on year. The College is acutely aware that 1 in 5 working aged people in Scotland have a disability and that inequalities in gaining employment still exist. In the period from April 2020 to December 2022, the total number of applications received from candidates with a disability was 13%, and 25% of these candidates were successfully appointed to a role in the College. In terms of College leadership positions, the total number with a disability is five. A higher number of support staff than in comparison to lecturing staff have a disability, and the difference between staff with a disability in full-time employment and part-time employment is small.

- Continuously monitored the total number of Black, Asian and Minority Ethnic (BAME) staff in relation to the diversity profile of Ayrshire and the Further Education sector to inform actions

This is because currently the total number of BAME staff is 2%. This figure remains relatively unchanged from previous years and is comparative to the diversity profile of Ayrshire reported in the Scotland Census 2011. In the period from April 2020 to December 2022, the total number of applications received from BAME candidates was 5% and 12% of these candidates were successfully appointed to a role in the College. In terms of College leadership positions, 16% are BAME. A marginally higher number of lecturing staff in comparison to support staff are BAME and the difference between BAME staff in full-time employment and part-time employment is small.

3. Leadership positions have been defined here as follows: Curriculum Manager, Head, Assistant Principal, Vice Principal and Principal

- Continuously monitored the total number of staff who are of a non-Christian religion or belief in relation to the diversity profile of Ayrshire and the Further Education sector to inform actions

This is because currently the total number of staff who are of a non-Christian religion or belief is 2%. A high number of staff (41%) stated that they had no religion or belief. The Church of Scotland is the most followed religion or belief by staff (25%) in comparison to all other religions or beliefs. In the period from April 2020 to December 2022, the total number of applications received from candidates of a non-Christian religion or belief was 4% and 14% of these candidates were successfully appointed to a role in the College. In terms of college leadership positions, one member stated their religion or belief as 'Another religion or belief' while 14 selected the option 'Prefer not to say'. Overall, the total number of staff who selected the option 'Prefer not to say' is 11%.

- Continuously monitored the total number of staff who are lesbian, gay, bisexual, or other in relation to the diversity profile of Ayrshire and the Further Education sector to inform actions

This is because currently the total number of staff who are lesbian, gay, bisexual, or other is 2%. In the period from April 2020 to December 2022, the total number of applications received from candidates who are lesbian, gay, bisexual, or other was 8% and 18% of these candidates were successfully appointed to a role in the College. At application stage, 6% of applicants selected the option 'Prefer not to say'. In terms of College leadership positions, none stated they were lesbian, gay, bisexual, or other and 10 staff selected the option 'Prefer not to say' or the information was not provided. Overall, the total number of staff who selected the option 'Prefer not to say' is 4%.

- Continuously monitored the total number of staff who are trans and gender diverse in relation to the diversity profile of Ayrshire and the Further Education sector to inform actions

The College currently has no members of staff who have indicated their gender is different to the one assigned at birth and five members of staff who have selected the option 'Prefer not to say'. In the reporting period, one member of staff, on a fixed term contract, indicated their gender was different to the one assigned at birth.

Student equality profile in numbers: at a glance

Academic Year 2022–2023 application and enrolment

12,361
Ayrshire College students enrolled

16 → 19
39%
of students are aged between 16-19 years

7%
of students are lesbian, gay, bisexual or other

46%
of students are female

48%
of students are male

0.52%
of students are trans or gender diverse

82%
of students are white Scottish

19.7%
of students have a declared disability

66%
of students stated they had no religion or belief

Board of Management gender profile: at a glance

To learn more about the Board of Management, visit: **www1.ayrshire.ac.uk/about-us/management-team/board-of-management/**

♀ Chairperson

♀ Principal Ex-Officio

♂ ♂ ♂ ♂ ♂
Non-Executive Board Member

♀ ♀ ♀
Non-Executive Board Member

♀ Support Staff

♀ Curriculum Staff

Elected Staff Member

♀ Student President

♂ Student Vice-President

Elected Student Member
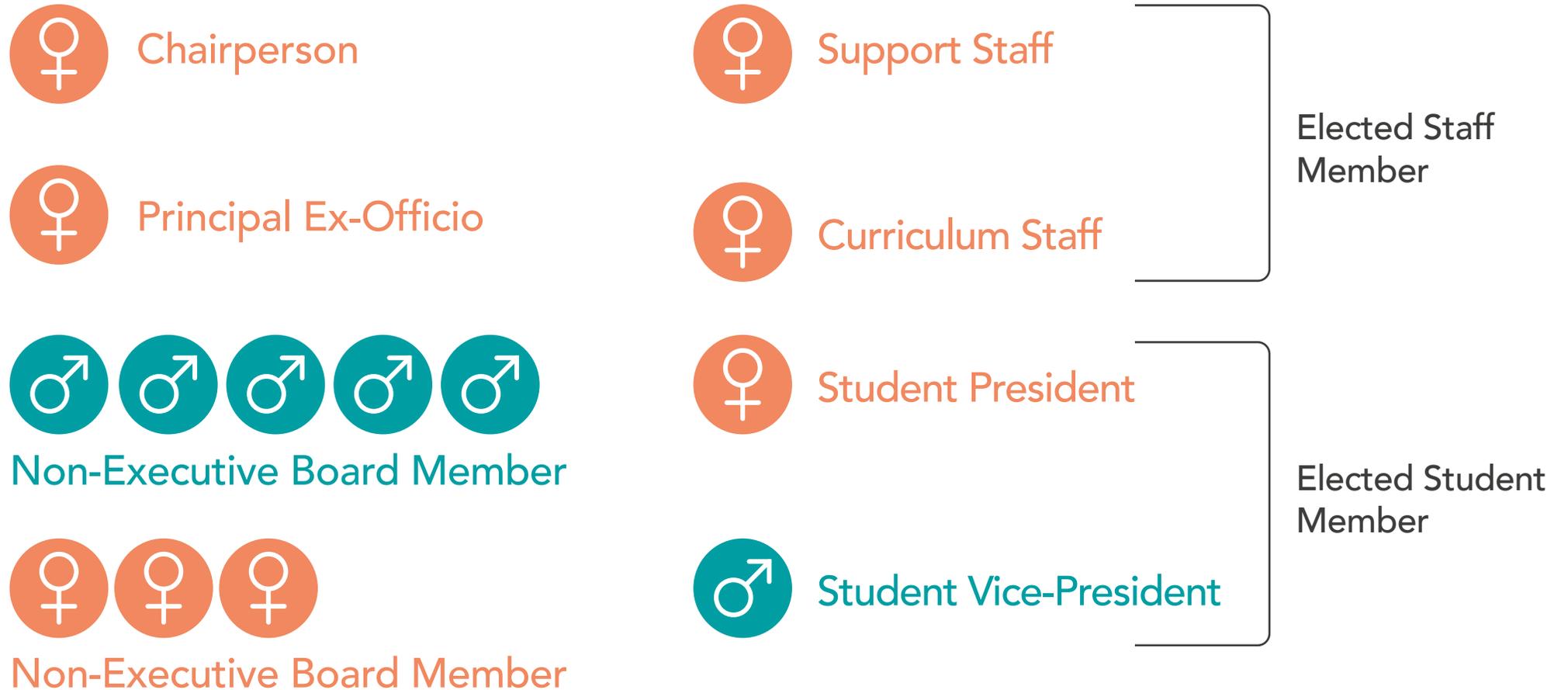
02
Equal Pay

Committed to Equal Pay

In April 2021, the College published its Equal Pay Statement and through this, reaffirmed its commitment to ensure all staff receive equal pay for work of equal value, for the same work or broadly similar work and work rated as equivalent.

To view the College's Equal Pay Statement, visit: **https://www1.ayrshire.ac.uk/media/9188/ayrshire-college-equality-report-2021-25-accessible_compressed.pdf**

Gender pay gap: potential contributing factors

The College also reaffirmed its commitment to addressing its gender pay gap. The gender pay gap is the difference between men's and women's average hourly pay. It is not the same as the issue of equal pay. **The gender pay gap is complex and is symptomatic of gender inequality. It is for this reason the College has long taken a whole-college approach to gender equality.** The College understands that its position as both an employer and educational institution is intertwined; that if it advocates for and brings about change, including encouraging current and future students, no matter their gender, to enrol on courses of study that reflect their interests and career aspirations, this will reflect positively in the workforce of the future and contribute to reducing the gender pay gap. The consequence if not, as an employer, is the continuation of applicants at recruitment stage being weighted to male or female dependent on occupation and role. Indeed, in reviewing applications from April 2020 to December 2022, there are some instances where no males or females applied for a job role which is seen as traditionally male or female.

As such, long-term changes are needed to reverse the significant and persistent occupational imbalances and much of this arguably goes beyond employment law and practice. In Scotland, higher numbers of women in comparison to men work part-time and fewer women than men hold senior management positions[4]. In the College, 41% of staff work part-time - 33% are female staff and 8% are male staff.

4. https://www.closethegap.org.uk/content/gap-statistics/

And while there is almost near parity between male and female staff in College leadership positions, a higher number of female staff (73%) earn between £19,838 and £32,123 than male staff (27%) and the gap between female staff (53%) and male staff (47%) who earn £50,394 and above is relatively small (6%). Incidences such as these, all contribute to the College's gender pay gap both positively and negatively.

Moreover, the College acknowledges the emergence of a potential concern when age and gender are considered together in relation to its leadership positions. This is because the College has a higher number of males (12) than in comparison to females (5) in the age range 41-55 years in its Executive Leadership Team (ELT), Senior Leadership Team (SLT) and College Leadership Team (CLT). This itself may not be indicative of a problem related to College practices or processes. However, it perhaps does show and reflect that the female experience of employment is different to that of the male experience. To bring a focus to this, and in context also of the Covid-19 pandemic known to have economically disproportionately affected women more than men, the College introduced female staff progression as a mainstreaming theme in April 2021 and it remains vigilant to looking for opportunities that support continued female employment and progression.

Actions to address the gender pay gap

By providing both opportunities and enabling staff to succeed in their career development, the College is seeking to address the gender pay gap directly. The College recognises a modern and diverse workforce, encouraged to use their talents and develop their skills, is integral to success. And this is why the College is investing in its people through, for example, the development of its Growing Leaders programme and the offering of funded accreditations as well as supporting, where possible, opportunities to work flexibly.

In April 2021, the College identified the development of its Growing Leaders Framework as a priority action because of its potential to improve and sustain a diverse leadership talent pipeline. In August 2022, the Aspire Growing Leaders programme was introduced to support the development of staff who aspire to succeed in leadership roles across the College.

The Aspire Growing Leaders programme is designed around the principles of 70:20:10 which enables candidates to learn 70% of their knowledge from challenging experiences and assignments, 20% from developmental relationships, and 10% from coursework and training. Through workshops, including one on equality and diversity, peer learning, practical application, and mentoring, candidates learn the essential skills, capabilities, and behaviours to lead successfully and inclusively. Following a competitive application process, ten candidates (seven females and three males) were selected from 45 applicants (64% female) to become the first cohort of staff to take part in the six-month programme.

From this cohort, three staff (two females and one male) have now been successfully appointed to promoted posts in the College, with one of these being a female progressing into a traditionally male dominated job role.

Moving forward, the College will continue to encourage staff from under-represented protected characteristics to pursue career development opportunities including applying to the Aspire Growing Leaders programme. The College acknowledges these alone won't be enough to tackle the challenges it faces but, they are an important and available means to make some impact in terms of its gender pay gap and its ongoing ambition to be a diverse and inclusive employer.

To view the College's actions to address occupational segregation, visit: **https://www1.ayrshire. ac.uk/media/9188/ayrshire-college-equality-report-2021-25-accessible_compressed.pdf**

To view the College's previous progress to address the gender pay gap, visit: **https://www1. ayrshire.ac.uk/media/9899/mainstreaming-equality-and-equality-outcomes-progress-report-2022-25.pdf**

Workforce gender breakdown

37% male
63% female

33% female
8% male

5% female
2% male

28% male
72% female

46% male
54% female

4 female
3 male

The gender breakdown of Ayrshire College staff is 63% female and 37% male. This figure overall is not significantly different in comparison to the earlier review in April 2021 and is consistent with the College sector as a whole[5.]
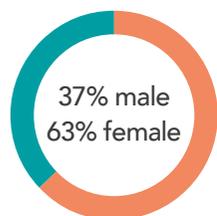
A higher number of female staff (33%) in comparison to male staff (8%) work part-time in the College.

A marginally higher number of female staff (5%) are on a fixed term contract in comparison to male staff (2%).
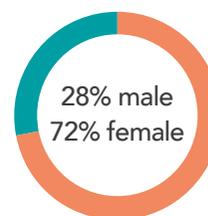
A higher number of female staff (72%) in comparison to male staff (28%) are support staff.
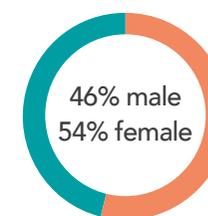
A marginally higher number of female staff (54%) in comparison to male staff (46%) are lecturing staff.

There is near parity between male and female in the ELT and SLT with 3 males to 4 females.

10 female
12 male

18 female
13 male

24 female
11 male

129 female
33 male

4 female f/t
5 male p/t

32 female p/t

There is near parity between male and female at Head level with 12 males to 10 females.

At Curriculum Manager level, the ratio of male to female is 13 males to 18 females.

At Team Leader level and equivalent, the ratio of male to female is 11 males to 24 females.

At Assistant level, including Administration Assistant, Campus Assistant, and Catering Assistant, the ratio of male to female is 33 males to 129 females.

The total number of Cleaning staff is 41 – 4 females full-time and 32 females part-time in comparison to 5 males part-time.

5. College Staffing return data shows a gender staff split of 61% female and 39% male https://www.sfc.ac.uk/publications-statistics/statistical-publications/2022/SFCST022022.aspx

Gender pay gap review[6]

1

11.59%
basis of full-time

11.70%
basis of part-time

The mean gender pay gap on the basis of full-time hours is 11.59%. The mean gender pay gap on the basis of part-time hours is 11.70%.

2

£20.79
full-time male

£18.38
full-time female

The mean/average hourly rate (full-time) for men is £20.79 while the mean/average hourly rate (full-time) for women is £18.38.

3

£20.05
part-time male

£17.71
part-time female

The mean/average hourly rate (part-time) for men is £20.05 while the mean/average hourly rate (part-time) for women is £17.71.

4

26.77%
full-time median gender pay gap

16.07%
part-time median gender pay gap

The median gender pay gap on the basis of full-time hours is 26.77%. The median gender pay gap on the basis of part-time hours is 16.07%.

5

£23.27
median full-time hourly rate for men

£17.03
median full-time hourly rate for women

The median (full-time) hourly rate for men is £23.27 while the median (full-time) for women is £17.03.

6

£23.27
median part-time hourly rate for men

£19.53
median part-time hourly rate for women

The median (part-time) hourly rate for men is £23.27 while the median (part-time) for women is £19.53.

6. Based on snapshot figures dated 31/03/2022

Disability pay gap review[7]

The mean disability pay gap on the basis of full-time hours is 9.11%. The mean disability pay gap on the basis of part-time hours is 16.74%.

9.11%

mean disability pay gap on the basis of full-time hours

16.74%

mean disability pay gap on the basis of part-time hours

Ethnicity pay gap review[8]

The mean ethnicity pay gap on the basis of full-time hours is -6.87%. The mean ethnicity pay gap on the basis of part-time hours is -0.10%.

-6.87%

mean ethnicity pay gap on the basis of full-time hours

-0.10%

mean ethnicity pay gap on the basis of part-time hours

7. Based on snapshot figures dated 31/03/2023
8. Based on snapshot figures dated 31/03/2023

03
Mainstreaming Equality 2021-2023

Mainstreaming Equality

To mainstream equality is to embed equality into the everyday functions, activities, and processes of the College so that it can show it is:

- eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010

- advancing equality of opportunity between people from different protected characteristic groups

- fostering good relations between people from different protected characteristic groups, tackling prejudice and promoting understanding between people from different groups

In this way, equality becomes part of the fabric of 'who we are' as an organisation; that the value placed on inclusion and diversity are more than words and instead, is a way of being. As such, this enables the College to continue to improve student and staff experiences and contribute meaningfully to the inclusion and wellbeing of the communities it serves. In April 2021, the College identified the following six focus areas and reported its progress to mainstream equality against each of these:

1. Strategic vision, approach and governance arrangements
2. Curriculum content and/or design
3. Raising awareness
4. Supporting student success
5. Supporting staff success
6. Partnership working

At this time, the College also introduced the concept of mainstreaming themes 2021-2023 to further progress and monitor specific equality needs. The College's three mainstreaming themes are:

• Equally Safe – Gender-based violence (GBV)

• Student participation in feedback processes

• Female staff progression

In April 2022, the College reported its progress to mainstream equality against the following three focus areas:

• Strategic vision, approach and governance arrangements

• Curriculum content and/or design

• Supporting staff success

To view progress, at that time, in mainstreaming equality against these focus areas and the College's themes, visit: **https://www1.ayrshire.ac.uk/media/9899/mainstreaming-equality -and-equality-outcomes-progress-report-2022-25.pdf**

Progress being made to mainstream equality 2021-2023

Strategic vision, approach and governance: key updates

Having previously explicitly positioned equality and inclusion as a key ambition in its Statement of Ambition 2030 and as a strategic objective in its Refresh and Renew Plan 2021-2024, the College has implemented a new College Operating and Enhancement Plan (COEP) and Team Operating and Enhancement Plan (TOEP) process to enable continued success. In a further demonstration of the College's strategic commitment to Equality and Inclusion, a member of the Senior Leadership Team (SLT) takes on the role of Equality Champion during meetings, and the Values, Inclusion, Equality, and Wellbeing (VIEW) steering group has established five operational, sub-groups.

Moreover, the Equality Impact Assessment (EqIA) process has been refreshed and all Board and Committee papers, where required, must include an EqIA. Since April 2021, several College policies have been introduced, renewed, or adopted including a Sector Menopause Policy for staff.

The College is also continuing to invest in its estate to improve accessibility and promote inclusion, including the creation of counselling rooms and contemplation/wellbeing/prayer spaces across its three main campuses. To support student and staff success, in Academic Year 2022-2023, College campuses became warm spaces to assist students and staff during the cost of living crisis for a trial period.

Curriculum content and/or design: key updates

Mainstreaming equality into curriculum delivery is a key College ambition and since April 2021 there are many examples which demonstrate progress towards this ambition not least the ongoing success of the award-winning initiatives 'Passing Positivity' and 'Rockpool Podcasts' as well as partnership activities with Ayrshire Sportsability and Connecting Communities.

The College is also exploring new ways to deliver learning and teaching to foster inclusion and advance equality of opportunity, such as its new partnership with CentreStage, and through the Ayrshire College Foundation funding innovative projects such as Essential Radio. Essential Radio is the College's new radio station, led by the Essentials Skills team at Kilwinning Campus, which aims to support the development of students' Essential Skills, including oral presentation, literacy development, ICT, and numeracy skills, through real-life, practical experience. Like 'Passing Positivity' and 'Rockpool Podcasts', Essential Radio is embedded within curriculum delivery and enriches the learning and teaching experience for students.

Supporting staff success: key updates

The Equality Matters section on the Staff Learning Portal is continuing to enable staff to enhance and develop their skills, knowledge and understanding across all protected characteristics as well as topics of importance such as sexual harassment, domestic abuse and Allyship. The College has introduced a new 'Committed to LGBT+ Inclusion' digital badge and a lanyard pin badge for all staff who have completed the e-learning modules in relation to gender reassignment and sexual orientation. All 81 members of staff who completed the LGBT Youth Scotland e-learning module in September 2022 also received the 'Committed to LGBT+ Inclusion' lanyard pin badge.

Following the College Development Network (CDN) publication 'Workforce survey analysis report' in September 2022, in which 33% of staff in the sector reported they required more support, guidance, and training regarding gender identity, the College was further reassured that it was taking positive steps to support its staff in this regard.

In late May 2022, the College introduced a new mandatory Equality and Diversity e-learning module.

https://www.cdn.ac.uk/wp-content/uploads/2022/09/Workforce-Survey-Analysis-Report.pdf

Raising Awareness

Cameron Bell, Head of Learning and Skills – Construction and Trades, Land and Motor Vehicle said of the e-learning module:

"Really interesting and really useful – it has made me think about a few behaviours I didn't consider previously."

# Good practice example: fostering good relations

LGBT Youth Scotland Foundation Charter Mark

Following student feedback, gathered by the Student Association, the decision was made in late March/early April 2022 for the College to work towards achieving the LGBT Youth Charter Mark Foundation accreditation. The Foundation accreditation, part of LGBT Youth Scotland's Charter programme, supported by the Scottish Government, is organisation-wide and once achieved will be held for four years by the College before renewal. To support achievement, the College's Equality and Diversity Lead and Student President co-chair the LGBT Charter Mark working group, which reports to the VIEW Safe and Included group. In September 2022, 81 members of staff, the Student President, and Student Vice President, completed the LGBT Youth Scotland e-learning module and in October 2022, 20 members of staff attended a workshop facilitated by LGBT Youth Scotland.

Supporting student success
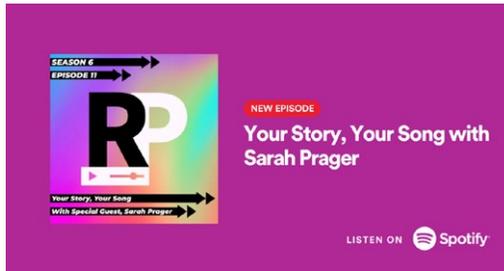
Good practice example: advancing equality of opportunity

Student Association

The Student Association plays a crucial role in supporting student success through its Student Executive Committee and by leading or being involved in student clubs, forums, and societies as well as initiatives such as the Student Mental Health Agreement (SMHA) and the Pride Collection. **In September 2022, the Student Association added three new roles to the executive committee - the Trans Officer role, the Equality Officer role and the ESOL students' Officer role. These roles, added to the existing Women's and Accessibility Officer roles, bring the total equality roles on the Student Executive Committee to six.** The Student Executive Officers support the Student President and Vice President to deliver the Student Association's operational plan which includes the Student Association's obligations as detailed in, for example, the College's SMHA 2023-2025. The SMHA 2023-2025 sets out the College's and Student Association's commitment to improving student mental health.

The Student Association also successfully secured funding from NUS's Think Positive Small Grants Scheme which enabled the College to purchase 31 books written by or about LGBT+ people. The student LGBT+ group named this collection of books the Pride Collection. The Pride Collection was officially launched as part of LGBT History Month. Students, staff, including the Principal, and the Board of Management Chair, added personal messages about LGBT+ inclusion to each book. Sarah Prager, the author of 'Queer, there, and everywhere', speaks about her book in the Rockpool Podcasts episode 'Your story, your song'.

Partnership working

Good practice example: fostering good relations

Ayrshire Equality Partnership (AEP)

The College, with its partners in the Ayrshire Equality Partnership, held the first ever hate crime conference in Ayrshire, called 'Empowering communities in Ayrshire to end hate crime', at Kilmarnock Campus in October 2022. **The conference, attended by over 120 delegates, including students from the NC Police Studies course, aimed to inspire and empower delegates to challenge the attitudes, behaviours and actions which underpin hate crime.** Hosted by Dave Scott, Campaign Director of Nil by Mouth, a national anti-sectarianism charity, the conference featured keynote addresses from Dr Christian Harrison, Reader in Leadership – University of West of Scotland, and Dr Khadija Mohammed, then Senior Lecturer – University of West of Scotland. Delegates rated the conference positively, with a high number indicating the information provided improved their knowledge and understanding and would enhance their practice. To listen to Dave Scott, partners, and delegates reflect on the impact of the conference, visit **https://open.spotify.com/episode/1uhjuTSehYQb9xS45Ix8do?si=VP-U0E0GQMacctvHYNcotw**

As a follow-on from this, in March 2023, through the Ayrshire Equality Partnership, the College hosted senior, strategic leads from the main public sector bodies in Ayrshire for an event with Purple Wisdom. The event, held on the International Day for the Elimination of Racial Discrimination, saw participating partners commit their organisations to actions to tackle racism as well as work together to support the ongoing development and fostering of safe, inclusive communities in Ayrshire.

In October 2021, the College launched its own hate crime pledge. It has also signed the Sector Anti-racism Declaration and partnered with the Nelson Mandela Memorial Foundation to raise awareness of the legacy of Nelson Mandela and the importance of an anti-racist curriculum. It is through this partnership working, and the actions taken by the College, which show the College's commitment to improve the experiences of those in its college community as well as the local communities it serves. Indeed, 71.8% of responses in the IiP survey strongly agreed and agreed with the statement that the College has a positive impact on society.

Mainstreaming themes 2021-2023: progress update

Equally Safe – Gender-based violence (GBV)

The level of violence against women and girls nationally and globally are near epidemic with this type of violence shown to disproportionately affect the lives and experiences of women more than any other gender[10]. Because of this, the College committed itself to raise awareness and tackle gender-based violence in all its forms as a mainstreaming theme to ensure this equality concern was given a specific focus.

Since April 2021, the College has taken several actions to fulfil this commitment including: introducing a staff GBV policy, providing staff learning and development opportunities, partnering with the Star Centre to host a Gender Equality Youth Action Group, working with partners in local Violence against Partnerships (VAW) and Sector partners in Fearless Glasgow, being the venue for the East Ayrshire Reclaim Night walk, and marking 16 days of action annually.

To mark 16 days of action 2022, the College held a student exhibition, including a marketplace of support organisations and Police Scotland, in each of its campuses between the 5-7 December. The exhibition showcased students work from eight different College courses (135 students) and aimed to raise awareness of domestic abuse and coercive control. The College's Equality and Diversity Lead and Police Liaison Officer had developed this innovative student project to embed awareness of GBV within curriculum delivery and for four of the courses, the students work was used for assessment purposes.

To listen about the project and its impact on students and staff, visit **https://open.spotify.com/**

Level 6 Photography students photographs have now been gifted to local Police Offices and South Ayrshire's Women's Aid office. To view these photographs, visit **https://sway.office.com/qQ42OELZpFIwcnTj?ref=Link**

10. For example, APPG-UN-Women_Sexual-Harassment-Report_2021.pdf (unwomenuk.org)

In addition to this, the College's Equality and Diversity Lead and Police Liaison Officer held three staff sessions to improve knowledge and understanding about domestic abuse and coercive control. Evaluative feedback was very positive with nearly all participants rating the session as 'excellent' and many stated their confidence had improved because of attendance. **One participant, for example, stated: 'I will be more confident to deal with potential cases of GBV. I have become aware of and more vigilant in identifying potential instances of GBV. I will be able to provide more accurate information to students and direct them more effectively.'**

In AY 2022-2023, the College made available to students, through Student Services, a choice of panic alarms, door wedges and window vibration alerts. During this time, the College's three Liaison Officers continued to provide class groups with USBs preloaded with support information included in relation to GBV and Report + Support.

In October 2021, the College implemented Report + Support, an online reporting tool for students and staff to report to the College incidents related to, for example, GBV, racism and hate crime. The number of reports submitted from October 2021 to January 2023 is low and the number related to GBV is very low for both students and staff. For this same reporting period, the information article 'What is GBV?' is the third highest accessed page on the College Report + Support webpage. It is also evident when reviewing data from October 2022 to January 2023 that Q1 in the named report submission was accessed 103 times followed by a high drop-off rate suggesting some work is required to promote confidence in the reporting tool.

In AY 2022-2023, the number of student Safeguarding concerns recorded as GBV is low with domestic abuse the highest reported concern within this category. In the Student Satisfaction and Engagement Survey Semester 1 AY 2022-2023, 94% of responses agreed with the statement 'I know about Student Services and how to access support to help me learn'. This is a 6% improvement from the same survey question in AY 2021-2022.

The number of staff accessing support related to GBV through HR from April 2021 to January 2023 is low.

In January 2023, the Scottish Funding Council (SFC) introduced two GBV related National Equality Outcomes (NEOs) for colleges and universities in Scotland.

These are:

- Staff and students know how to access support about violence, harassment, and abuse, report their experience and feel properly supported in doing so because the services are fit for purpose.

- Institutions can evidence approaches that prevent and respond to violence, harassment, and abuse.

Student participation in College feedback processes

The Student Association's development of its Student Executive Committee will improve the representation of diverse students in college feedback processes. The six student Officers with remits related to equality have been invited to join the VIEW Safe and Included group and moving forward, this group may seek a student co-chair to ensure a joined-up approach. The Student Association also administer the College's formal model of student feedback: the Class Ambassadors. There are currently 271 Class Ambassadors.

The College, through its three Mental Health and Wellbeing Champions, is continuing to develop a student Wellbeing Champions model. To support the College's decision-making with regard to its student Mental Health Fund, the Mental Health and Wellbeing Champions alongside student Wellbeing Champions facilitated a talking wall in October 2022 to gather student feedback.

Female staff progression

The College is taking actions to support female staff progression. These actions can be viewed in sections **01: Our People** and **02: Equal Pay** of this report.

04
Equality Outcomes
2021-2025

Equality Outcomes

One way to describe equality outcomes is, they are the means in which an identified, evidenced equality need is being addressed. In April 2021, the College made it clear that it would use its new set of equality outcomes to tackle the most significant and persistent inequalities being experienced, and that it would take the opportunity over the next four years to make a difference to the lives and experiences of those most beset by inequality on the basis of their protected characteristic(s). For lasting impact, realistically, the College's current equality outcomes needed to reflect the journey that the College had already started with its previous equality outcomes. In other words, the College's current equality outcomes are part of something bigger than their four-year cycle. Indeed, they also reflect the deep societal and cultural injustices and contradictions of our times – hate crime; student gender imbalances on courses traditionally seen as male or female; male mental health; and staff disability declaration – and as such, the College is both measured in its aspirations and ambitious to make long-term, sustainable change through the actions it takes against each of these.

See Appendix 2 for a progress update on the actions set by the College to support the achievement of its Equality Outcomes 2021-2025.

Equality Outcome 1

Students and staff with protected characteristics most likely to experience hate, report that they feel safe while engaged in study or work.

The College has set itself the following indicators to measure success:

- Improved awareness and analysis of student experience in relation to safety and inclusion

- Improved student and staff uptake in accessing support

- Improved student awareness of hate crime and support available

- Improved staff awareness of hate crime and support available

Known impact so far:

- In the Student Satisfaction and Engagement survey AY 2021-2022, 92% of students agreed with the statement 'I believe all students at the college are treated equally and fairly by staff'. This is a 7% improvement from the same survey question in AY 2018-2019

- In the Student Satisfaction and Engagement survey AY 2021-2022, 83% of students agreed with the statement 'I feel that I am part of the college community'. This is an 8% improvement from the same survey question in AY 2020-2021

- In the Student Satisfaction and Engagement survey AY 2022-2023 Semester 1, 93% of students agreed with the statement 'Lecturers challenge inappropriate behaviours/attitudes/language from students, in an appropriate way'. This is a 13% improvement from the same survey question in AY 2019-2020

- In the Student Satisfaction and Engagement Survey Semester 1 AY 2022-2023, 94% of responses agreed with the statement 'I know about Student Services and how to access support to help me learn'. This is a 6% improvement from the same survey question in AY 2021-2022

92%
believe all students are treated equally and fairly by staff

83%
feel part of the college community

93%
agree that lecturers challenge inappropriate behaviours/attitudes/language from students, in an appropriate way

94%
know about Student Services and how to access support to help them learn

- In AY 2022-2023 Semester 1, a low number of student Safeguarding concerns related to hate crime or bullying, discrimination and harassment based on protected characteristic(s)

- From October 2021 to January 2023, a low number of reports submitted through Report + Support related to hate crime, racism and bullying, discrimination and harassment based on protected characteristic(s)

- From April 2021 to January 2023, 39 complaints were recorded that related to a specific protected characteristic concern. None of these complaints related to hate crime. The highest number of complaints related to disability eg accessibility challenges. Of the 39 complaints, 19 were not upheld

- From April 2021 to January 2023, the College Police Liaison Officer delivered a mandatory Level 4 Hate Crime workshop to 82 classes = 994 students

- In October 2022, 120 delegates, including staff and students, attended the 'Empowering communities in Ayrshire to end hate crime' conference. Staff also have available to them a range of e-learning module across all protected characteristics

AY 2022–2023

low number of student Safeguarding concerns

Low number

of reports submitted through Report + Support from Oct 2021 – January 2023

Of the 39 complaints **19** complaints were not upheld

82 classes received a mandatory Level 4 Hate Crime workshop

120 delegates

attended the 'Empowering communities in Ayrshire to end hate crime' conference

Equality Outcome 2

Curriculum areas with courses that have a male or female student gender imbalance greater than a 75:25 ratio have improved.

The College has set itself the following indicators to measure success:

- Priority actions related to gender imbalances fully embedded into operational team working and quality-related processes including team evaluation

- Increased applications from underrepresented genders in identified Curriculum areas with the most persistent and significant gender imbalances

- Improved retention and attainment for minority gender students

Known impact so far:

- The number of female students enrolled on **Construction Technology and Trades** courses has remained at 8% from AY 2021-2022 to AY 2022-2023. This is a slight increase of 3% from AY 2020-2021. In AY 2021-2022, 5% of female students withdrew from their course. Female attainment on these courses improved by 9% between AY 2020-2021 (72%) and AY 2021-2022 (81%)

9% → improvement of female attainment on these courses
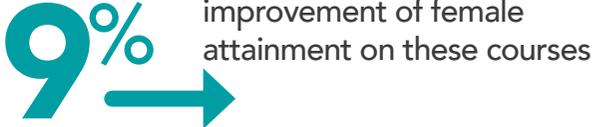
- The number of female students enrolled on **Aeronautical Engineering** courses has decreased by 3% from AY 2021-2022 to AY 2022-2023 and is currently, 6%. In AY 2021-2022, 10% of female students withdrew from their course. Female attainment on these courses improved by 3% between AY 2020-2021 (75%) and AY 2021-2022 (78%)

3% → improvement of female attainment on these courses
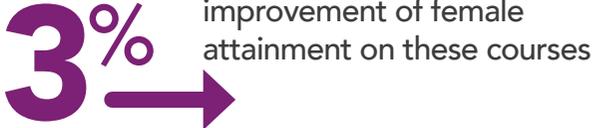
- The number of female students enrolled on **Engineering and Renewables** courses has increased by 1% from AY 2021-2022 to AY 2022-2023 and is currently, 4%. In AY 2021-2022, 3% of female students withdrew from their course. Female attainment on these courses improved by 6% between AY 2020-2021 (63%) and AY 2021-2022 (69%)

6% → improvement of female attainment on these courses
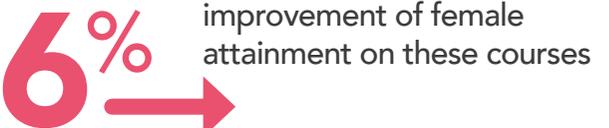
- The number of female students enrolled on **Computing courses** has decreased by 2% from AY 2021-2022 to AY 2022-2023 and is currently, 7%. In AY 2021-2022, 7% of female students withdrew from their course. Female attainment on these courses improved by 11% between AY 2020-2021 (58%) and AY 2021-2022 (69%)

11% → improvement of female attainment on these courses
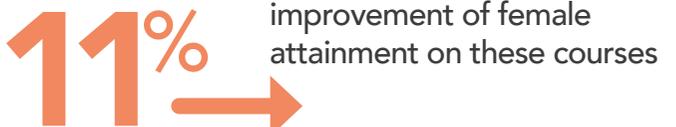
- The number of female students enrolled on **Games Development** courses has increased by 1% from AY 2021-2022 to AY 2022-2023 and is currently, 7%. In AY 2021-2022, no female students withdrew from their course. Female attainment on these courses improved by 38% between AY 2020-2021 (33%) and AY 2021-2022 (71%)

38% ➡ improvement of female attainment on these courses

- The number of male students enrolled on **Early Years Education** courses has decreased by 1% from AY 2021-2022 to AY 2022-2023 and is currently, 4%. In AY 2021-2022, 5% of male students withdrew from their course. Male attainment on these courses declined by 4% between AY 2020-2021 (61%) and AY 2021-2022 (57%)

4% ⬅ decline of male attainment on these courses
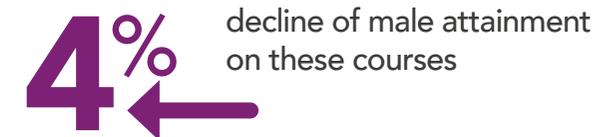
- The number of male students enrolled on **Hairdressing, Beauty, Complementary Therapies and Make-up Artistry** courses has increased by 3% from AY 2021-2022 to AY 2022-2023 and is currently, 5%. In AY 2021-2022, 3% of male students withdrew from their course. Male attainment on these courses improved by 3% between AY 2020-2021 (62%) and AY 2021-2022 (65%). Hairdressing courses continue to have the highest number of male students enrolled in comparison to Beauty, Complementary Therapies, and Make-up Artistry courses
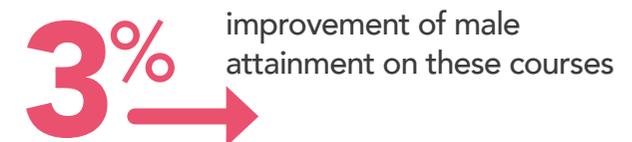
3% ➡ improvement of male attainment on these courses

- The number of male students enrolled on **Health and Social Care** courses has increased by 3% from AY 2021-2022 to AY 2022-2023 and is currently, 13%. In AY 2021-2022, 13% of male students withdrew from their course. Male attainment on these courses improved by 14% between AY 2020-2021 (46%) and AY 2021-2022 (60%)

14% ➡ improvement of male attainment on these courses

Equality Outcome 3

The rates of disclosure, retention and attainment of male students with a mental health condition have improved.

The College has set itself the following indicators to measure success:

- Improved student awareness of positive mental health and wellbeing strategies and support available

- Improved staff awareness of mental health and wellbeing and ways to support students positively

Known impact so far:

- In AY 2022-2023, the total number of students declaring a mental health condition is 4.6%. The number of male students declaring a mental health condition is 29.4% in comparison to 67.4% female students.
  In AY 2021-2022, the number of male students declaring a mental health condition was 29.1% in comparison to 69% of female students. Prior to this, in AY 2020-2021, the number of male students declaring a mental health condition was 28.4%. As such, there is an upwards trend year on year in the number of male students declaring a mental health condition

29.4%

of male students have a declared mental health condition

- In AY 2021-2022, the retention rate of male students with a declared mental health condition was 26%. This is a 4% decline from AY 2020-2021 (30%)

26% retention rate of male students with a declared mental health condition

- In AY 2021-2022, the attainment rate of male students with a declared mental health condition was 66%. This is a 4.8% improvement from AY 2020-2021 (61.2%)

66% attainment rate of male students with a declared mental health condition

- In AY 2021-2022, Semester 2, a suicide prevention and awareness input, focusing on mental health and cocaine, delivered by the College's Mental Health Liaison Officer and Alcohol and Drugs Liaison Officer, was piloted with students studying STEM at Level 4 and 5. In AY 2022-2023, Semester 1, this workshop was delivered to 29 classes = 378 students. Similar planned activities are ongoing with Trades, Computing and Games Development courses at Level 4 and 5

- The Anxiety e-learning pack, on the Wellbeing Hub on Moodle, has the highest number of views with 330 views from May 2020 to February 2023 followed by Emotional Wellbeing – Mental Health drop-in clinics 2022 at 255 views

378 students

attended the suicide prevention and awareness input

330 views

views of the anxiety e-learning pack

Equality Outcome 4

The recruitment and disclosure rates of staff with a disability have improved.

The College has set itself the following indicators to measure success:

- Increased applications from disabled candidates

- Improved staff awareness of reasons and benefits of sharing their protected characteristics information

- Improved line manager awareness on ways to support staff with a disability or long-term health condition

Known impact so far:

- The total number of staff with a declared disability is 7%. This is figure is part of an upwards trend year on year of staff declaring they have a disability or long-term health condition

- In the period from April 2020 to December 2022, the total number of applications received from candidates with a disability was 13% and 25% of these candidates were successfully appointed to a role in the College

- From the Investors in People (IiP) survey results, it was shown that 77.6% of responses strongly agreed and agreed with the statement that the College is committed to diversity and 73.8% of responses strongly agreed and agreed with the statement that the College values and respects individual differences

- The Aspire Growing Leaders Framework was launched in August 2022, with workshops on Equality and Diversity and HR recruitment processes, reflecting on unconscious bias with particular relevance to those applicants who declare a disability at application stage. This programme has been designed to support the College's succession planning aims and ambitions

7% total number of staff with a declared disability

13% total number of applications received from candidates with a disability

77.6% agreed with the statement that the College is committed to diversity
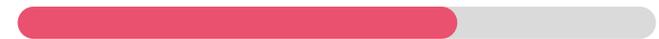
Aspire Growing Leaders Framework

launched in August 2022

Next steps

In Appendix 2, there are a number of actions set out to progress these Equality Outcomes. To support the success of these actions, the College will undertake some priority steps including those set out here by the end of this Academic Year 2022-2023:

- By the end of March 2023, a Report + Support awareness campaign will have been planned and developed for launch in April 2023 to encourage improved reporting of, for example, hate crime

- By the end of April 2023, relevant Curriculum Heads will have identified priority actions for AY 2023 – 2024 to help tackle gender imbalances in their areas and this will form part of their TOEP to mainstream these activities

- By the end of June 2023, the Wear it on your sleeve initiative will have recruited more male ambassadors to help promote male mental health and through this, encourage improved disclosure

- By the end of June 2023, a line manager training pathway focusing on disability awareness will be developed and launched to improve staff disability recruitment and declaration

Concluding remarks

David Davidson
Assistant Principal
Human Resource and
Organisational Development

The College's progress in relation to mainstreaming equality and working towards its Equality Outcomes 2021-2025 has been set out in this report, focusing specifically on the period 2021-2023, as part of the four yearly cycle.

Significant work has been undertaken, across a range of initiatives, which builds on programmes which have been a key focus for the College spanning a number of equality outcome and mainstreaming cycles. There are some signs and signals of encouragement, particularly around male students accessing health and social care and hair, beauty and complementary therapy programmes and improvements in both male and female attainment in programmes with significant gender imbalance. The number of males students declaring a mental health condition is also showing signs of sustained improvement. A range of innovations have also been introduced in order to embed equality within curriculum delivery and the Essential Radio station is a clear example of this work.

The recent Investors in People review provided clear feedback that staff considered the College culture to be strongly committed to equality and supporting diversity, which is a key requirement in mainstreaming and embedding equality. In terms of staff disability, 25% of applicants who have declared a disability during the recruitment process have been successfully appointed to roles within the College. In addition, the College's Aspire, leadership and development programme, which ran for the first time during AY 2022-2023 has included seven female members of staff from a total of 10. Of this number, two of the female participants have achieved promotion to more senior roles and one within an area which is traditionally male dominated.

Over the next two years of the current reporting cycle, significant work will continue in order to sustain the progress achieved to date and make inroads across areas which are proving to be particularly challenging. A key area will be a focus on hate crime and in particular students reporting and gaining support who experience hate. The recently published national equality outcomes will also be integrated within the College's current equality outcomes, which have been the focus of this report. The College is strongly encouraged by the progress achieved to date in relation to the current equality outcomes, and also recognises the challenges which arise through the persistent inequalities which continue to be the primary focus in relation to mainstreaming equality and progressing the current equality outcomes.

A key requirement is the continuing collective efforts of the College community and all stakeholders in making a real difference to the lives and experiences of our people.

Appendix 1

Ayrshire College Workforce Diversity
April 2020-December 2023
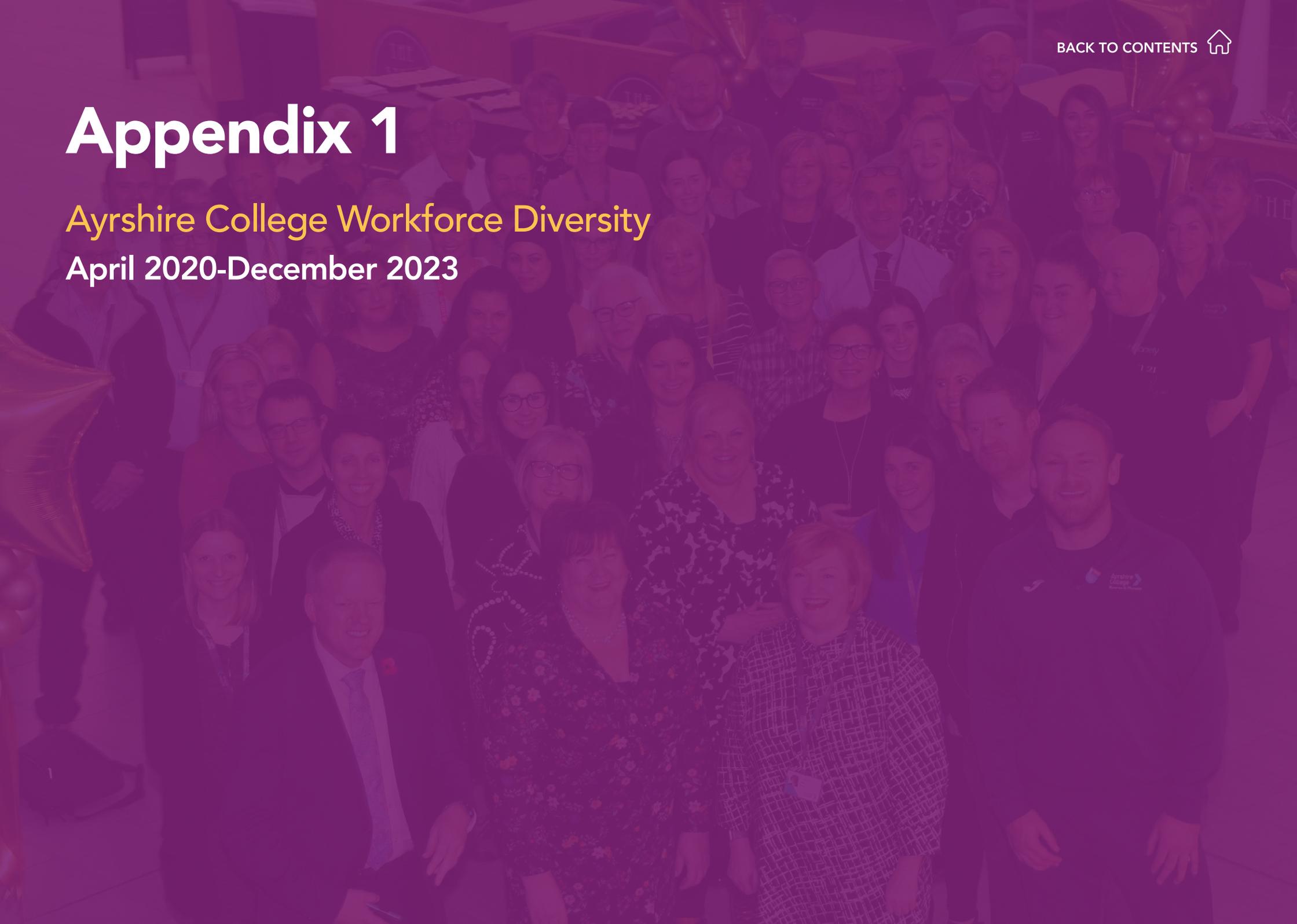
Age

Figure 1. Age and Sex
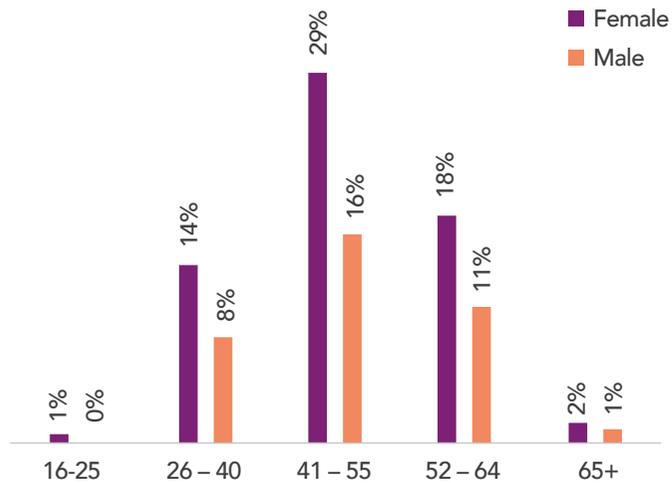
Most staff are in the age range 41 – 55 years (45%) – 29% are female staff and 16% are male staff.

Figure 2. Age and Job Family
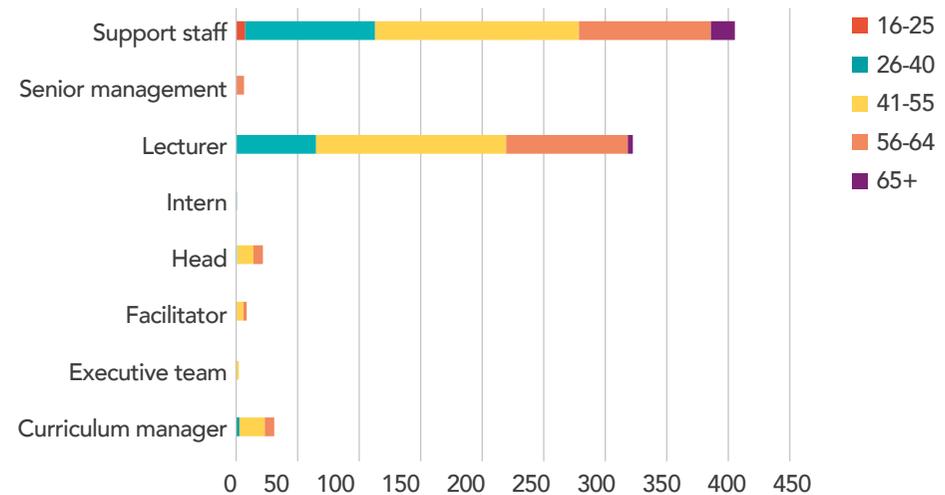
Support staff make up 51% of Ayrshire College staff – the highest number of staff (21%) in this job family are in the age range 41 – 55 years followed by an even spread (13% each) in the age ranges of 26 – 40 years and 56 – 64 years.

Lecturing staff make up 40% of Ayrshire College staff - the highest number of staff (19%) in this job family are in the age range 41 – 55 years with the second highest (12%) in the age range 56 – 64 years.

Age

Figure 3. Age and Recruitment

Legend:
- 16-20
- 21-25
- 26-40
- 41-55
- 56-64
- 65+

1% 6% 1%
12%
42%
38%
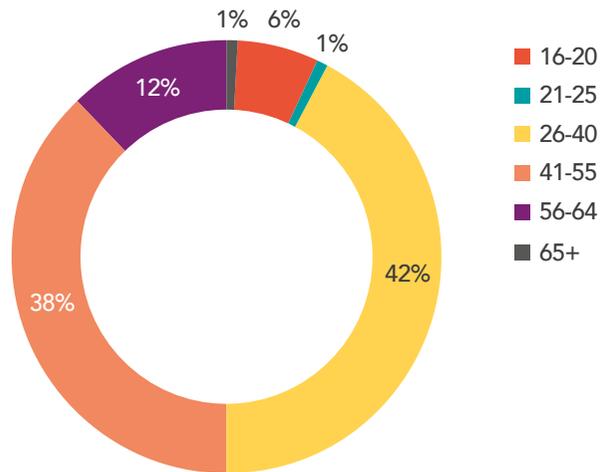
In the period from April 2020 to December 2022, a higher number of applicants (42%) in the age range 26 – 40 years were successfully appointed to a College position in comparison to all other age ranges.

Figure 4. Age and Leavers (resignation)
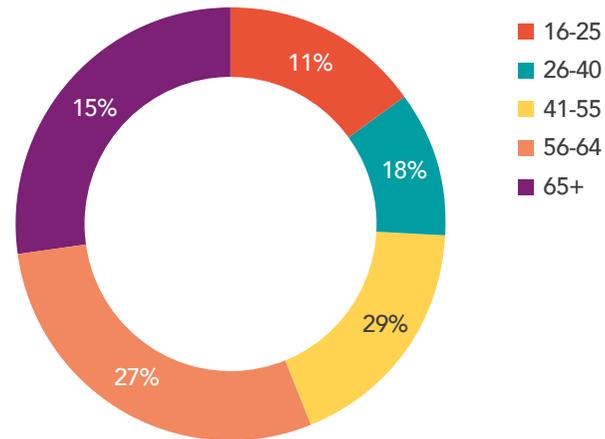
Legend:
- 16-25
- 26-40
- 41-55
- 56-64
- 65+

11%
18%
15%
27%
29%

In the period from April 2020 to December 2022, the highest number of leavers from the College was through resignation (55) with 18 in the age range 26 – 40 years and 25 in the age range 41 – 55 years.

Disability

Figure 1. Disability and Sex

Legend: Female, Male

- No: 51% (Female), 29% (Male)
- Not known: 1% (Female), 1% (Male)
- Not provided: 8% (Female), 4% (Male)
- Yes: 4% (Female), 3% (Male)
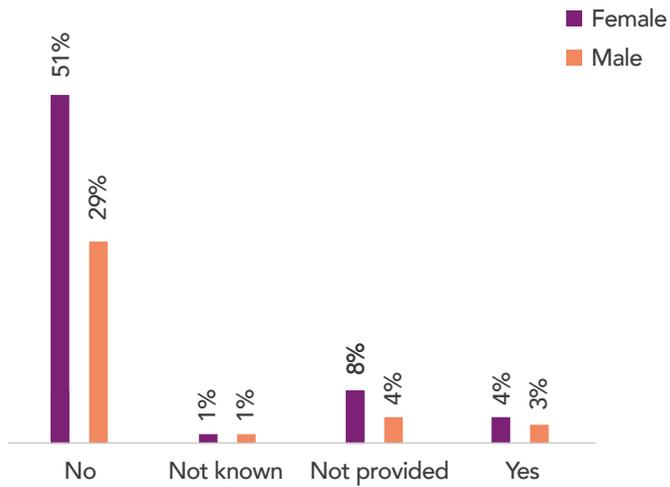
The number of staff who have declared they have a disability or long-term health condition is 7% – 4% are female staff and 3% are male staff.

Figure 2. Disability and Job Family

Legend: Curriculum manager, Executive team, Facilitator, Head, Intern, Lecturer, Senior management, Support staff

Categories: Yes, Not provided, Not known, No
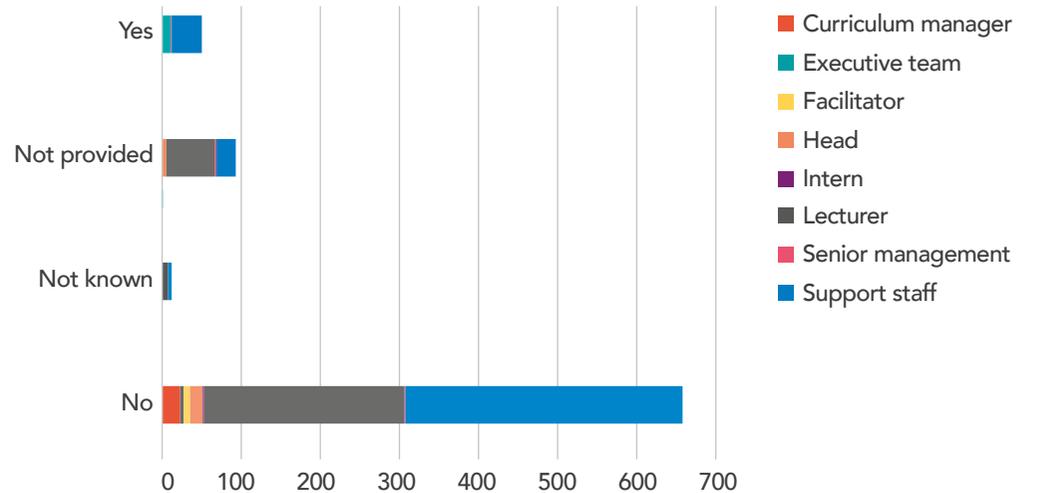
A higher number of Support staff than Lecturing staff have declared they have a disability or long-term health condition.

In terms of College Leadership positions, the total number with a disability is five.

Disability

Figure 3. Disability and Recruitment

1%
13%
86%

- No
- Not known
- Yes
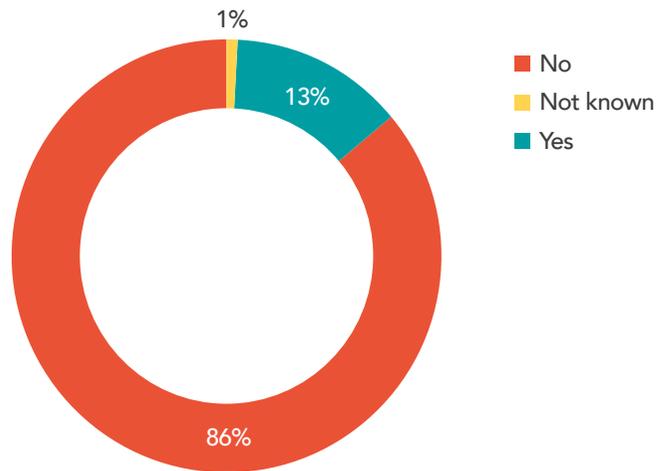
In the period from April 2020 to December 2022, 13% of applicants with a declared disability were successfully appointed to a College position.

Figure 4. Disability and Leavers (resignation)
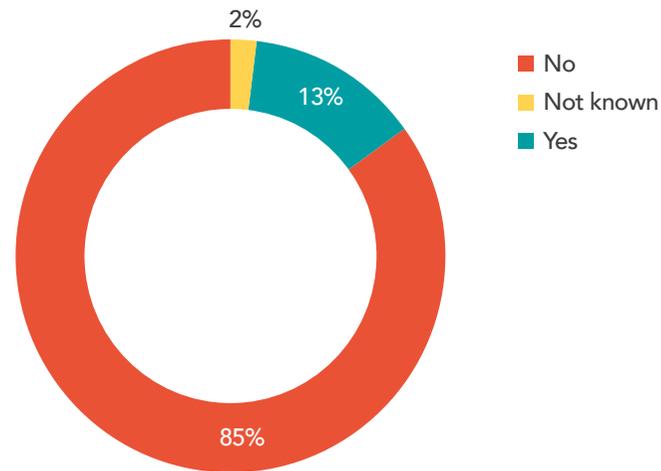
2%
13%
85%

- No
- Not known
- Yes

In the period from April 2020 to December 2022, the highest number of leavers from the College was through resignation (55) with 18 having a declared disability or long-term health condition.

Ethnicity

Table 1. Ethnicity and Ayrshire College staff

|	
Any mixed or multiple ethnic groups	0.51%
Any other Asian background	0.25%
Asian, Asian Scottish or British - Chinese	0.25%
Asian, Asian Scottish or British - Pakistani	0.13%
Black, Black Scottish or British - African	0.38%
Not Provided	3.42%
Other ethnic group - any other ethnic group	0.13%
Prefer not to say	0.89%
White British	13.31%
White English	3.30%
White Irish	0.63%
White Northern Irish	0.63%
White Other	2.15%
White Scottish	73.64%
White Welsh	0.38%

Most staff have stated their ethnicity as White Scottish (73.64%). The total number of Black, Asian and Minority Ethnic (BAME) staff is 2%.

## Figure 1. BAME and Job Family
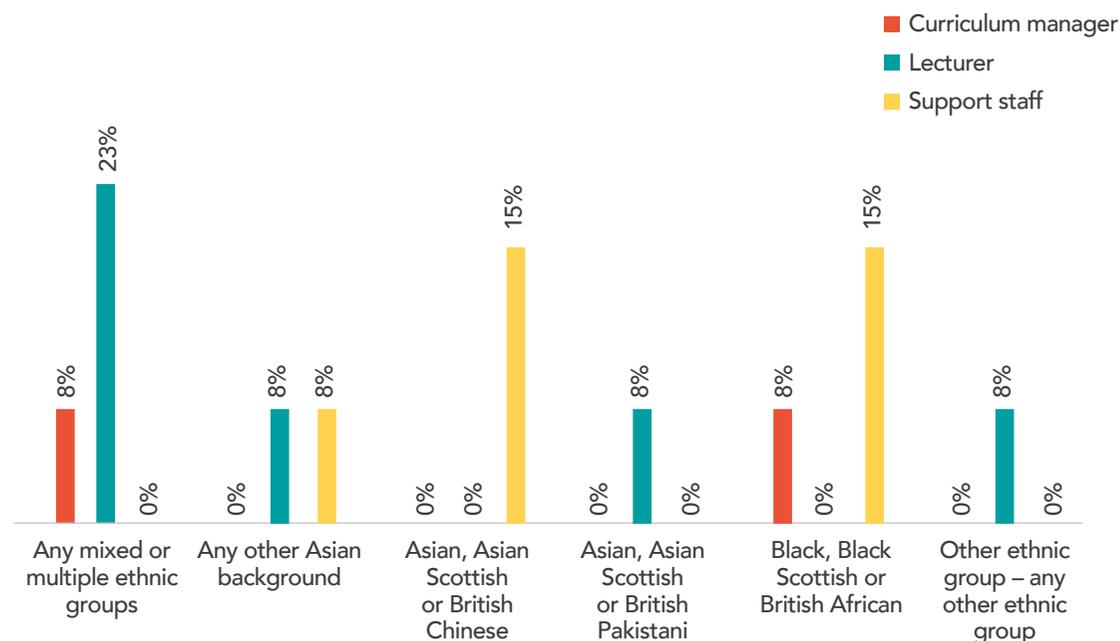
A higher number of BAME staff are Lecturing staff (46.15%) in comparison to Support staff (38.46%).

In terms of College Leadership positions, 16% are BAME.

Ethnicity

Figure 3. BAME and Recruitment
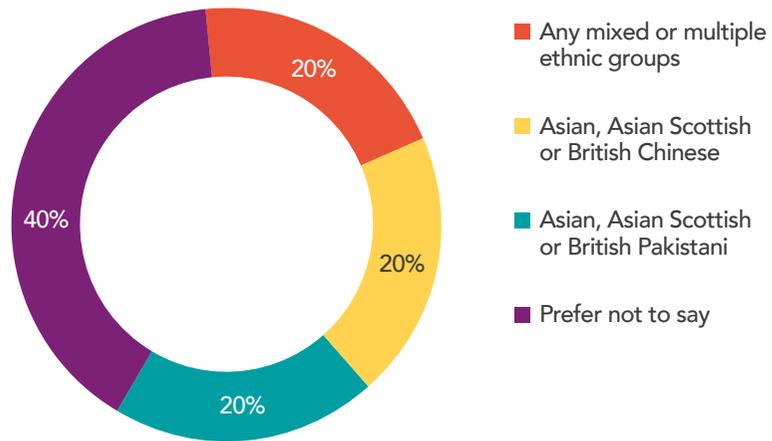
- Any mixed or multiple ethnic groups
- Asian, Asian Scottish or British Chinese
- Asian, Asian Scottish or British Pakistani
- Prefer not to say

20%, 20%, 20%, 40%

In the period from April 2020 to December 2022, the total number of applications received from BAME candidates was 5% and 12% of these candidates were successfully appointed to a role in the College.

Figure 4. Ethnicity and Leavers (resignation)
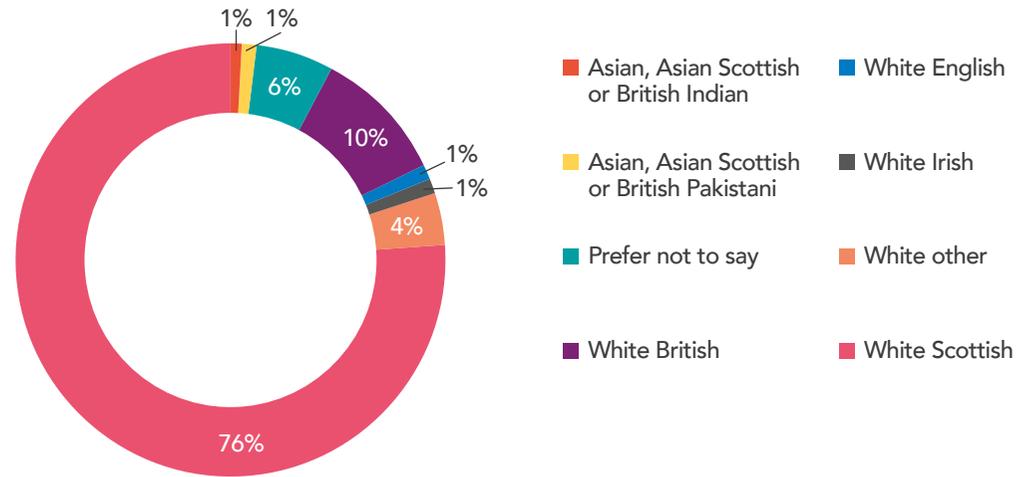
- Asian, Asian Scottish or British Indian
- Asian, Asian Scottish or British Pakistani
- Prefer not to say
- White British
- White English
- White Irish
- White other
- White Scottish

1%, 1%, 6%, 10%, 1%, 1%, 4%, 76%

In the period from April 2020 to December 2022, the highest number of leavers from the College was through resignation (55) with 2 being a BAME member of staff.

Religion or belief

Table 1. Religion or belief and Ayrshire College staff

Another religion or belief	1.3%
Buddhist	0.3%
Church of Scotland	25.3%
Muslim	0.3%
None	41.1%
Not Provided	2.5%
Other Christian	7.1%
Pagan	0.3%
Prefer not to say	10.9%
Roman Catholic	11.0%

A high number of staff (41.1%) have stated they have no religion or belief. The total number of staff who are of non-Christian religion or belief is 2%.

Figure 2. Religion or belief and Job Family
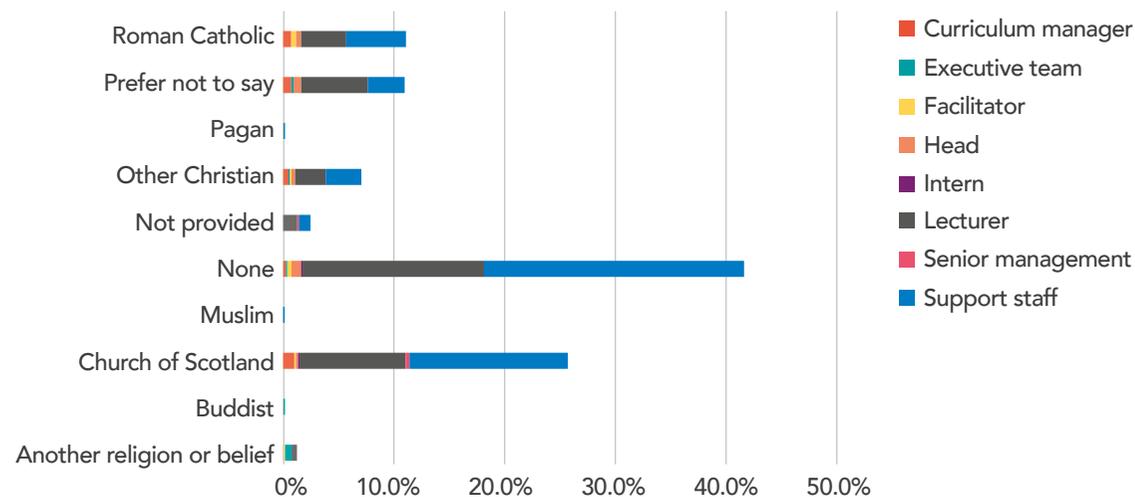
The Church of Scotland is followed by 25.3% of staff – 14.1% Support staff and 9.4% Lecturing staff.

In terms of College Leadership positions, one member stated 'Another religion or belief' while 14 selected the 'Prefer not to say' option.

Religion or belief

Figure 3. Religion or belief and Recruitment
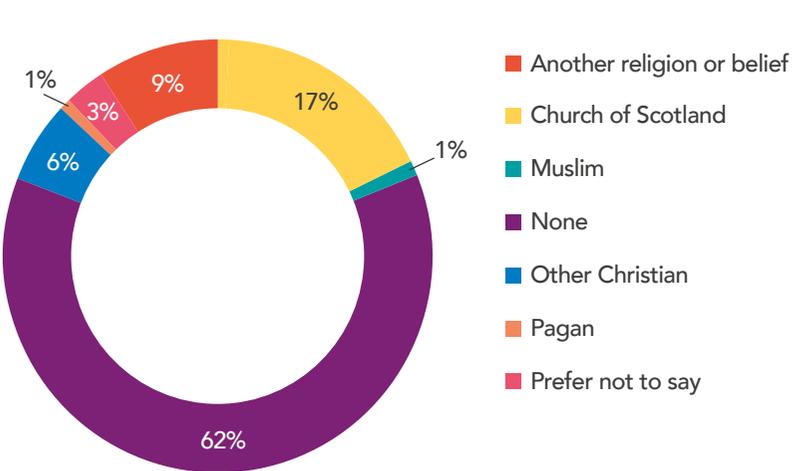
Legend:
- Another religion or belief
- Church of Scotland
- Muslim
- None
- Other Christian
- Pagan
- Prefer not to say

Values: 9%, 17%, 1%, 62%, 6%, 3%, 1%

In the period from April 2020 to December 2022, the total number of applications received from candidates of a non-Christian religion or belief was 4% and 14% of these candidates were successfully appointed to a role in the College.

Figure 4. Religion or belief and Leavers (resignation)
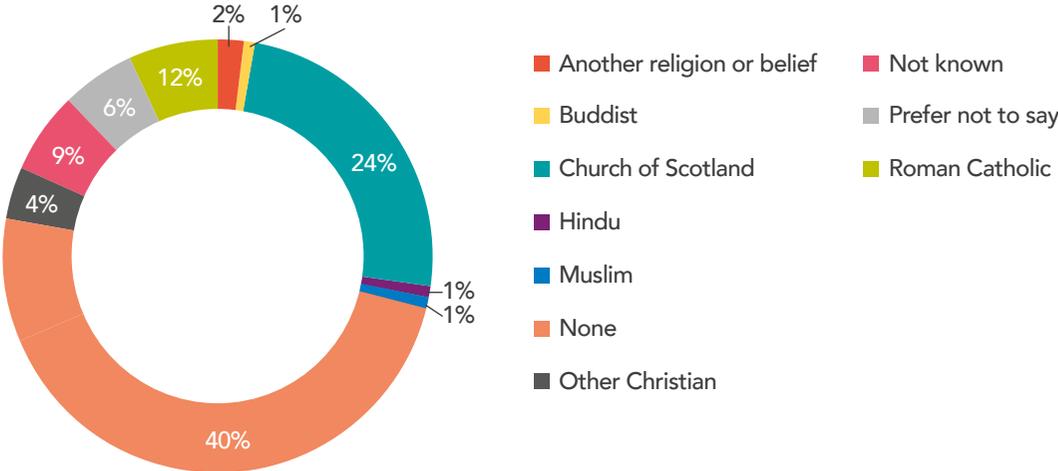
Legend:
- Another religion or belief
- Buddist
- Church of Scotland
- Hindu
- Muslim
- None
- Other Christian
- Not known
- Prefer not to say
- Roman Catholic

Values: 2%, 1%, 24%, 1%, 1%, 40%, 4%, 9%, 6%, 12%

In the period from April 2020 to December 2022, the highest number of leavers from the College was through resignation (55) with 6 being of a non-Christian religion or belief.

Sex

Figure 1. Sex and Ayrshire College staff
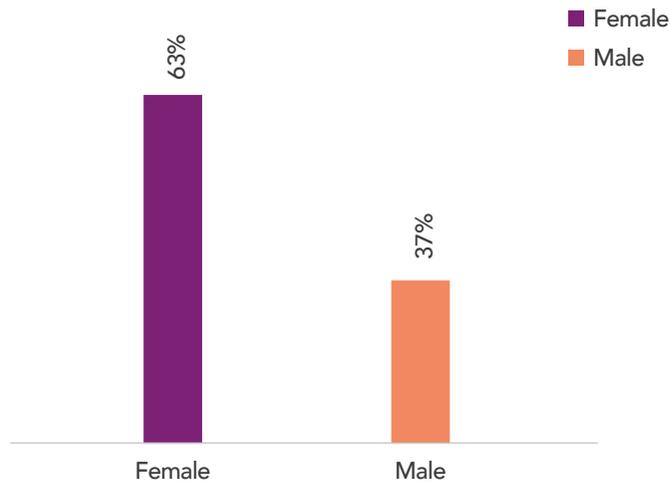
A higher number of staff are female (63%) in comparison to male (37%).

Figure 2. Sex and Job Family
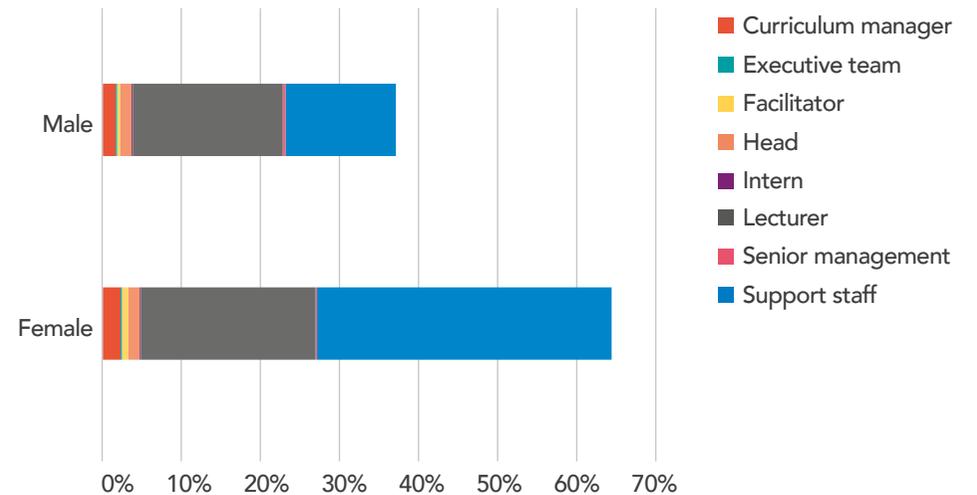
A higher number of female staff (72%) in comparison to male staff (28%) are Support staff.

A marginally higher number of female staff (54%) in comparison to male staff (46%) are Lecturing staff.

There is near parity between male and female in the ELT and SLT with 3 males to 4 females.

Sex

Figure 3. Sex and Recruitment

Legend: ■ Female ■ Male

32%
68%

Figure 4. Sex and Leavers (resignation)
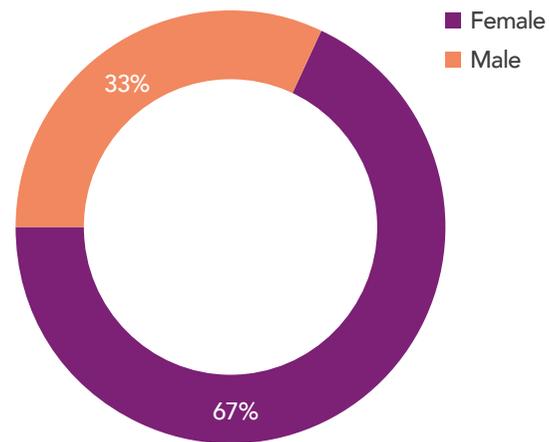
Legend: ■ Female ■ Male

33%
67%

In the period from April 2020 to December 2022, a higher of number of female applicants (68%) than male applicants (32%) were successfully appointed to a College position.

In the period from April 2020 to December 2022, the highest number of leavers from the College was through resignation (55) – 38 were female staff and 17 were male staff.

Sexual orientation

Table 1. Sexual orientation and Ayrshire College staff

|	
Gay Man	1.0%
Gay Woman/Lesbian	1.0%
Heterosexual (Straight)	85.6%
Not Provided	8.6%
Other	0.1%
Prefer not to say	3.7%

Most staff have stated their sexual orientation as heterosexual (85.6%).

The total number of lesbian, gay, bisexual and other staff is 2%.

Figure 1. Sexual orientation and Job Family
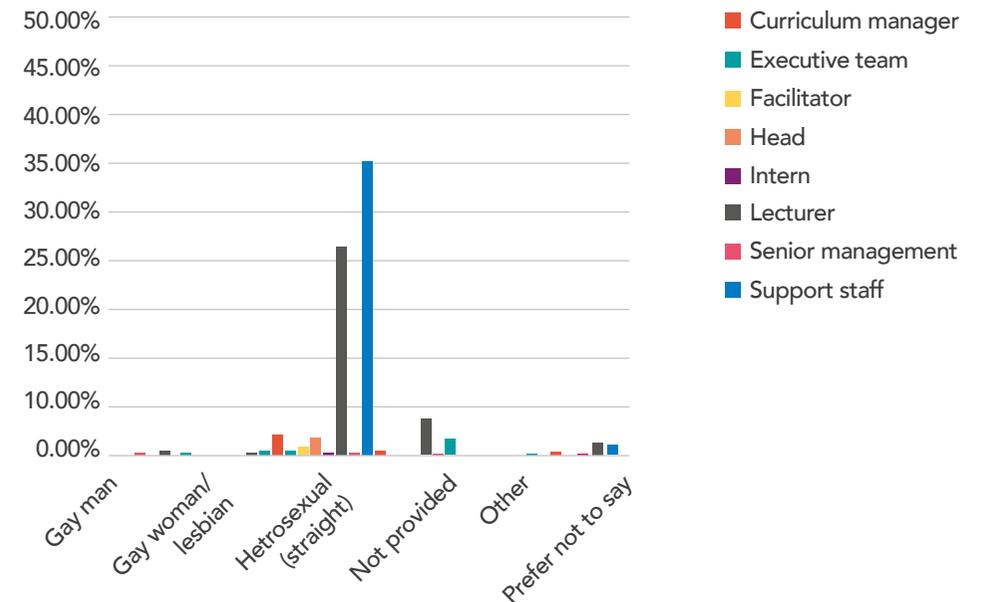
A comparative number of lesbian and gay staff are Support staff and Lecturing staff.

In terms of College leadership positions, none stated they were lesbian, gay, bisexual, or other and 10 staff selected the option 'Prefer not to say' or the information was not provided.

Sexual orientation

Figure 3. Sexual orientation and Recruitment
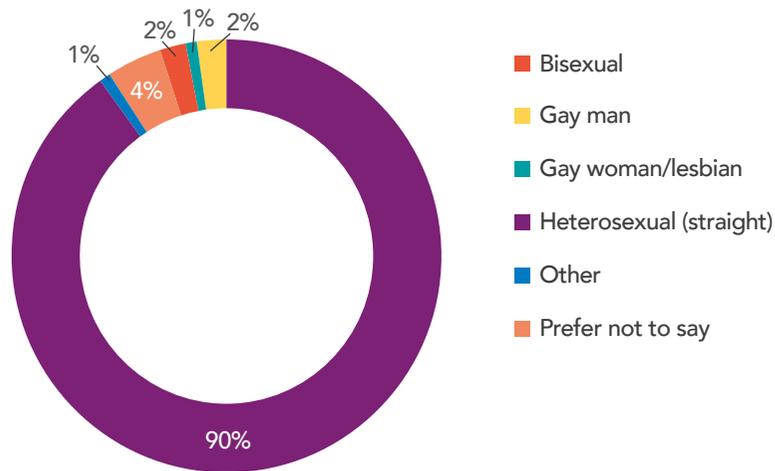
Bisexual — 2%
Gay man — 2%
Gay woman/lesbian — 1%
Heterosexual (straight) — 90%
Other — 1%
Prefer not to say — 4%

Legend:
- Bisexual
- Gay man
- Gay woman/lesbian
- Heterosexual (straight)
- Other
- Prefer not to say

In the period from April 2020 to December 2022, the total number of applications received from candidates who are lesbian, gay, bisexual, or other was 8% and 18% of these candidates were successfully appointed to a role in the College.

At application stage, 6% of applicants selected the option 'Prefer not to say'.

Figure 4. Sexual orientation and Leavers (resignation)
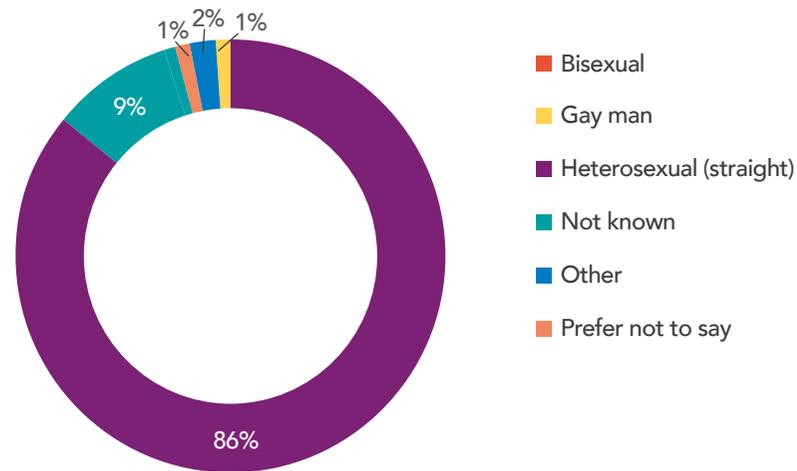
Bisexual — 1%
Gay man — 1%
Heterosexual (straight) — 86%
Not known — 9%
Other — 2%
Prefer not to say — 1%

Legend:
- Bisexual
- Gay man
- Heterosexual (straight)
- Not known
- Other
- Prefer not to say

In the period from April 2020 to December 2022, the highest number of leavers from the College was through resignation (55) with 6 being lesbian, gay, bisexual, or other.

Gender reassignment

1. The College currently has no members of staff who have indicated their gender is different to the one assigned at birth and 5 members of staff who have selected the option 'Prefer not to say'

2. In the reporting period, one member of staff, on a fixed term contract, indicated their gender was different to the one assigned at birth

3. In the reporting period, no applications were received from candidates who indicated their gender was different from the one assigned at birth

Pregnancy and maternity

1. In the reporting period, 13 members of staff were pregnant or on maternity leave

2. In the reporting period, 2 members of staff who were pregnant or on maternity leave resigned from the College

Marriage and civil partnership

1. The number of staff who are married or in a same-sex civil partnership is 464

2. The number of staff who are not married or not in same-sex civil partnership is 235

3. 70 staff selected the option 'Prefer not to say'

Flexible working requests

1. In the reporting period, the total number of flexible working requests was 42 – 36 from female staff and 7 from male staff

2. The total number of requests declined were 2 – 1 female member of staff and 1 male member of staff

Grievances related to bullying, harassment or discrimination on basis of protected characteristic(s)

One complaint made which included a complaint related to a protected characteristic

Total number of leavers and reason

Other	6
Fixed Term Contract	14
Resignation	55
Retirement	31
Voluntary Severance	29
Total	**135**

Appendix 2

Equality Outcomes 2021-2025
action plan: progress update

National Equality Outcome(s)

- Disabled staff and students report feeling safe in the tertiary system.
- Trans staff and students report feeling safe to be themselves in the tertiary system.
- Staff and students feel supported and safe and are confident that complaints of harassment or bias on the grounds of race will be dealt with appropriately because complaints procedures are fit for purpose and offer effective redress.
- Students and staff report that they have confidence in institutional report and support mechanisms because they are fit for purpose Lesbian, Gay and Bisexual staff and students report that they feel safe being 'out' at university and college.
- Institutions should also have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist.

Equality Outcome 1	PC	Indicator(s)	Action(s)	Timescale	Responsibility	Progress
Students and staff with protected characteristics most likely to experience hate, report that they eel safe while engaged in study or work at Ayrshire College	Disability Gender reassignment Race Religion/Belief Sexual orientation	• Improved awareness and analysis of student experience in relation to safety and inclusion • Improved student and staff uptake in accessing support • Improved student awareness of hate crime and support available • Improved staff awareness of hate crime and support available	Collect and analyse student feedback related to hate crime through existing student consultation processes and mechanisms	April 2023	Head of Quality Enhancement, Student Association Advisor and Equality and Diversity Lead	Further progress is required to advance this action so that all potential existing student consultation processes and mechanisms are specific to hate crime or/and related behaviours In the Student Satisfaction and Engagement survey AY 2021-2022, 92% of students agreed with the statement 'I believe all students at the college are treated equally and fairly by staff' In the Student Satisfaction and Engagement survey AY 2021-2022, 83% of students agreed with the statement 'I feel that I am part of the college community'. This is an 8% improvement from the same survey question in AY 2020-21

			Implement a Report and Support tool and use the information gathered to develop targeted College initiatives and policies	April 2023	Assistant Principal of Human Resources and Organisational Development, Head of Student Experience, and Equality and Diversity Lead	In October 2021, Report + Support, a product from Culture Shift, was implemented. Report + Support is an online reporting tool enabling students and staff to report, including anonymously, to the College incidents related to, for example, hate crime, racism and GBV From October 2021 to January 2023, 27 student reports and 1 staff report had been submitted – 11 reports were anonymous
						The highest number of incidents reported related to bullying – 7 of these, sexual orientation was stated as bisexual, lesbian, gay or other; 8 of these, a disability was declared; 1 of these, ethnicity was stated as BAME; 2 of these, gender identity was male including trans male; 8 of these, gender identity was female; and 1 of these, gender identity stated was non-binary The lowest number of incidents reported related to GBV, hate crime, and racism. The outcome for 12 of these reports was support

			Develop and implement a mandatory Level 4 workshop focused on hate crime and support delivery across other Levels of study	April 2023	Head of Student Experience and Police Liaison Officer	From April 2021 to January 2023, 82 classes = 994 students at Level 4 had a mandatory hate crime workshop delivered by the College's Police Liaison Officer
						As part of Hate Crime Awareness week 2021, students, and staff, were able to access information and support through three Hate Crime Conversation cafes and campus drop-in sessions
			Develop and implement an annual College campaign focused on promoting diversity, equality and inclusion	April 2023	Equality and Diversity Lead	The #WeAreAyrshireCollege campaign was launched in February 2022 as part LGBT History Month. In October 2022, the College launched a hate crime pledge and through the VIEW Safe and Included group is progressing this work
			Achieve 'Keep Safe' accreditation in all Campuses and develop mechanisms to support its usage across the College	April 2023	Head of Student Experience and Equality and Diversity Lead	In July 2021, Ayr, Kilmarnock and Kilwinning campuses achieved Keep Safe status – 70 staff have been trained to support its success
			Develop staff learning and development resources and training on hate crime and related behaviours	April 2025	Staff Learning and Development Advisor and Equality and Diversity Lead	The College has in place e-learning modules across all protected characteristics and continues to develop its Equality Matters section on the Staff Learning Portal

Rockpool podcasts episodes continue to highlight equality focuses. Rockpool Podcasts is available on Spotify |

						In March 2022, the College partnered with Borders College, Dumfries and Galloway College, and UWS to host a session with Nil by Mouth. This was part of an expected series of student and/or staff sessions called 'Conversation to Change' which will be rolled out further in AY 2022-2023 As part of the TransEdu Community of Practice, a small event (41 participants) for Sector staff was held in June 2022 In October 2022, students and staff were part of the 120 delegates in attendance at the Empowering communities in Ayrshire to end hate crime Conference at Kilmarnock campus
			Explore opportunities to develop a pilot student Equality Ambassador model	April 2025	Equality and Diversity Lead and Student Association Advisor	The Student Executive Committee has increased the number of equality and related student Officer roles. These Officers have been invited to join the VIEW Safe and included group

National Equality Outcome(s)

• Institutions will have regard to significant imbalances on courses and take action to address it.

Equality Outcome 2	PC	Indicator(s)	Action(s)	Timescale	Responsibility	Progress
Curriculum areas with courses that have a male or female student gender imbalance greater than a 75:25 ratio have improved	Sex	• Priority actions related to gender imbalances fully embedded into operational team working and quality-related processes including team evaluation process • Increased applications from under-represented genders in identified Curriculum areas with the most persistent and significant gender imbalances • Improved retention and attainment for minority gender students	Relevant Curriculum teams will identify and action priority actions to tackle gender imbalances as part of their operational delivery Student Services and Curriculum teams will work together, through Retention meetings, to identify, monitor and support the retention and attainment of minority gender students	April 2023	Assistant Principal – Curriculum, Heads of Learning and Skills, Head of Schools, Access and Engagement, and Equality and Diversity Lead Head of Student Experience and Heads of Learning and Skills	Relevant Heads are identifying and setting annual priority actions as part of their TOEP for AY 2023-2024 and these are being aligned to the COEP Retention meetings are ongoing
			Re-establish the purpose and scope of Ayrshire Connects to improve minority gender students' recruitment, retention and attainment	April 2025	Assistant Principal – Curriculum, Heads of Learning and Skills, Head of Schools, Access and Engagement, and Equality and Diversity Lead	Ayrshire Connects was re-launched on International Women's Day 2022 through an event with invited speakers. The event was online and open to students and staff. Following this, as a result of discussions in the Gender Leadership Group, the decision was made to have a singular Ayrshire Connects opposed to separate curriculum ones and throughout AY 2023-2024 themed events will be held

			Implement a College-wide mechanism or tool to keep in touch with and track outcomes of participants attending targeted gender imbalance events or activities	April 2025	Assistant Principal – Curriculum, Heads of Learning and Skills, Head of Schools, Access and Engagement, and Equality and Diversity Lead	Focus has been on the re-establishment of the Gender Leadership Group and as such, this action has not been progressed

National Equality Outcome(s)

- The success and retention rates of college and university students who declare a mental health condition will improve.
- Men (staff and students) know how to access mental health support (recognising intersectionality within that group).

Equality Outcome 3	PC	Indicator(s)	Action(s)	Timescale	Responsibility	Progress
The rates of disclosure, retention and attainment of male students with a mental health condition have improved	Disability Sex	• Improved student awareness of positive mental health and wellbeing strategies and support available • Improved staff awareness of mental health and wellbeing and ways to support students positively	Implement a mandatory mental health student input for students studying Engineering and Science programmes at Levels 4 and 5	April 2023	Head of Engineering and Science and Head of Student Experience	In AY 2021-2022, Semester 2, a suicide prevention and awareness input, focusing on mental health and cocaine, delivered by the College's Mental Health Liaison Officer and Alcohol and Drugs Liaison Officer, was piloted with students studying STEM at Level 4 and 5. In AY 2022-2023, Semester 1, this workshop was delivered to 29 classes = 378 students
			Develop a College suicide awareness/ prevention campaign	April 2023	Mental Health Liaison Officer and Equality and Diversity Lead	In September 2021, the S Word campaign was launched supported by a series of activities including a Sway and Rockpool Podcasts special episodes 'Let's Talk…' with the College's Mental Health Liaison Officer In AY 2022-2023, the VIEW Promoting Wellbeing Group held a student Feel Good Festival in Ayr, Kilmarnock and Kilwinning Campuses. The Feel Good Festival included keynote speakers Brian Costello, Headstrong, and Dr Punam Krishnan, GP, Lifestyle Medic, Tutor, Author, and BBC Morning Live Presenter

			Develop and deliver a staff learning and development programme focused on student mental health or STEM and related staff	April 2023	Staff Learning and Development Advisor and Equality and Diversity Lead	The Staff Learning Portal enables all staff to improve their skills, knowledge and understanding of mental health and wellbeing through a range of e-learning modules. Further progress is required to advance this action
			Further develop the 'Wear it on your sleeve' initiative including the recruitment of additional student and staff champions	April 2025	Student Association Advisor and Equality and Diversity Lead	The Student Association, in partnership with the VIEW Promoting Wellbeing Group, facilitate a male mental health support forum exclusively for students who identify as male, where students and staff come together to share support information on male mental health and help break down the stigma of talking about mental health. Currently there are 41 student members of this group and 15 staff members
			Explore opportunities to implement a mandatory mental health student input for students studying Construction and Trades programmes and Computing programmes at Levels 4 and 5	April 2025	Relevant Heads of Learning and Skills and Head of Student Experience	In AY 2022-2023, Trades Level 4 students are receiving a suicide prevention and awareness input. The College's Mental Health Liaison Officer is also working to deliver a planned programme of activity to Computing and Games Development students

National Equality Outcome(s)

- Where representation is not proportionate to the relevant population, increase the representation of disabled staff in the workforce and on college boards and university courts.

Equality Outcome 4	PC	Indicator(s)	Action(s)	Timescale	Responsibility	Progress
The recruitment and disclosure rates of staff with a disability have improved	Disability	• Increased applications from disabled candidates • Improved staff awareness of reasons and benefits of sharing their protected characteristics information	Develop and implement a College employer recruitment campaign including the further development of the 'Work for us' section on the College website	April 2023	Head of HR Services, Equality and Diversity Lead, and Digital Marketing Team Leader	The #WeAreAyrshireCollege campaign has been adopted, with staff images being utilised to brand staff recruitment adverts on the College social media platforms, with the next stage being a video series of staff, with a key focus on working at the College and the range of job roles available
		• Improved line manager awareness on ways to support staff with a disability or long-term health condition	Develop an internal staff campaign focused on the reasons and benefits of sharing protected characteristic information	April 2023	Head of HR Services and Equality and Diversity Lead	The Equality and Inclusion newsletter 'Equality Matters' has supported this through the sharing of personal staff experiences within the workplace. This area will be further developed with staff encouraged to share their experiences with colleagues in the future
			Undertake a review of the College Recruitment and Selection Procedures to identify and remove, where possible, potential barriers for disabled applicants	April 2023	Head of HR Services	Through the VIEW Positive about Disability group, staff who support those with a disability and staff with a disability undertook an exercise where they tested the College's application process through the lens of potential applicants with a disability to enable an understanding of any barriers that may be experienced. The feedback from this exercise is being considered to support future development of the recruitment application process

						One action that will be piloted at the interview stage, will be for applicants to receive a copy of the interview questions, in advance of the interview, to explore the impact of this on the selection process
			Explore opportunities to establish a staff disability support network	April 2023	Equality and Diversity Lead	The VIEW Positive about Disability group met with staff who identified as having a disability and were part of the staff disability forum Teams page, to develop and support a structured support network and staff disability advisory group. This group were open to participating in an advisory network for the College and identified the need for greater awareness raising and support to encourage and enable an increased network of support. The feedback from this will be considered and actioned
			Further develop guidance and resources for line managers in relation to supporting staff with a disability or long-term health condition	April 2023	Head of HR Services, Equality and Diversity Lead, and Staff Learning and Development Advisor	Through the Equality Matters section on the Staff Learning Portal, line managers can access a range of e-learning modules related to disability including managing employees with a disability. A disability e-learning pathway will be further developed and rolled out to managers across the College, to broaden their knowledge and understanding

				April 2025	Head of HR Services and Staff Learning and Development Advisor	In August 2022, the Aspire Growing Leaders programme was introduced, with a specific workshop focusing on Equality and Diversity, being developed and led by the Equality and Diversity Lead
			Explore opportunities to further develop the Growing Leaders programme			This was further supported by the HR workshop which focused on recruitment and supported candidates to understand unconscious bias with particular relevance to those applicants who declare a disability at application stage
						This was the first cohort of this programme and although there was a low number of candidates with a declared disability applied for or succeeded in participating in the first cohort, this is an area of focus for future cohorts to understand and consider any potential barriers
			Explore opportunities to develop and implement an employee passport scheme which supports a member of staff throughout their employment journey at Ayrshire College	April 2025	Head of HR Services	The VIEW Positive about Disability group supported the development of an employee journal, which will be utilised to support staff returning to work from long term sick leave, where they have a long term health condition or disability
						The journal will be part of an initial pilot during March and April 2023 and will be then reviewed and evaluated to develop into an employee passport, based on feedback received
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AYR CAMPUS
DAM PARK
AYR
KA8 0EU

TEL: 0300 303 0303

KILMARNOCK CAMPUS
HILL STREET
KILMARNOCK
KA1 3HY

TEL: 0300 303 0303

KILWINNING CAMPUS
LAUCHLAN WAY
KILWINNING
KA13 6DE

TEL: 0300 303 0303

www.ayrshire.ac.uk

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