Mainstreaming Equality 2019-2021 and Equality Outcomes 2021-2025
Report

Foreword

Carol Turnbull
CEO and Principal,
Ayrshire College

At this time of significant challenge and great uncertainty, arising from the Covid-19 pandemic, the need for the College to be an inclusive and diverse place matters more than ever before. We are living in a moment that has taken so much from us and, therefore, we must continue to do all we can for our people and the local communities of Ayrshire.

Through our continuing efforts to improve our approach to mainstreaming equality and also enabled by our four new Equality Outcomes, I am confident that we will be successful in our aims. I am proud to lead and be a part of an ambitious College; one that has a clear purpose in which discrimination, harassment and victimisation has no place. Over the next four years, the College has an opportunity to make a difference to the lives and experiences of those most beset by inequality on the basis of their protected characteristic(s). It is an opportunity not lost on us knowing what we know; the impact of Covid-19 on already existing inequalities and mental wellbeing; the economic challenges across the Ayrshire region; and the uncertainty arising from the UK's recent withdrawal from the European Union (EU).

As CEO and Principal of Ayrshire College, I expect by April 2023, our mid-point progress review, to be in a position where the College has continued to build on its many strengths and successes as evidenced throughout this report. It is within our power to create and influence change. The possibility of such, will be driven through our strategic vision of equality, inclusion and diversity and our collective determination and efforts to achieve this vision. For now, we celebrate the significant progress made in mainstreaming equality across the College and the considerable steps taken to achieve our Equality Outcomes 2017-2021.

I look forward to sharing with you our progress in the future.

In this report:

Click on the home link to return here

To request a copy of this publication in another format please contact us:
Tel: 0300 303 0303
Email: marketing@ayrshire.ac.uk

www.ayrshire.ac.uk

Ayrshire College is a registered Scottish charity. Reg No SC021177

Executive Summary

About this report

The purpose of this report is to demonstrate Ayrshire College's progress in meeting the General Duty and Specific Duties of the Public Sector Equality Duty (PSED).

This is the College's fourth report in response to this Duty following its last review in April 2019. As such, the report reflects on the College's progress towards mainstreaming equality since that time and provides a final progress update on the last two years of its Equality Outcomes. It also introduces a set of four, new Equality Outcomes for the reporting period 2021-2025 and provides an update on the College's position regarding equal pay as well as the equalities profile of students, staff and the Board of Management.

In March 2020, the Equality and Human Rights Commission (EHRC) and the Scottish Funding Council (SFC) signed a [Memorandum of Understanding (MoU)](#) committing the EHRC and SFC to work jointly in supporting Scottish colleges and universities to better meet the requirements of the PSED. The MoU maintains the College's legal accountability to fulfil the PSED requirements but, solidifies the role of the SFC in encouraging and promoting improved equality of outcomes for students and staff. The SFC currently requires all educational institutions in Scotland to produce an Outcome and Impact Framework (previously known as an Outcome Agreement) in which a college or university sets out how it is meeting certain targets in exchange for the funding it receives. It is here where commentary and analysis are provided on a number of equality related concerns such as the significance and impact of socio-economic factors in relation to student enrolment, retention and attainment.

To view the College's Outcome and Impact Framework click here:
http://www.sfc.ac.uk/web/FILES/outcome-agreements-1920/Ayrshire_Outcome_Agreement_2019-20_FINAL.pdf

We are Ayrshire College

Promoting and safeguarding the rights of our people and advancing equality of opportunity for all.

Ayrshire College is a successful, regional college. Critical to its success, is its people – students and staff. The ambition has always been to be a place that welcomes diversity and supports its people by providing fair, inclusive opportunities to learn, work and develop. Realising this ambition takes hard work on the part of us all.

In a year that can only be described as a 'year like no other', the people of Ayrshire College came together. In this togetherness, we have seen a determination to continue to provide high quality learning and teaching experiences; to support each other's physical and mental health; to learn and adapt quickly to uncertainty; and much more. In many respects, it has been business as usual – just done differently. This means, that, on-campus corridor conversations became regular all staff wellbeing conversation cafes via Zoom; staff used their incredible talents to engage students remotely; hundreds of laptops and Wi-Fi dongles were delivered to students across the region; on-campus classes quickly resumed when safe for those most vulnerable to digital exclusion; and staff and student peer groups moved or began life online through, for example, MS Teams.

"The ambition has always been to be a place that welcomes diversity and supports its people by providing fair, inclusive opportunities to learn, work and develop."

It is also true that we probably didn't always get it right for everyone despite our best efforts. That some ambitions and actions have been delayed or replaced by immediate priorities associated with the Covid-19 pandemic and its impact on normal College operations. But, we will not give up on promoting and safeguarding the rights of our people to be treated fairly and without discrimination, harassment and victimisation. Too much is at stake, otherwise.

In this report, then, when 'mainstreaming equality' or 'equality outcomes' are referred to, what is meant, is, by taking these actions, we care about the rights and opportunities of our people. Yes, the College is legally obliged to evidence its mainstreaming activities, to action equal pay, and to set and progress equality outcomes. But, it is also the right thing to do regardless. The many examples presented throughout the report epitomise this. The examples themselves demonstrating the very good progress being made within the College towards meeting the three needs of the General Duty and its Equality Outcomes 2017-2021.

01
Our People

This section includes the following:

- Staff equality profile with analysis given as far as possible with the information held in respect of, for example, composition, recruitment, development and retention

- Board of Management gender profile

The College is legally required to report on the above every two years.

This section also includes a student equality profile. The information provided here is a snapshot only. Information relating to students, their protected characteristics and experiences within the College have been used to inform mainstreaming progress analysis and setting the new Equality Outcomes 2021-2025.

01
Our People

Summary

The College has:

- An ageing staff workforce with a higher number of staff declaring a disability in age bracket 41-55

- A higher number of female staff (teaching and non-teaching roles) in comparison to all other genders

- An improved staff disability declaration rate from 5.13% in April 2019 to 6.3%

- A low representation of minority groups in relation to ethnicity, religion or belief, and sexual orientation in the College workforce

- More staff are married or in a civil partnership in comparison to those who are not married or in a civil partnerships with little significance of marital status in relation to College position

- A low number of female staff are currently on maternity leave

- In the reporting period, 86 applicants successfully joined the College; 5.81% have a disability; 4.65% are Black and Asian Minority Ethnic (BAME); and 4.65% are lesbian and gay

- A low number of disabled staff; Lesbian and Gay staff; and Black and Asian Minority Ethnic (BAME) staff left the College on the basis of resignation in this reporting period

[1] No staff indicated they were assigned a different gender at birth
[2] There were no dismissals in this period for the identified protected characteristics

Staff Headcount

838
Ayrshire College staff

Curriculum Manager	33
Executive Team	4
Head	17
Lecturer	341
Senior Management	5
Support Manager	5
Support Staff	433

481
Full-time staff

Female	257
Male	224

357
Part-time staff

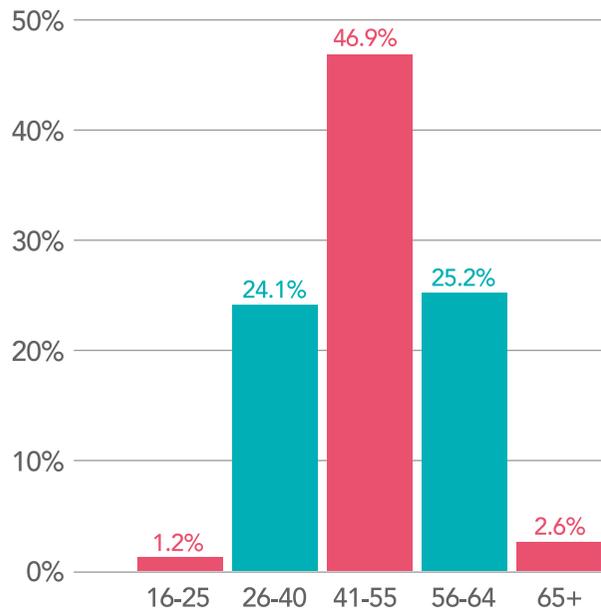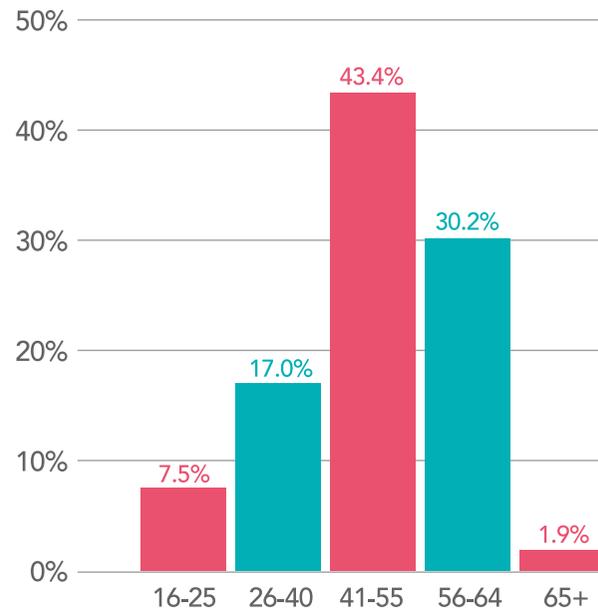|	
Female	283
Male	74

772
Permanent staff

66
Fixed term staff

Age, gender, disability, ethnicity and sexual orientation had little significance in relation to contract type

01. Age

- 16-25: 1.2%
- 26-40: 24.1%
- 41-55: 46.9%
- 56-64: 25.2%
- 65+: 2.6%

02. Age and disability

- 16-25: 7.5%
- 26-40: 17.0%
- 41-55: 43.4%
- 56-64: 30.2%
- 65+: 1.9%

Reflections:

The College's current staff age profile shows a higher proportion of staff are in the 41-55 age bracket followed by the 56-64 age bracket. This is broadly similar to:

- the College's staff age profile previously reported in April 2019
- local Public Sector employers in Ayrshire
- College Sector staff age profile

When age and disability are considered together, it is shown that the highest proportion of staff declaring a disability are in the age brackets 41-55 (23 staff) and 56-64 (16 staff). It is known that age can be a factor in the acquirement of a disability. With an ageing College workforce, this is an important consideration.

[3.] Some partners from the Ayrshire Equalities Partnership (AEP) participated in a benchmarking exercise, using workforce data reported in April 2019, in August 2020

03. Disability

Bar chart showing:
- No: 77.7%
- Not Known: 2.1%
- Not Provided: 13.8%
- Yes: 6.3%
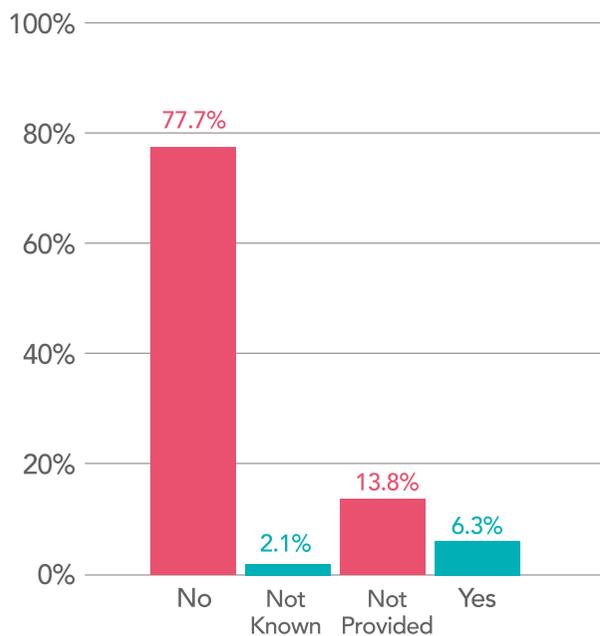
College leadership figure includes a combination of Curriculum Manager, Head, and Senior Manager roles

04. Disability in relation to College position

Bar chart showing:
- College Leadership: 7.6%
- Lecturer: 24.5%
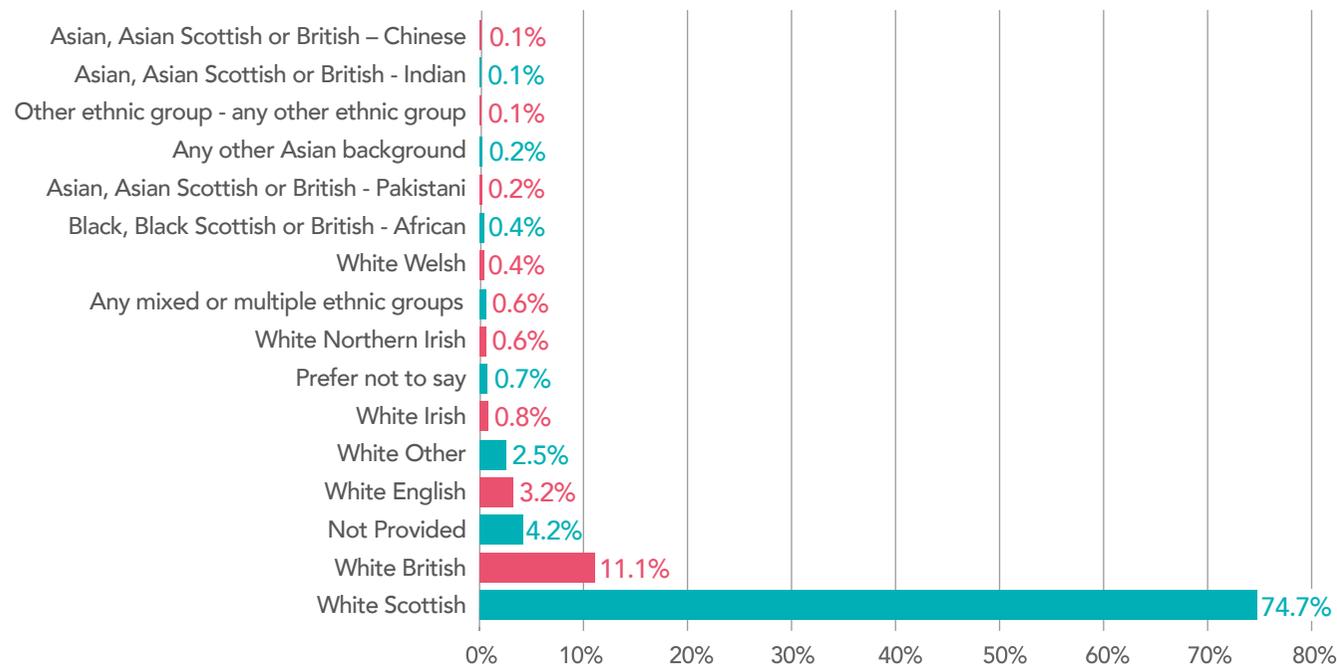- Support Staff: 67.9%
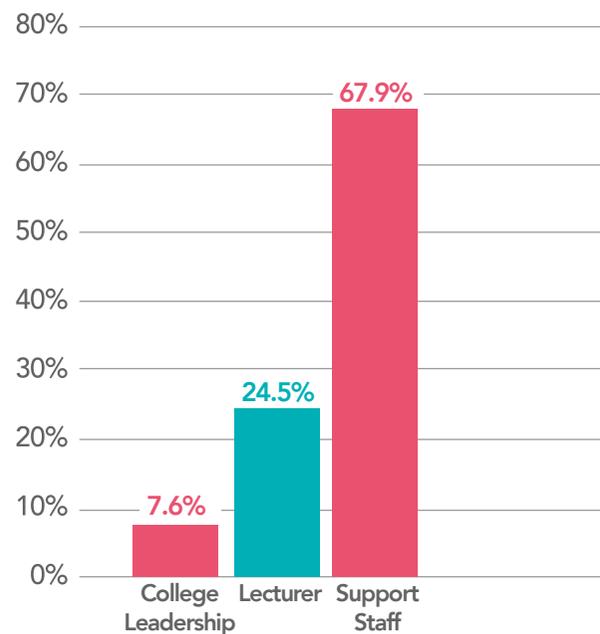
Reflections:

The College's current staff disability profile shows an increase in disability declaration since the previous report in April 2019. This is part of an upwards trend seen over a number of years and may be a result of efforts by the College to improve staff disability declaration. The number of disabled staff (53 staff) remains, overall, low and as such, is the focus of Equality Outcome 4. The current staff disability profile is broadly similar to:

- College Sector disability profile (6% disabled staff)

When disability in relation to College position is considered, it is shown that a higher number of Support staff (36 staff) in comparison to all other positions have a declared disability. More female staff (34) have declared a disability in comparison to male staff (19).

05. Ethnicity

Asian, Asian Scottish or British – Chinese — 0.1%
Asian, Asian Scottish or British - Indian — 0.1%
Other ethnic group - any other ethnic group — 0.1%
Any other Asian background — 0.2%
Asian, Asian Scottish or British - Pakistani — 0.2%
Black, Black Scottish or British - African — 0.4%
White Welsh — 0.4%
Any mixed or multiple ethnic groups — 0.6%
White Northern Irish — 0.6%
Prefer not to say — 0.7%
White Irish — 0.8%
White Other — 2.5%
White English — 3.2%
Not Provided — 4.2%
White British — 11.1%
White Scottish — 74.7%

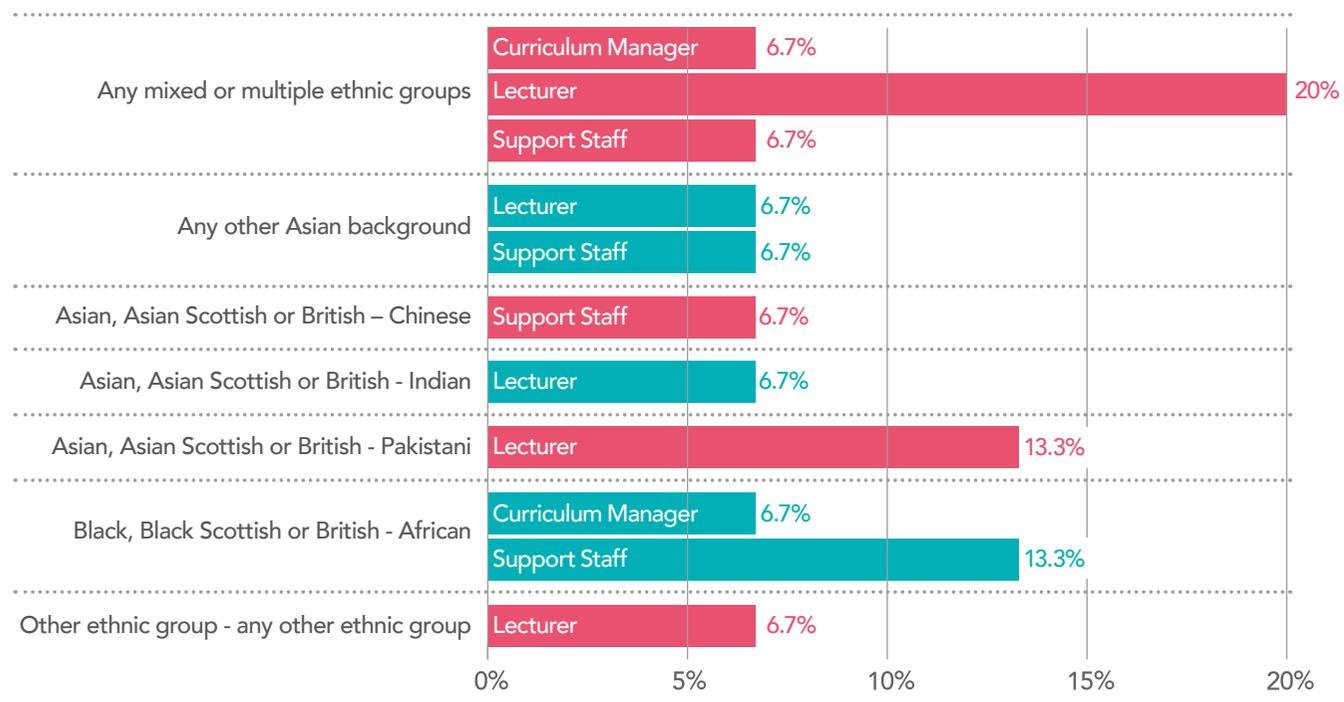0% 10% 20% 30% 40% 50% 60% 70% 80%

Reflections:

The College's current staff ethnicity profile shows that the highest proportion of staff are 'White' in comparison to all other ethnic groups. The College's staff who are Black, Asian and Minority Ethnic (BAME) account for 1.7% of the workforce. This is broadly similar to:

- College Sector ethnicity profile (2.2% BAME staff)
- Local Public Sector employers in Ayrshire
- Ayrshire BAME profile (between 1 and 1.3%)

---

4. This figure is based on the ethnic categories listed in the above graph. When 'Any mixed or multiple ethnic groups' and 'Other ethnic group' is removed, the figure is 1.07%.
5. Figures from Scotland Census 2011 information

06. BAME staff in relation to College position

Any mixed or multiple ethnic groups
- Curriculum Manager: 6.7%
- Lecturer: 20%
- Support Staff: 6.7%

Any other Asian background
- Lecturer: 6.7%
- Support Staff: 6.7%

Asian, Asian Scottish or British – Chinese
- Support Staff: 6.7%

Asian, Asian Scottish or British - Indian
- Lecturer: 6.7%

Asian, Asian Scottish or British - Pakistani
- Lecturer: 13.3%

Black, Black Scottish or British - African
- Curriculum Manager: 6.7%
- Support Staff: 13.3%

Other ethnic group - any other ethnic group
- Lecturer: 6.7%

Reflections:

When ethnicity is considered in relation to College position, it is shown that BAME staff are represented in College leadership roles. However, this is only at Manager level. The majority of College BAME staff are full-time in comparison to part-time. Through Equality Outcome 1, the aim is to continue developing a College culture that respects and encourages diversity particularly in relation to protected characteristics such as ethnicity.

07. Gender

64.4%
Female

35.6%
Male
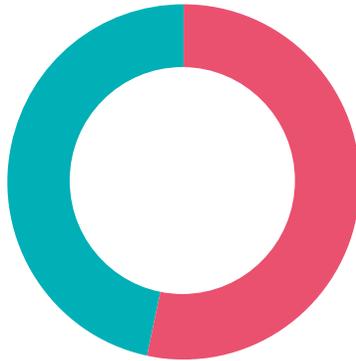
Reflections:

The College's current staff gender profile shows a higher number of female staff in comparison to male staff. This is broadly similar to:
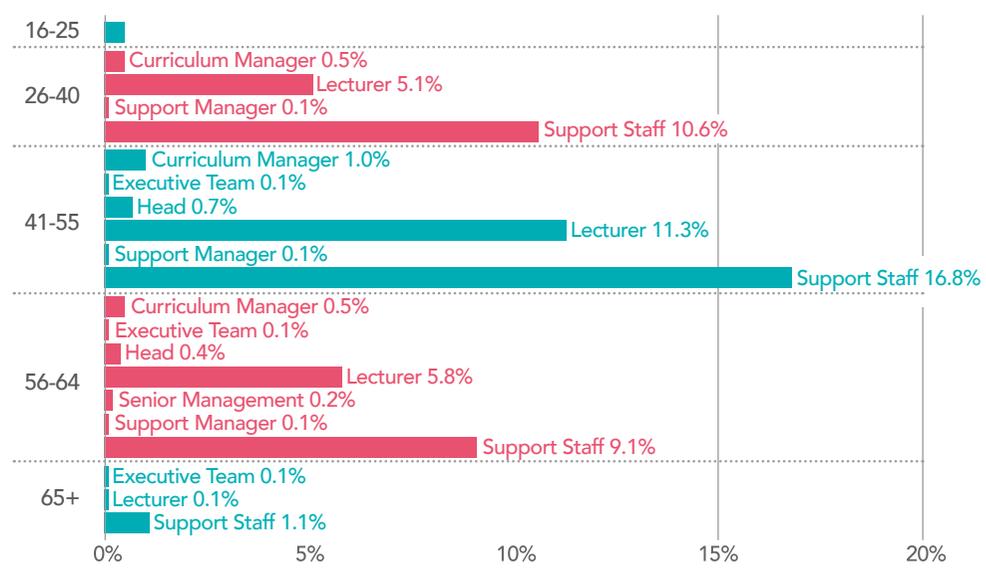
- College Sector staff gender profile including a higher number of female staff in both teaching and support roles in comparison to all other genders

The number of female College staff has increased in comparison to all other genders since the previous report in April 2019. The College staff gender profile in comparison to most local Public Sector employers in Ayrshire is more evenly split between male and female staff with NHS Ayrshire and Arran and each of the local authorities all reporting female staff account for 70% and above of their workforce.
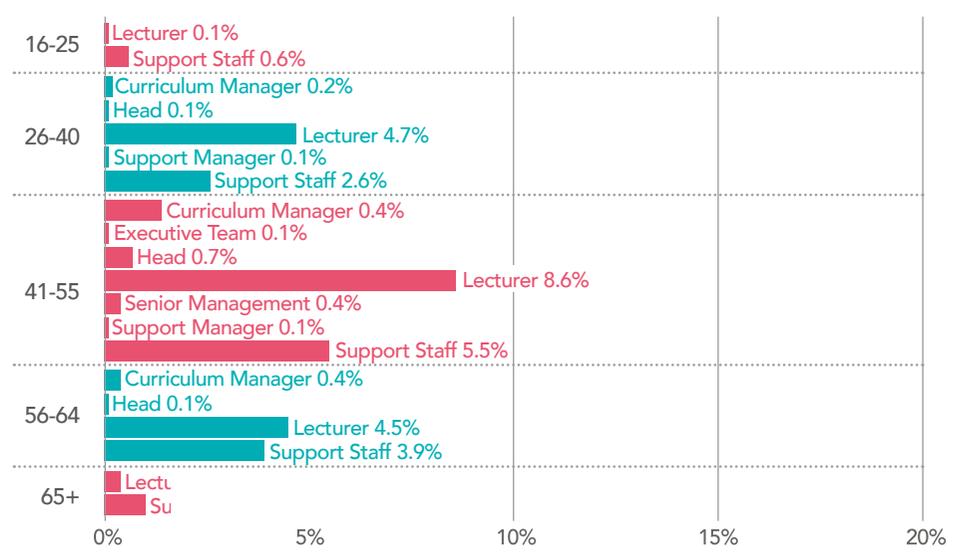
11. Gender and age in relation to College position

Female:

Chart showing Female staff by age bracket and College position:

- **16-25**: (small bar)
- **26-40**: Curriculum Manager 0.5%, Lecturer 5.1%, Support Manager 0.1%, Support Staff 10.6%
- **41-55**: Curriculum Manager 1.0%, Executive Team 0.1%, Head 0.7%, Lecturer 11.3%, Support Manager 0.1%, Support Staff 16.8%
- **56-64**: Curriculum Manager 0.5%, Executive Team 0.1%, Head 0.4%, Lecturer 5.8%, Senior Management 0.2%, Support Manager 0.1%, Support Staff 9.1%
- **65+**: Executive Team 0.1%, Lecturer 0.1%, Support Staff 1.1%

Axis: 0%, 5%, 10%, 15%, 20%

Male:

Chart showing Male staff by age bracket and College position:

- **16-25**: Lecturer 0.1%, Support Staff 0.6%
- **26-40**: Curriculum Manager 0.2%, Head 0.1%, Lecturer 4.7%, Support Manager 0.1%, Support Staff 2.6%
- **41-55**: Curriculum Manager 0.4%, Executive Team 0.1%, Head 0.7%, Lecturer 8.6%, Senior Management 0.4%, Support Manager 0.1%, Support Staff 5.5%
- **56-64**: Curriculum Manager 0.4%, Head 0.1%, Lecturer 4.5%, Support Staff 3.9%
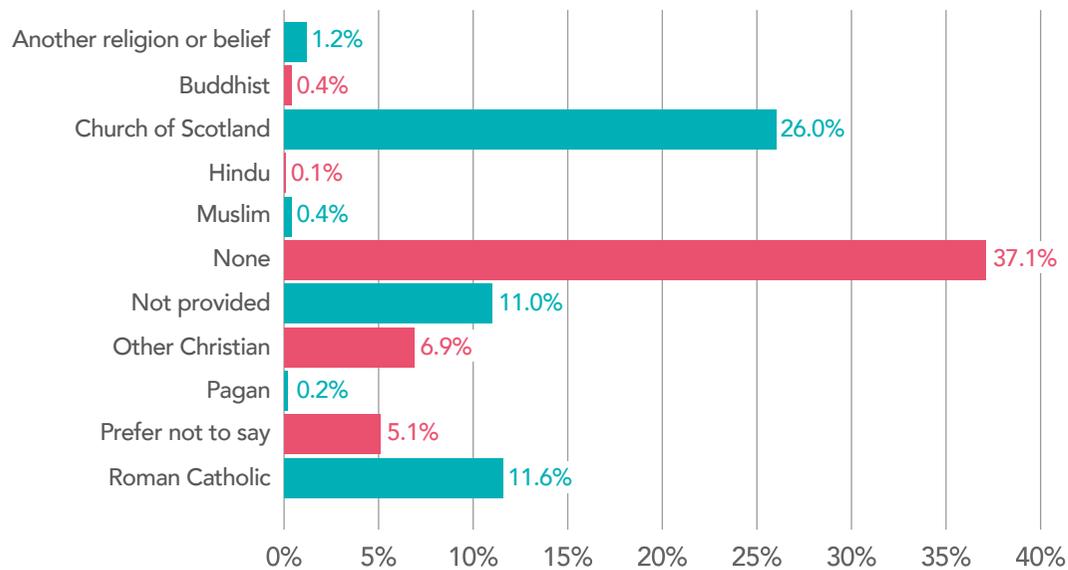- **65+**: Lectu... , Su...

Axis: 0%, 5%, 10%, 15%, 20%

Reflections:

When gender and age in relation to College position are considered, it is shown that there are some marked differences between males and females in leadership positions. For example, in the age bracket 41-55, there are more male Curriculum Managers than female (12 to 8) and there are no females in Senior Management positions (Directors). The significance of this, is worth investigating as a College mainstreaming theme for there may be potential implications of such regarding female staff progression.

# 12. Religion or belief

Religion or belief	Percentage
Another religion or belief	1.2%
Buddhist	0.4%
Church of Scotland	26.0%
Hindu	0.1%
Muslim	0.4%
None	37.1%
Not provided	11.0%
Other Christian	6.9%
Pagan	0.2%
Prefer not to say	5.1%
Roman Catholic	11.6%

Reflections:

The College's current staff religion or belief profile is broadly similar to the previous one reported in April 2019. The highest proportion of staff continue to state 'none' (37.11%) in reference to their religion or belief.

This is broadly similar to:

- Local Public Sector employers in Ayrshire (Church of Scotland most represented after 'none' and all non-Christian faiths less than 1%)

When religion or belief is considered in relation to College position at Head level and above, the majority stated 'none' and 'prefer not to say' as well as the information not being provided. When religion or belief is considered in relation to BAME staff, a higher number were of a Christian related faith in comparison to all non-Christian faiths, 'prefer not to say' and 'none'. Through Equality Outcome 1, the aim is to continue developing a College culture that respects and encourages diversity particularly in relation to protected characteristics such as religion or belief.

13. Sexual orientation

84.8%
Heterosexual

10.3%
Not provided

2.9%
Prefer not to say

1.1%
Gay woman/lesbian

1.0%
Gay man
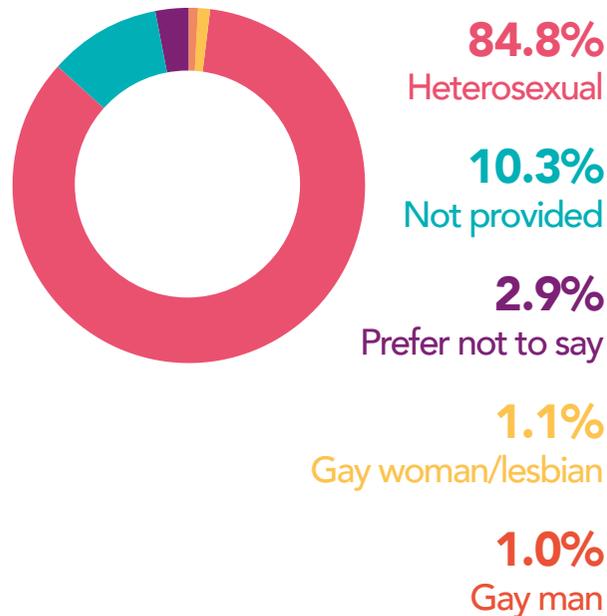
Reflections:

The College's current staff sexual orientation profile is broadly similar to the previous one reported in April 2019. The number of 'prefer not to say' has marginally increased to 2.9% from 2.53% in April 2019. Meanwhile, the 'information not provided' category has decreased to 10.3% from 11.25% in April 2019. A higher number of staff (711) continue to state heterosexual as their sexual orientation.

This is broadly similar to:

- Local Public Sector employers in Ayrshire although the College has a lower number of 'information not provided' responses

When sexual orientation is considered in relation to College position, it is shown that lesbian, gay and bisexual (LGB) staff are not in any College leadership positions. Through Equality Outcome 1, the aim is to continue developing a College culture that respects and encourages diversity particularly in relation to protected characteristics such as sexual orientation.

14. Board of Management: Gender profile

Male	Chairperson
Female	Principal Ex-Officio
6 Male	Non-Executive Board Member
6 Female	
1 Male (Support Staff)	Elected Staff Member
1 Female (Curriculum Staff)	
1 Female (Student President)	Elected Student Member
1 Male (Student Vice President)	

Reflections:

The membership of the Board of Management shows a 50:50 male and female split in each of the following positions: Non-Executive Board Member, Elected Staff Member and Elected Student Member. The Board of Management continues to recognise the many benefits of having a diverse membership and has seen an improvement in the age, ethnicity, and disability of its overall membership.
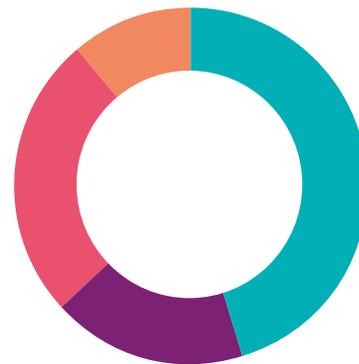
Click here to view the Board of Management: https://www1.ayrshire.ac.uk/about-us/management-team/board-of-management/

Student Equality profile: snapshot
Academic Year 2020-2021

10,297

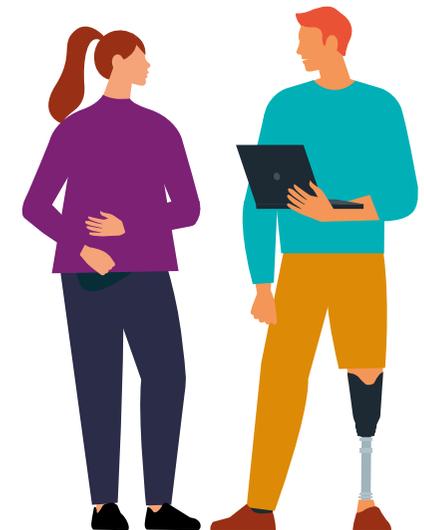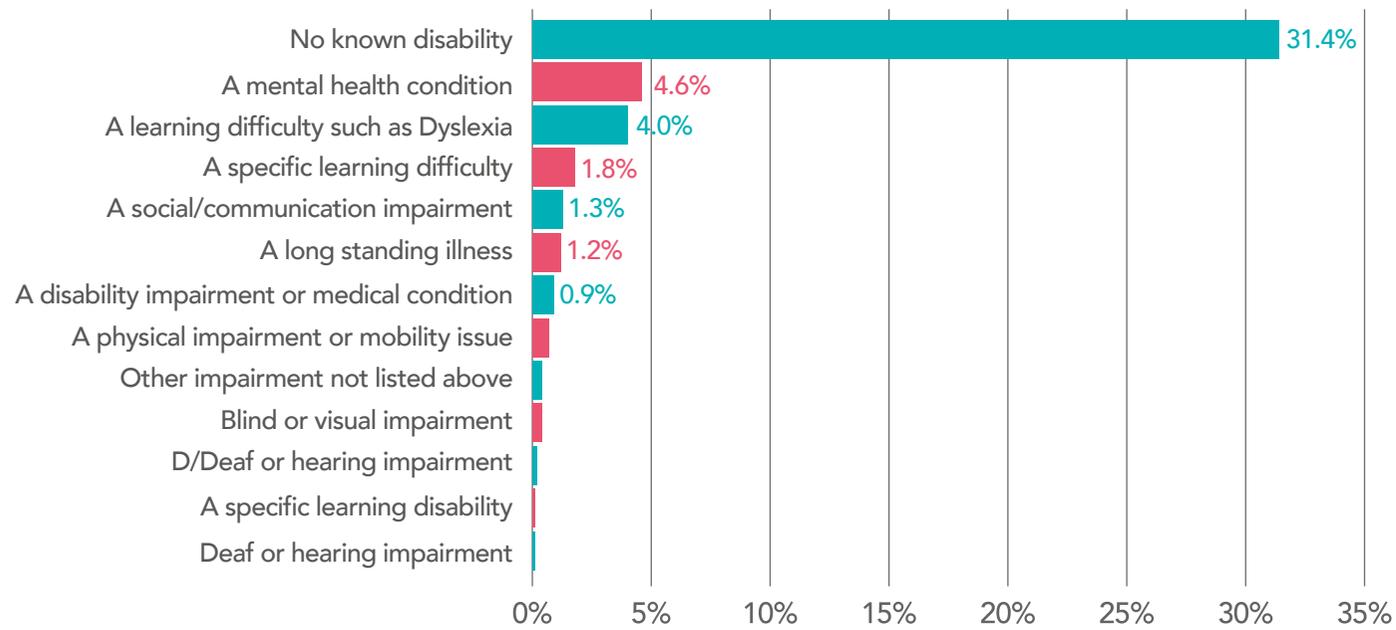Ayrshire College students enrolled

01. **Student age**

45.3%
16-19

25.8%
25+

17.9%
20-24

11%
Under 16

02. **Disability**

Category	Percentage
No known disability	31.4%
A mental health condition	4.6%
A learning difficulty such as Dyslexia	4.0%
A specific learning difficulty	1.8%
A social/communication impairment	1.3%
A long standing illness	1.2%
A disability impairment or medical condition	0.9%
A physical impairment or mobility issue	
Other impairment not listed above	
Blind or visual impairment	
D/Deaf or hearing impairment	
A specific learning disability	
Deaf or hearing impairment	

03. Ethnicity

Ethnicity	Percentage
Scottish	88.08%
English	3.30%
British	2.84%
Any other white background	1.00%
Missing	0.93%
Polish	0.71%
Irish	0.41%
Arab	0.37%
Any mixed background	0.36%
Northern Irish	0.25%
Prefer not to say	0.25%
Any other Asian background	0.23%
Pakistani, Pakistani Scottish or Pakistani British	0.22%
African, African Scottish or African British	0.19%
Indian, Indian Scottish or Indian British	0.17%
Chinese, Chinese Scottish or Chinese British	0.17%
Welsh	0.17%
Any other background	0.11%
Caribbean, Caribbean Scottish or Chinese British	0.10%
Black, Black Scottish or Black British	0.06%
Gypsy/Traveller	0.03%
Other Black background	0.03%

04. Gender

47.5%
Female

51.5%
Male

1.0%
Other

05. Religion or belief

Another religion or belief	0.7%
Buddhist	0.1%
Church of Scotland	9.6%
Hindu	0.0%
Prefer not to say	7.9%
Jewish	0.0%
Missing	0.5%
Muslim	0.8%
None	72.3%
Other Christian	2.0%
Roman Catholic	6.0%
Sikh	0.0%

0% 10% 20% 30% 40% 50% 60% 70% 80%

06. Sexual orientation

Bisexual	3.2%
Gay man	0.9%
Gay woman/lesbian	1.0%
Heterosexual	83.8%
Prefer not to say	9.8%
Missing	0.5%
Other	0.8%

0% 20% 40% 60% 80% 100%
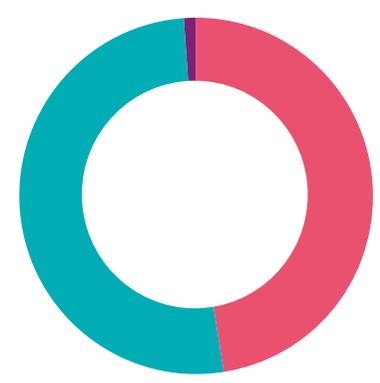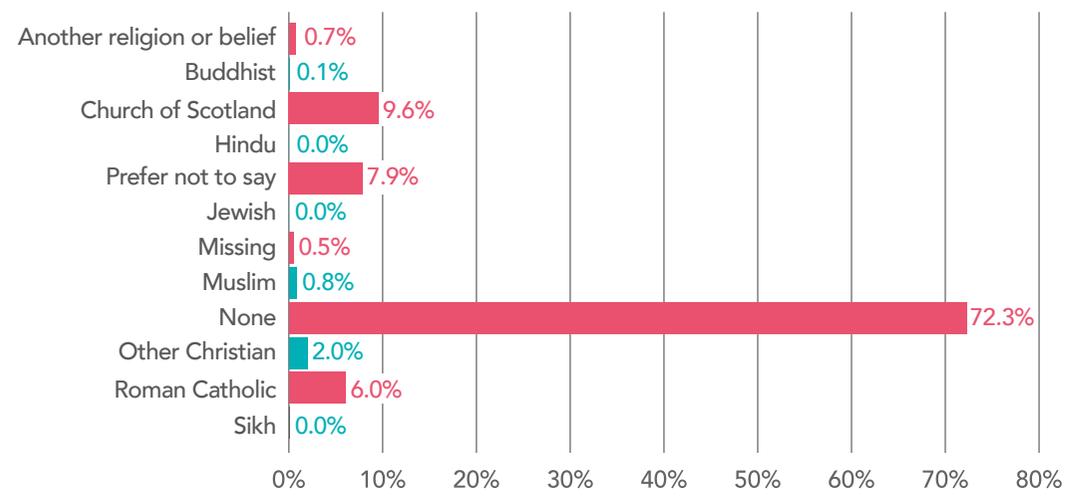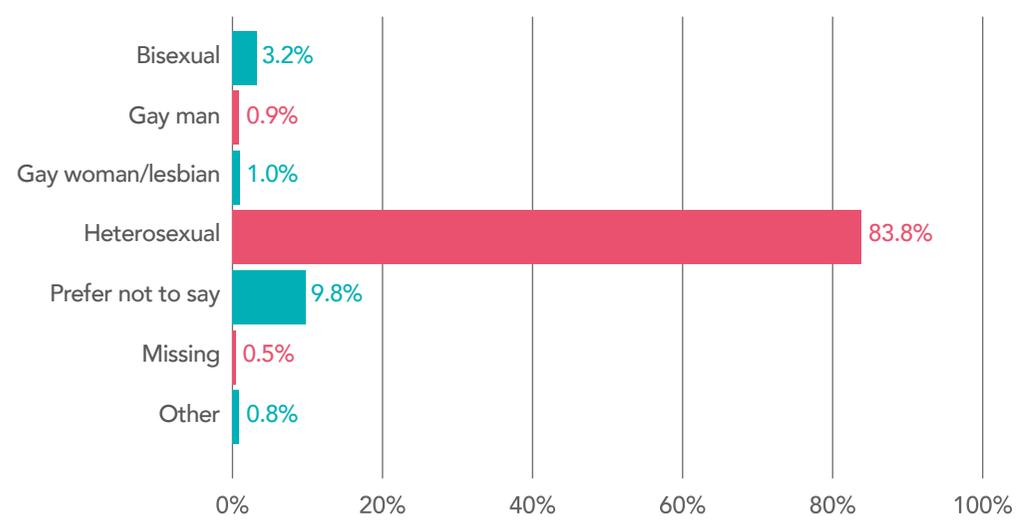
02
Equal Pay

This section includes the following:

- College Equal Pay statement
- Gender pay gap and occupational segregation information
- Steps being taken to address disability and ethnicity pay gap and occupational segregation

The College is legally required to report on the above every two and four years.

02
Equal Pay

Equal Pay Statement

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

The mechanisms which determine pay and conditions of service for curriculum and support staff across the Sector are considered and set nationally through the National Joint Negotiating Committee (NJNC), following the reintroduction of national bargaining across Further Education. During the review period of this report, a framework for job evaluation for all support staff roles was introduced and this work continues through the nationally agreed processes.

The College will continue to undertake regular equal pay reviews, publish the outcome of these in relation to gender and take steps to improve occupational segregation in relation to gender, disability and race. Undertaking an equal pay review supports the College to identify and work towards removing any pay gaps which cannot be objectively explained. The College acknowledges that the existence of any pay gap in relation to gender, disability or race, for example, is underpinned by many factors some of which lie beyond employment practice and policy. These factors may differ also in relation to gender, disability and race and the intersectionality of identities may too influence or compound a workplace experience.

The commitment to achieving equal pay therefore, must be seen in the context of the College's wider strategic aims as demonstrated primarily in the College's Strategic Plan 2017-2020 and Equality Outcomes 2021-2025. These strategic frameworks support the College to strengthen its position as an inclusive and diverse organisation and also impact positively on Ayrshire. A modern and diverse workforce, encouraged to use their talents and develop their skills is integral to the success of the College. It is with this understanding, any existing pay gaps will continue to be addressed by proactively tackling, where possible, the causes of a pay gap.

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

The College continues to negotiate and consult with its recognised trade unions through the Local Joint Negotiating Committees (LJNC) on matters which are not subject to national agreement.

[6.]The College has committed to undertake and publish annual pay reviews for gender, disability and race from April 2021. The pay gap figures reported here will be succeeded by those published in June 2021.
[7.]In autumn 2020, with support from the Board of Management, the decision was taken to extend the current Strategic Plan to July 2021 due to the impact of the ongoing Covid-19 pandemic

Equal pay review: Gender

01. Gender breakdown of Ayrshire College staff

64.44% Female

35.56% Male
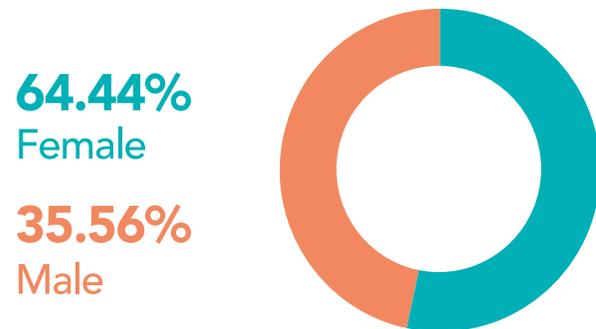
02. Ayrshire College staff mean gender pay gap

12.67% Full-Time

13.90% Part-Time

The Annual Survey of Hours and Earnings (ASHE) provisionally reported in 2019 that the mean gender pay gap on the basis of full-time hours in Scotland was 10%
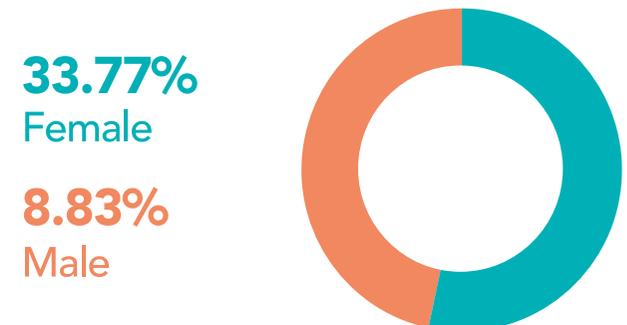
03. Ayrshire College staff mean/average hourly rate

Male:
£20.19 Full-Time

Female:
£17.64 Full-Time

£19.29 Part-Time

£16.61 Part-Time

04. Ayrshire College median gender pay gap

30.52% Full-Time

31.53% Part-Time

05. Ayrshire College median hourly rate

Male:
£22.74 Full-Time

Female:
£15.80 Full-Time

£22.74 Full-Time

£15.57 Part-Time

06. Gender breakdown of staff in part-time positions

33.77% Female

8.83% Male

07. Gender breakdown of support staff

38.07%
Female

13.60%
Male
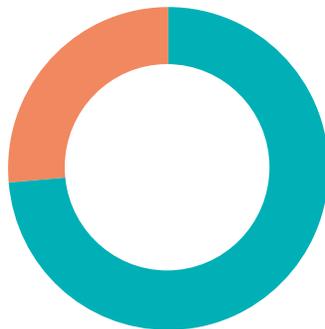
*Support staff account for 51.67% of total College staff

08. Gender breakdown of lecturing staff

22.43%
Female

18.26%
Male
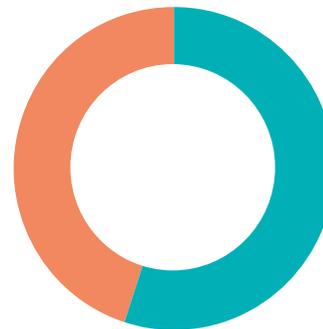
*Lecturing staff account for 40.69% of total College staff

09. Senior Management Gender Ratio

3:1 **Female to Male** in the Executive Leadership Team (ELT)

3:2 **Male to Female** in the Senior Management Team (SMT)

10. Gender Ratio of Heads

9:8 **Female to Male** Heads

11. Gender Ratio of Managers

17:16 **Male to Female** Curriculum Managers

3:2 **Female to Male** Support Managers

At Manager level, there is an even split of 19 females to 19 males

Reflections:

The College continues to experience a clustering of male and female staff in traditionally gendered occupations and roles. For example, 72 female staff in comparison to 9 male staff account for roles in Catering and Cleaning. Moreover, 61 out of the 72 female staff work part-time.

The College also continues to experience vertical segregation insofar as, for example, the gender of some Curriculum Heads and Managers reflects the traditional, societal assumptions of what men 'do' and what women 'do' in terms of careers. It is a consequence of these wider societal assumptions, that full gender diversity is not always witnessed at application and recruitment stages in traditionally gendered occupations and roles. This therefore, can impact on career promotion as the pool of applicants is typically gender weighted to males or females dependent on occupation and role.

It is a result of occupational segregation that the College has a gender pay gap. As such, it brings into focus how important the role of the College is as an educational institution to support the long-term changes needed to reverse the significant and persistent occupational imbalances.

[8.] College Staffing return data shows a gender staff split of 61% female and 39% male in AY 2018-2019 file.html (collegesscotland.ac.uk) [9.] These figures are taken from 31 March 2020 and are based on a total of 900 College staff
[10.] Close the Gap | Statistics

Equal pay review: Disability

01. **Mean disability pay gap**

2.89% on the basis of **full-time hours**

-3.79% on the basis of **part-time hours**

02. **Average hourly rate full-time**

Non disabled staff: **£18.53**

Disabled staff: **£18.00**

03. **Average hourly rate part-time**

Non disabled staff: **£17.16**

Disabled staff: **£17.81**

04. **Median disability pay gap**

-5.04% on the basis of **full-time hours**

3.16% on the basis of **part-time hours**

05. **Median hourly rate full-time**

Non disabled staff: **£20.42**

Disabled staff: **£19.44**

06. **Median hourly rate part-time**

Non disabled staff: **£19.62**

Disabled staff: **£20.26**

It is important to note, the reliability of these figures may not be fully accurate or represent a true pay gap given the low number of staff in the College who have declared their disability status

Equal pay review: Ethnicity

01. Mean ethnicity pay gap

-8.03% on the basis of full-time hours

6.60% on the basis of part-time hours

02. Average hourly rate full-time

White staff:
£20.05

BAME staff:
£20.54

03. Average hourly rate part-time

White staff:
£17.11

BAME staff:
£15.98

04. Median ethnicity pay gap

-2.44% on the basis of full-time hours

17.90% on the basis of part-time hours

05. Median hourly rate full-time

White staff:
£20.05

BAME staff:
£20.54

06. Median hourly rate part-time

White staff:
£19.44

BAME staff:
£15.96

It is important to note, the reliability of these figures may not be fully accurate or represent a true pay gap given the low number of staff in the College who are Black, Asian and Minority Ethnic (BAME)

Priority actions to address occupational segregation:

- Develop a recruitment campaign which celebrates staff diversity and promotes the College as an inclusive employer

- Ongoing review of recruitment and selection processes to identify bias and identify potential barriers

- Continue to develop the 'Growing Leaders' programme and encourage underrepresented protected characteristics groups such as women, BAME, and disabled staff, to take part

- Continue to promote line manager engagement with the Recruitment Tool which includes dedicated resources to, for example, unconscious bias

- Continue to promote flexible working options across all roles in the College

- Explore opportunities to develop and/or link in with relevant staff networks and advisory groups

- Explore opportunities to develop a mentoring scheme particularly to benefit underrepresented protected characteristics groups in certain roles or careers

03
Mainstreaming Equality

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

1. eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010

2. advance equality of opportunity between people from different protected characteristic groups

3. foster good relations between people from different protected characteristic groups, tackling prejudice and promoting understanding between people from different groups

The College is legally required to report on the above every two years.

This section includes the following:

-   key highlights and good practice examples since April 2019 to demonstrate that the College is meeting the three needs of the General Duty listed above

03 Mainstreaming Equality

Mainstreaming Equality

To mainstream equality is to embed equality into how the College operates; it becomes part of 'who we are' and supports and enables us to continue improving the ways in which we serve our students, staff and local communities. It has always been important to us as a College that when we make decisions or make changes, equality considerations are a part of this, and indeed, for many of these decisions or changes, the central focus has been to bring about positive change for a protected characteristic group(s). The College continues to evolve and as such, since April 2019, has introduced a number of changes to improve student and staff experience. Amongst this all, the College is responding to the Covid-19 pandemic in a way that is both innovative and effective to ensure that the rights, health, safety and wellbeing of students and staff are paramount.

To demonstrate progress across the College, six focus areas have been identified:

• Strategic vision, approach and governance arrangements
• Curriculum content and/or design
• Raising awareness
• Supporting student success
• Supporting staff success
• Partnership working

○ ○ ○ **Each focus is divided into the headers of 'Key highlights', detailing a number of steps or actions taken by the College to mainstream equality, and 'Good practice example', describing a particular action taken to improve student or staff outcome(s) in relation to the three needs of the General Duty. Here, dots denote how many and which need of the General Duty is being met.**

Strategic vision, approach and governance arrangements

Key Highlights

Strategic vision, approach and governance arrangements

- The College, supported by the Board of Management, took a decision in the autumn of 2020 to extend the current Strategic Plan 2017-2020 to July 2021, due to the impact of the current Covid-19 pandemic. The Strategic Plan 2017-2020 commits the College to furthering the opportunities, inclusion and wellbeing of the people, communities, businesses and employers of Ayrshire. A College Statement of Ambition will be available from August 2021.

- The College's Equality Impact Assessment (EqIA) process continues to play an important role in supporting the College including in its response to Covid-19. In January 2021, the EqIA was amended to reflect the College's commitment to improving the experiences and outcomes of student carers

- To support the College's ambitions to improve student gender imbalances and course choices, the decision was taken in early 2020 to ask all Curriculum Heads and relevant Support Heads to produce a three-year gender action plan appropriate to their area. These now sit alongside key, enabling actions in the College's Equality Outcomes 2021-2025 to promote and sustain progress. The outcome of which, is an improved quality of actions, enhanced individual and whole-college accountability, and a strengthened shared collaborative vision. The Gender Leadership Group, led by the Vice Principal - Curriculum, remains responsible for supporting the delivery and monitoring of the College's response to student gender imbalances and reports to the College's Values, Inclusion, Equality and Wellbeing (VIEW) steering group.

- Both the staff veterans and student carers working group are in the early stages of development with the latter supporting the College's Going Further for Student Carer's submission in January 2021. It is anticipated that both groups will report progress to the College's Safeguarding Committee, chaired by the Head of Student Experience

- The College's CEO and Principal has endorsed the sector-wide Declaration of anti-racism and progress in relation to race will be taken forward through Equality Outcome 1 of the College's Equality Outcomes 2021-2025

- A strengthened College Modern Slavery statement was introduced in September 2020 supported by the adoption of performance indicators related to staff training and suppliers

- Procurement processes continue to pay due diligence to mainstreaming equality in accordance with the Equality Act 2010. Under the header "Addressing Fair Work Practices", it is now stated, that the College's contractors should be, where applicable: promoting equality of opportunity and developing a workforce that reflects the population of Scotland in terms of characteristics such as age, gender, religion or belief, race, sexual orientation and disability

- The College continues to demonstrate its commitment to fulfil its other, equality-related legislative requirements including in relation to Accessibility, Corporate Parenting and British Sign Language. In support of this, significant steps have been taken to improve staff awareness across these areas including, for example, the development of the 'Small changes make a big difference' campaign regarding Accessibility and the inclusion of new elearning modules on the Staff Learning Portal as well as ongoing learning opportunities. To date, 227 staff have completed the Accessibility Guidelines elearning module, 29 staff have completed the Sensus elearning course, 50 staff have completed the BSL awareness elearning module and two face to face BSL training sessions took place in May 2019

The Equality Impact Assessment (EqIA) process was specifically adapted in response to the pandemic and it continues to support College decision-making.

Covid response

Led by the CEO and Principal of Ayrshire College, a College Campus Operations Steering Group (COSG), originally set up to oversee the safe and effective reopening of Ayrshire College campuses, has continued to meet fortnightly during the current crisis. The Steering Group membership includes the College's Senior Leadership Team, the Health, Safety and Wellbeing Manager, the Head of Marketing, Ayrshire College Student Association President and Vice President, and representatives from EIS and Unison. This has ensured a partnership approach to safely resuming on-campus activities and in reviewing activities in line with the latest Scottish Government and Public Health guidance. The Steering group is supported by two main operational working groups – one focused on learning, teaching and the student experience, chaired by the Vice Principal - Curriculum, and one focused on staff support and wellbeing, chaired by the Vice Principal - People. Membership of the latter is mainly drawn from the Values, Inclusion, Equality and Wellbeing (VIEW) steering group. The Equality Impact Assessment (EqIA) process was specifically adapted in response to the pandemic and it continues to support College decision-making.

Good practice example

VIEW steering group

●●●

"To represent a staff team and to be able to contribute to discussions and policy-making is personally very rewarding. My ability to go back to that team and update them on these issues also contributes to the transparency of College communications and processes which is vital for staff morale."

Julie Thorne
Head of Arts and Humanities,
VIEW steering group and Promoting Wellbeing group member

Good practice example

VIEW steering group

● ● ●

The Values, Inclusion, Equality, and Wellbeing (VIEW) steering group, provides strategic leadership to mainstream equality and support the achievement of the College's equality outcomes. It is chaired by the Director of HR and Organisational Development and includes a broad section of student and staff representation. The VIEW steering group reports to the College's Senior Leadership Team (SLT) through existing governance structures. To support the aims of the VIEW steering group, it currently has two operational sub-groups – the Promoting Wellbeing group, chaired by the Head of Student Experience, and the Gender Leadership Group, chaired by the Vice Principal – Curriculum.

As the College has continued to evolve and develop as an educator and employer, so too has the VIEW steering group in how it responds to ensuring equality, inclusion, diversity and wellbeing are integral to College life. The VIEW steering group is successfully demonstrating its leadership to effect change regarding the three needs of the general duty. The Promoting Wellbeing group has been particularly significant throughout the Covid-19 pandemic in supporting student and staff mental health and wellbeing by, for example, leading on the establishment of a Staff Wellbeing page on MS Teams, increased social media messaging, including on its own Twitter account, and regular all staff Wellbeing Conversation Cafes via Zoom.

To further strengthen the operation of the VIEW steering group, a number of changes have or will be implemented:

• key mainstreaming priorities and themes are currently being identified by the VIEW steering group to inform the development of a VIEW work plan 2021-2022

Good practice example

VIEW steering group

●●●

- the previous Equally Safe group was stood down following a review of its objectives and now, is a standing agenda item at both the Safeguarding Committee and VIEW steering group

- from April 2021, introduce an improved VIEW sub-group accountability mechanism aligned to progressing set equality outcomes

- from April 2021, the Safeguarding Committee will lead on hate crime awareness and monitoring to support the achievement of Equality Outcome 1. The College's Equality and Inclusion Advisor will support this and report to the VIEW steering group on progress

- from April 2021, the previous Positive about Disability working group will become a full VIEW sub-group to support the achievement of Equality Outcome 4.

Curriculum content and/or design

Key Highlights

Curriculum content and/or design

- A considerable step change has been the inclusion of mental health and wellbeing units or awareness-raising activities through curriculum delivery. Many Curriculum areas including, for example, Hairdressing, Beauty, Complementary Therapies and Make-Up Artistry, Arts and Humanities, Sports and Fitness, and Health and Social Care have all now taken this approach by embedding these elements either within Level 4 and 5 courses, through a defined SQA unit or as part of the Guidance framework. Such a change evidences a growing momentum to support a College wellbeing culture and proactively address key challenges in terms of student retention and attainment especially for students who have a declared mental health condition

- Another step change has been efforts through curriculum activity and delivery to improve student gender imbalances where one gender dominates. In Music and Sound Production courses, for example, from AY 2017-2018, there has been a year on year improvement in both female enrolment and retention. This improvement could be correlated to changes related to the curriculum including case studies highlighting female role models in the music industry as well as broadening the genres of music performance to reflect both student and industry diversity. The wraparound support such as the marketing of these courses, the establishment of the 'Hello Creatives Network' for students to connect with industry experts, and partnership events with, for example, Developing the Young Workforce (DYW) Ayrshire are all significant too in promoting and sustaining change. It is suggestive, therefore, that when a range of focused activity, including in terms of the curriculum, is undertaken, the outcome can be positive
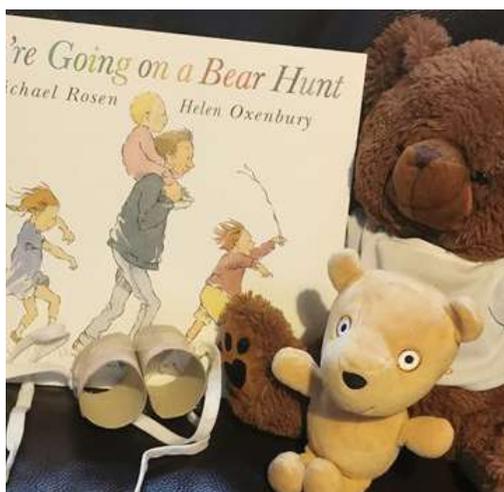
- Many Curriculum areas continue to engage with equality and related themes through for example focused project work or participation in national campaigns. This includes NC Art and Design (Graphics) students and their work to raise awareness of gender-based violence through a College poster display exhibition; the now postponed performance by HNC Acting and Performance students to line managers to raise their awareness of gender-based violence in the workplace; and HNC Visual Communication students and their work with The Blankfaces, the UK's first fashion label aimed at ending homelessness, to raise awareness of Adverse Childhood Experiences (ACEs)

- In AY 2019-2020, Early Learning and Childcare students (Level 6) delivered Peep sessions throughout the three main College campuses. Peeple is a charity whose main purpose is to support parents/carers, babies and children to learn together by valuing and building on what families already do. Peep practitioners and families share information and ideas from the evidence-based Peep Learning Together Programme about how to make the most of the learning opportunities that surround us in everyday life and play. Research shows that this – known as the home learning environment – makes the biggest contribution to narrowing the gap in children's outcomes. Due to the ongoing pandemic, 'Peep (online) at Ayrshire College' was launched in October 2020 and since then, as many as 32 different households, including students and staff, have attended sessions. Moreover, lecturers from other colleges, ELCC practitioners and Education Scotland have attended sessions to learn from this innovative approach to enhancing student learning which, at the same time, is also contributing to equality of opportunity of those in attendance. The College Peep Facebook has over 700 followers and is another accessible platform of engagement with video demonstrations of, for example, activity ideas, read stories, and sing songs.

Covid response

To support restricted and blended learning, and ultimately, maximise student engagement with learning in this way at this time, the College created and developed the role of Blended Learning Facilitator (BLF). A number of Curriculum staff were identified to carry out the role with the aim of supporting and coaching lecturing colleagues on the technologies and applications available, across the College, to enable the current learning and teaching format. The role was reviewed towards the end of the first semester of the 2020-2021 academic year in order to support planning and preparations for the second semester. The contribution of the BLFs was widely recognised as supporting staff wellbeing, during this period of rapid change, through the guidance and advice provided on the technologies and pedagogy of blended learning. The role of BLF has also contributed towards students being able to continue to access their learning which has also been supported through, for example, digital poverty.

In addition, the College continues to invest time and resources in the development of staff digital skills through for example Continuing Professional Development (CPD) opportunities and in January 2021, became a member of the Blended Learning Consortium.

Good practice example

Mental Health United

○ ● ●

Click on the image to view the video

"We wanted to pass positivity through the medium of sport to try and help people's mental health"

James Adams
Head of Sport and Fitness and Hospitality

Good practice example

Mental Health United

Mental Health United began life as an HND Coaching and Developing Sport student initiative, underpinned by SQA units, which aimed to improve the mental health and wellbeing of students, staff and the wider Ayrshire community through the promotion of participation in sport and physical activity. To support the aim of the initiative, the hashtag #PassingPositivity was also created. This soon gained local, national and international recognition when well-known TV, music and sports personalities like Outlander actor Steven Cree, WWE wrestler Drew McIntyre, singer Amy McDonald and Sports television presenter Jim White all recorded video messages in support. In aid of and in partnership with the Kris Boyd charity, an all-day College event at the Kilmarnock Campus was held in 2019 with speakers including former Scotland International footballer Kris Boyd, former Kilmarnock FC footballer Andy McLaren and Scottish Football Association's (SFA) Head of Community Development Paul McNeill who also fronted the SFA's 'Football Saved My Life' campaign. The event raised £1587.73.

Good practice example

Mental Health United

○ ● ●

Perhaps the true testament of Mental Health United and #PassingPositivity is encapsulated by former student Ross Munro, a full-time wheelchair user who plays Boccia for Scotland, when for the first time in four years, supported by leg callipers and his mum, walked 15 metres to raise funds for #Walk4Lionheart.

#PassingPositivity is now a whole-college campaign. Activities linked to Mental Health United include an inclusive dance group, a care experienced club, para football, a weight loss programme for school-aged children in conjunction with NHS Ayrshire and Arran, an older adult fitness group and a boys and girls soccer school. All of which are free to attend with kit supplied. Prior to Covid-19 restrictions, planned activities included a campus to campus challenge walk in remembrance of former student and wrestler Adrian 'Lionheart' McCallum and the release of a music single written by student Leah Bates and performed by former student and Britain's Got Talent winner Jai McDowall.

Mental Health United was a direct response to the challenges faced in Ayrshire and nationally regarding the completion of suicide particularly by young people. In East Ayrshire alone, for example, it was reported in 2019, the number of suicides had doubled over a 12-month period. The success of the initiative clearly demonstrates how it helped to tackle mental health stigma and promote positive wellbeing to all. As such, it supported equality of opportunity and fostered good relations across a number of different protected characteristics and groups.

The initiative has gained international and national recognition winning College Development Network (CDN) awards 'The Judges' Award and 'Innovation' Award and International Green Gown awards 'Benefitting Society' Award in 2020.

Perhaps the true testament of Mental Health United and #PassingPositivity is encapsulated by former student Ross Munro, a full-time wheelchair user who plays Boccia for Scotland, when for the first time in four years, supported by leg callipers and his mum, he walked to raise funds for #Walk4Lionheart. Ross, who walked 15 metres from his bedroom to his living room, did so only to benefit others – a truly remarkable action.

Good practice example

Don't tolerate hate

○ ○ ●

A poem to the people

The many a times tears filled my eyes over your misunderstandings or lies, see the time flies but the taunting and teasing still hold ties. The pushing and prodding, the laughing and nodding of approval from friends. This all ends.

All fun and games all played in the rain, you sit high and mighty in vain. I don't know if you realised that it hurts. You stab me with spikes, pushing me around and calling me dyke. This all ends.

This all ends. I do not tolerate hate so please stop, don't discriminate. The fears and tears all end now after all these years and it's because I'm ready to flee the hate because I didn't deserved that fate.

NC Higher Social Sciences student

## Good practice example

Don't tolerate hate

○ ○ ●

With hate crime figures relatively high locally, on the rise nationally and chronic under-reporting at play also, NC Higher Social Sciences at the Ayr Campus participated in a project to raise awareness of hate crime and signpost support. The project was developed from Police Scotland's national 'Don't tolerate hate' disability hate crime campaign and aimed to be a 'call of action' to College students and staff with a pledge wall and 'conversation corner' event to be held in the Learning Resource Centre (LRC) in March 2020. The project was embedded as part of the unit Self in Community and included inputs from the College's Equality and Inclusion Advisor, Police Liaison Officer, and a Disability Alliance speaker.

Because of emerging concerns about Covid-19 at the time, the planned event for this project did not go ahead.

Despite this, the project itself can be regarded as a success in that it is an example of equality being mainstreamed. To measure the impact of the project on the students who took part is difficult but, its value in creating discussions about equality and hate crime specifically is the most telling demonstration of impact. One student, immediately following an input, was motivated enough to write a poem for inclusion on the pledge wall. This very act shows impact.

Raising awareness
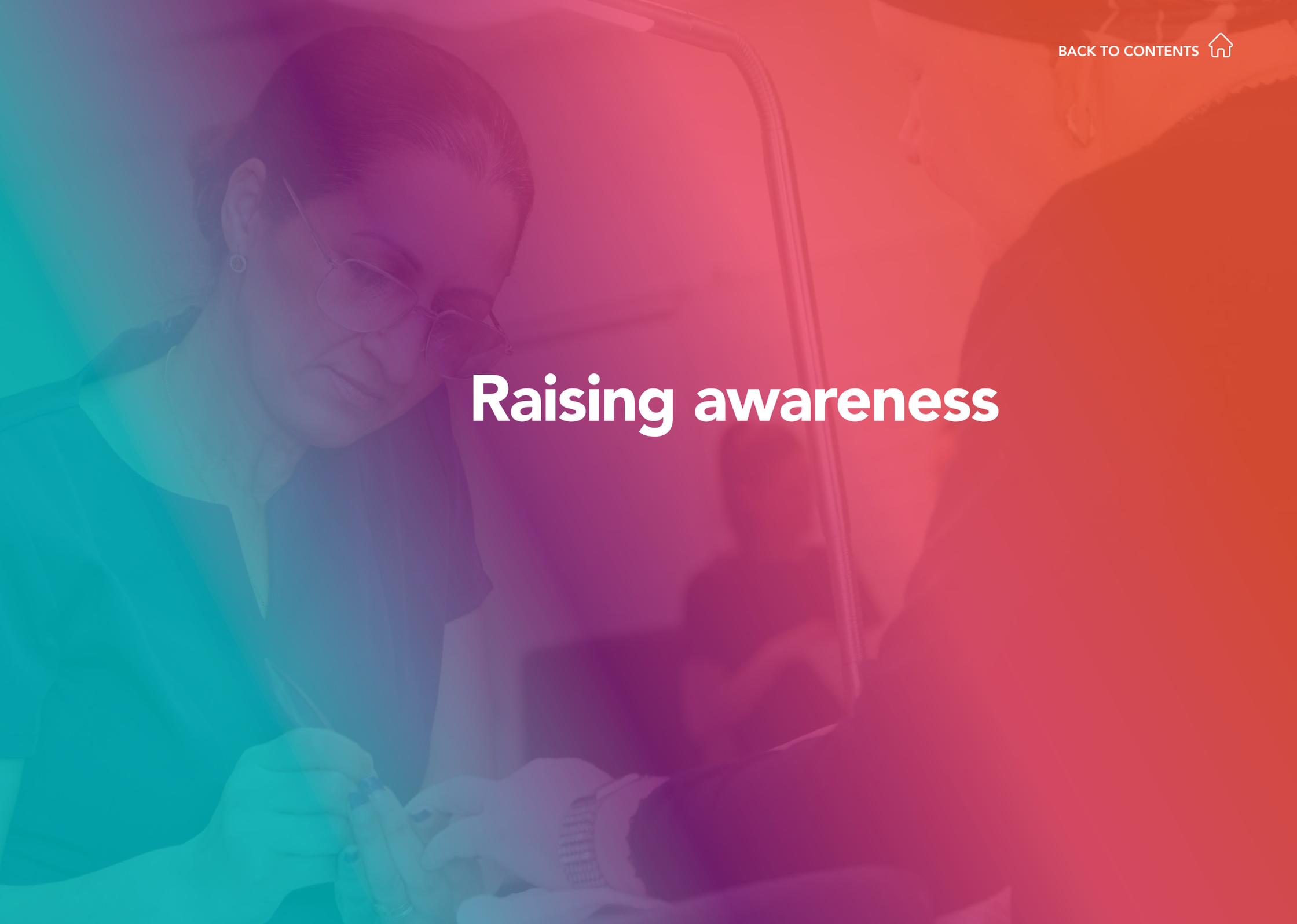
Key Highlights

Raising awareness

- Curriculum areas most experiencing male and female student gender imbalances continue to address this through awareness-raising activities with schools and key influencers, including teachers and those in careers guidance roles, as well as innovative internal and external collaboration and partnership working. Examples of such include:

    - the Curriculum area of Engineering and Science, which has the fifth most significant male and female student imbalance in comparison to all other Curriculum areas, working with the Curriculum area Early Years to develop a 'Toddle into STEM' Project as well as the development of an online STEM booklet to support Primary 6 and 7 STEM delivery with approximately 350 Primary school pupils engaging with the booklet and 50 local teachers trained and supported by the College **(click here to view).**

    - the Curriculum area of Early Years, which has the third most significant male and female student imbalance in comparison to all other Curriculum areas, successfully bidding for Skills Development Scotland (SDS) funding which led to the regional event 'Early Years needs you!' hosted at Kilmarnock Campus in AY 2019-2020, to promote the skills and opportunities of an Early Years career to a range of stakeholders and influencers. **(click here to view).**

Covid response

Throughout the ongoing Covid-19 pandemic, the College has used extensively its social media platforms, website, My Learning (VLE) and My Ayrshire app to keep students and staff updated with College information. This has included signposting College and external support available, especially at critical times during the student journey such as October break and Winter break. In particular, the campaign 'Don't go, let us know' continues to be regularly promoted to support and enable students to continue with their programmes of study.

Good practice example
Equally Safe

● ● ●

"Whilst being aware of gender-based violence, it was good that specific scenarios were given to reflect upon. It also highlighted how clueless I was in terms of how often certain events take place."

Student
Access to Early Education and Childcare

Feedback received on GBV student elearning module

"Participation in the First Responder training over a number of days really opened my eyes to the issue of domestic violence and the trials, tribulations and challenges faced by victims and their families. Watching a video of a victim's own account was particularly hard hitting, raising my awareness of the issue and how to help and support victims in the future by signposting them in the right direction."

Bruce McLellan
Student Services Advisor

Good practice example

Equally Safe

● ● ●

We all have a right to be

EQUALLY SAFE

We all have a right to be equally safe with no place for sexual harassment or any form of gender-based violence, like domestic abuse or stalking, at Ayrshire College.

We are here to help:
Student Services Team • Student Association • Police Liaison Officer

Ayrshire College   acsa   EQUALLY SAFE   www.ayrshire.ac.uk

Ayrshire College is a registered Scottish charity. Reg No SC021177

Since the formation of Ayrshire College in 2013, the College has demonstrated a strong commitment to developing a whole-college approach to gender equality through, for example, its equality outcomes and dedicated actions related to course choices and gender imbalances, gender-based violence (GBV), and trans and gender diverse issues. Much of this commitment is founded on the belief that gender equality is a multi-faceted issue and one which cannot be achieved through individual or piecemeal activity. Doing the latter, only serves to contribute to more of the same outcomes. This has meant, that the College has long endorsed the position that GBV is an equality issue and as such, we have a responsibility to raise awareness and address it.

Good practice example
Equally Safe

● ● ●

Having an increasingly sound College infrastructure regarding GBV mattered greatly following the Covid-19 outbreak and subsequent temporary closures of College campuses. It meant, from March 2020 onwards, we were able to produce staff guidance rapidly and action regular messaging across the College's social media on internal and external support. Also, the unavoidable postponement of First Responder training for Student Experience team and the Employability and Engagement team was quickly rearranged for the start of the new academic year (2021-2022) and a session for all staff on domestic abuse in context to Covid-19, delivered by South Ayrshire's Women's Aid, was held in August 2021 as part of the College's dedicated staff learning and development week.

Since April 2019, the College has been able to achieve a number of key milestones such as:

- an enhanced Safeguarding referral process with the inclusion of GBV categories

- nearly all staff from the Student Experience team including the Student Association Advisor completing the sector endorsed Rape Crisis First Responder training

- continued involvement of Curriculum areas including Construction Technology and Trades signing up to the White Ribbon status project in November 2020 and NC Art and Design students taking part in a poster campaign to raise awareness in November 2019 **(click here to view).**

- the Rape Crisis developed GBV student elearning module from December 2020 has been attached to all College courses on the VLE for voluntarily completion

Good practice example
Equally Safe

●●●

In undertaking these actions, the College has demonstrated its ongoing commitment to meet the three needs of the general duty. Moving forward, the priority is to use student information from the Safeguarding referral process to monitor the significance of GBV incidences on campus, continue discussions regarding the implementation of a report and support tool, and progress the current draft staff GBV policy to final.

Good practice example

Equality Matters

○ ○ ●

"Just want to say how courageous of Lucy to share her diagnosis with everyone. How inspiring to share her personal story to help others."

Michelle Gibson
Administrative Assistant, Student Services

"Another great newsletter (Val Malcolm)…refreshing and powerful to hear about people's experiences"

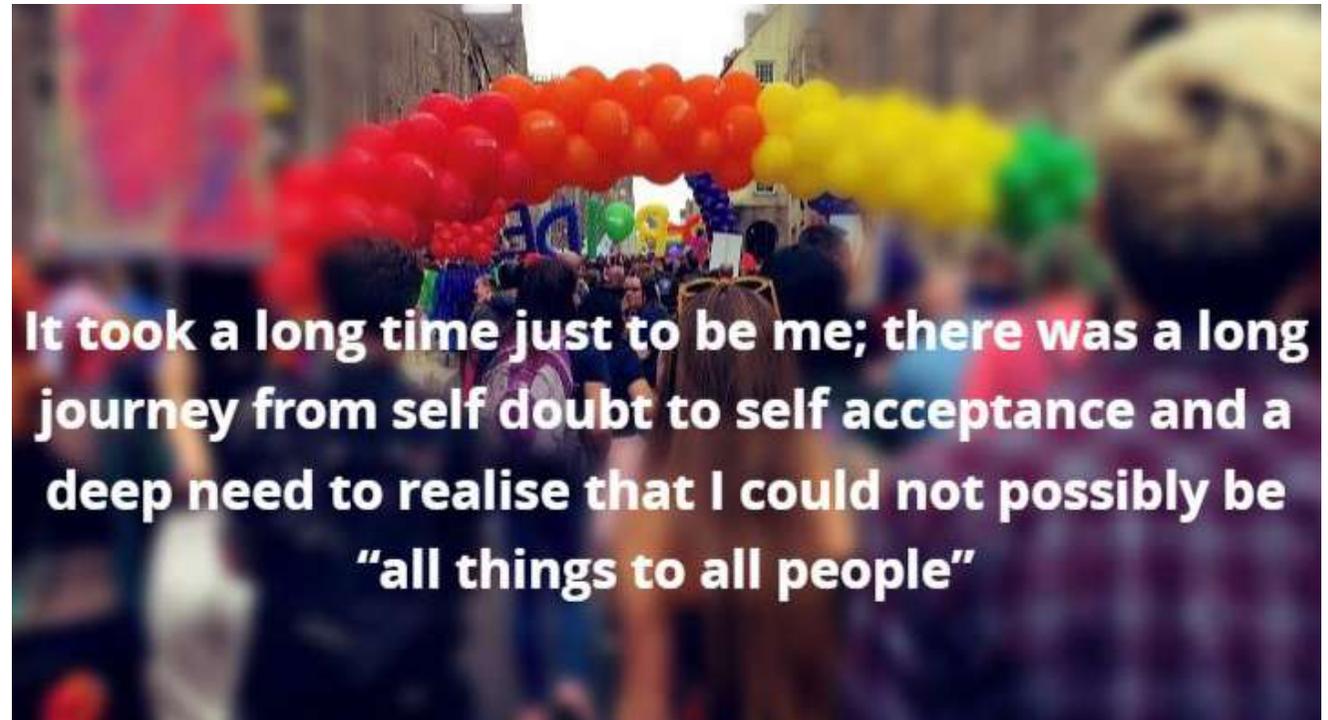**Lindsay Graham**
Staff Learning and Development Advisor

This is worth the reading as a self-reflection on the journey to effective listening which you (Steven) have achieved earnestly. This says it all:

"This made me realise two things: I was worth listening to and I had all the answers to my own questions. I felt empowered. I felt like I could survive despite it being so difficult to believe and do."

Tes Eshetu
Curriculum Manager, Business and IT

Good practice example

Equality Matters

○ ○ ●

It took a long time just to be me; there was a long journey from self doubt to self acceptance and a deep need to realise that I could not possibly be "all things to all people"

In October 2020, a new monthly Equality and Inclusion e-newsletter 'Equality Matters' was introduced for staff with the aim of improving awareness of the College's Equality and Inclusion Advisor's role, promote equality and related resources and learning and development opportunities, and provide a platform for staff to share their lived experiences of belonging to a particular protected characteristic group. In support of these aims, an 'Equality Matters' Sway was created and a Teams page on MS Teams is currently being developed.

## Good practice example
Equality Matters

○ ○ ●

The e-newsletter is purposely written in a more informal and personal way to engage staff – an approach that is working well. To date, three members of staff have shared their experiences – Lucy Shields, HR Advisor, on living with the long-term health condition MS and the importance of staff declaring or updating their disability status on the College's HRIS iTrent; Steven Fegan, Employability and Engagement Officer, on his transition from Samaritans caller to volunteer listener and the importance of effective listening; and Val Malcolm, Finance Assistant, on her journey of self-acceptance as a gay woman.

The e-newsletter and its supporting framework are still relatively young in their development. It is clear nevertheless from staff feedback, such as comments presented, that they are contributing to a deepening understanding of different protected characteristic experiences and the ways in which we can all play our part in positively informing these experiences.

Good practice example

Rockpool Podcasts

○ ○ ●
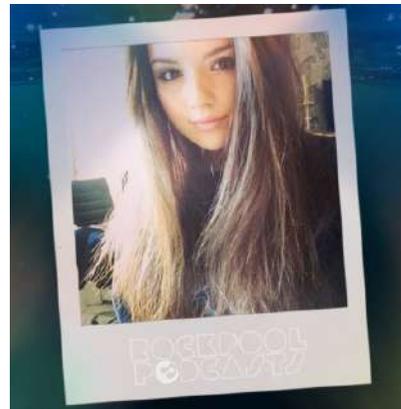
Click here for more:
Rockpool Podcasts'
Flowpage (flowcode.com)

"Victims/survivors often feel isolated and to blame for the abuse they've been subjected to, that's why it's so important we talk publicly and show them that the blame doesn't lie with them, it lies wholly with the perpetrator.

Having these conversations is an important step in reassuring people that they aren't alone, they are believed and support is there for them when they feel ready to seek it.

Thank you to Rockpool Podcasts for helping victims/survivors find not only their voice, but the army of people who are there to support them."

Fiona Drouet
Founder and CEO of EmilyTest
and mother of Emily

Good practice example

Rockpool Podcasts

○ ○ ●

"I listened to the show this morning when out on my walk. It was a really powerful episode.

Some of the stories and messages moved me deeply as did the messages of hope and encouragement. The range of contributors and their experiences was also a very strong element coming through the podcast. It must be very humbling to both of you to hear these other voices and know that your podcast episode gave them the ability to contribute and to share their voice and experiences."

James Thomson
Director of Finance,
Student Funding and Estates

Good practice example
Rockpool Podcasts

○ ○ ●

Rockpool Podcasts is produced by the College's Music and Sound Production Curriculum team. It is a variety podcast show featuring a mix of interviews, special guests, stand-alone episodes, themed episodes and episodes produced by students. Rockpool Podcasts was launched in October 2020 and amongst its objectives, aimed to give Music and Sound Production students a platform to showcase their work and nurture a creative community of content contributors.

Rockpool Podcasts has become an important, out of the box thinking vehicle to raise awareness of several equality issues including gender-based violence, mental health, LGBT+ and a special episode with the Vice Principal - Curriculum for International Women's Day. In many respects, it is a simple concept – conversations between the co-hosts or an interview with a special guest(s) and playing music. Its primary focus however, is to convey messages in a subtle, friendly way and through this, impact upon the listener in terms of their own understanding of an issue. With its associated Flowpage, Rockpool Podcasts listeners are signposted to additional information and support based on the theme(s) of each episode. Moreover, special episodes such as 'Your Voice Your Song', to raise awareness and celebrate diverse LGBT+ voices and experiences as part of LGBT History Month, includes a Wall of Songs, a visual display of songs chosen by those featured, and a digital concert of students performing their own or chosen songs related to celebration and empowerment.

Rockpool Podcasts has a growing audience (between December 2020 and January 2021, for example, across all episodes, there was a total of 6115 unique plays recorded) and as such, a growing influence in fostering good relations between different protected characteristic groups. In addition, the added value of episodes such as the one with Fiona Drouet, Founder and CEO of Emily Test, on gender-based violence, is their ability to become a staff and/or student learning resource.

Supporting student success
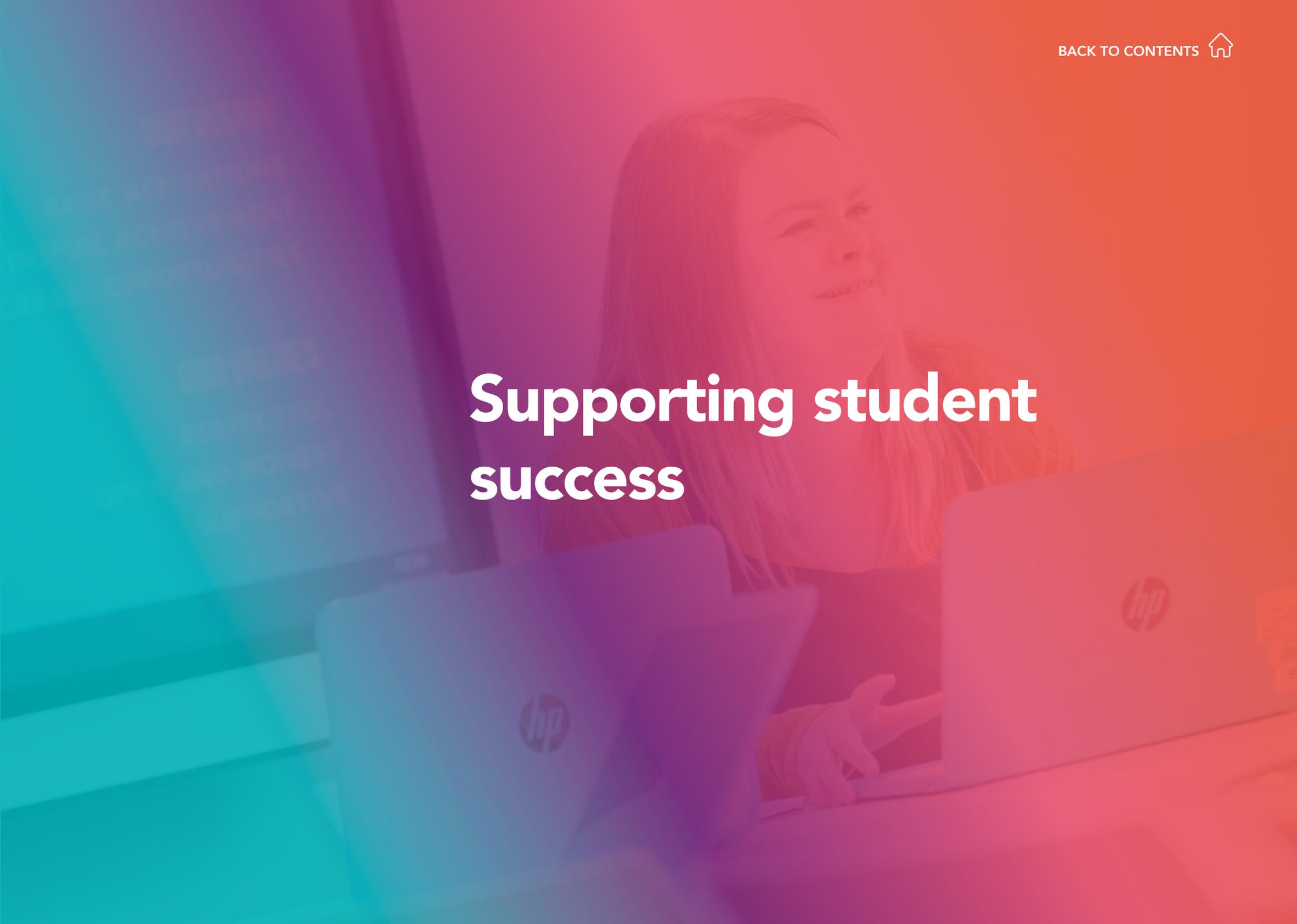
Key Highlights

Supporting student success

- The three partnership roles, part-funded by the College, continue to provide a unique range of services and interventions to promote student safety and wellbeing. The College was the first in the Sector to initiate and develop such roles in partnership with Police Scotland, the NHS, and the Health and Social Care Partnerships. Each Liaison Officer is able to provide one-to-one student or staff support, deliver mandatory or bespoke student workshops, and support increased staff awareness of issues related to their role and expertise. From April 2019 - December 2020, the College's Alcohol and Drugs Liaison Officer, for example, delivered 178 workshops to 2047 students and provided one-to-one support to 50 students and 4 staff members

- Student mental health and wellbeing remains a College priority. In AY 2019-2020, the College in partnership with the Student Association published a Student Mental Health Agreement (SMHA). The SMHA identified priority actions and these were aligned to the College's Promoting Wellbeing action plan 2018-2021. Good progress was made across these actions and a new SMHA 2020-2021 is currently place. The Student Association, with support from the College's Promoting Wellbeing group, continue to develop their initiative 'Wear it on your sleeve' and in AY 2019-2020 were successful in receiving funding from the NUS Think Positive small grant scheme. This supported the further recruitment of staff and student champions and led to the purchase of ten additional 'Wear it on your sleeve' hoodies, 500 information cards, and campus pop-up banners. The College also continues to promote the online platform 'Togetherall'. Togetherall is being accessed by a number of students and complements already existing College support such as the Wellbeing Hub on MyLearning, the Counselling service and student Wellbeing Champions. Moreover, improving staff awareness of mental health conditions is an ongoing aim with a number of staff trained as Mental Health First Aiders and the introduction of new mental health elearning modules on the Staff Learning Portal. In addition, steps are being taken to deliver mental health awareness session to particular staff groups in response to, for example, the numbers of student mental health disclosures

- The MyAyrshire app was launched in September 2020 and enhances student access to a range of College information and services by providing one portal to, for example, student email, attendance, and MyLearning (VLE)

Covid response

Having identified that digital poverty could be a significant barrier to successful student participation, the College has been able to provide hundreds of devices and data packages to students and is continuing to work with local partners to access additional funding for digital devices. Moreover, the College continues to have good links with local Foodbanks in Ayrshire and has been able to provide, for example, cash donations to these during this time. Student Funding also continues to provide numerous one-off payments to students identified as living in hardship. This has included, for example, one-off payments and instalments between April-June 2020; a £100 one-off payment to students between the ending of student funding to benefits or employment; a £250 one-off payment at Christmas time; 1300 students, living in a household earning less than £20,000, received a £25 food voucher at Christmas time; and a £250 one-off payment to support students living in fuel poverty.

Good practice example

Student Association

● ● ○

The Student Association have been involved in leading or supporting a number of different activities since April 2019 including the "Going Further for Student Carers Recognition" award submission, the period poverty and dignity campaign "Periods R Pants" and the establishment and facilitation of student societies and forums such as a LGBT+ Forum and Young Carers Forum.

- Student Carers are a recognised group who may experience discrimination by association. It is known that Student Carers are four times more likely to drop out of college or university in comparison to the general student population. To demonstrate its commitment to improve access and outcomes for Student Carers, in January 2021, the College in partnership with the Student Association submitted a Going Further for Student Carers Recognition award. To support this, a Student Carers working group has been established and a student Young Carers Forum

Good practice example
Student Association

● ● ○

- Following the Period Products (Free Provision) (Scotland) Bill 2019, the College in partnership with the Student Association sought to provide free sanitary products to students and staff through the provider Hey Girls! For the Student Association, this was an opportunity to tackle period poverty and support period dignity through their campaign 'Periods R Pants'. It is known that period stigma still exists and through research, **(click here)** 10% of girls in the UK are unable to afford products impacting upon, for example, school or college participation. The campaign included promoting a range of products to students and staff and engaging in wider conversations around female health and wellbeing. During the Covid-19 pandemic, free sanitary products continue to be made available to students through Hey Girls! It is made clear through the College's promotion of these products, that they are available to anyone who needs them to ensure inclusion of access to, for example, trans men and non-binary students

- To support students identifying as LGBT+, the Student Association established an online student LGBT+ forum through MS Teams. It is known that those who identify as LGBT+ are a particularly vulnerable group to, for example, social isolation and as such, the Student Association are proactively addressing this through the establishment of this forum

The Student Association play a crucial role in supporting student success. They are demonstrating that even in challenging circumstances that they are still able to contribute meaningfully to the student experience and indeed, be an advocate for all students particularly those who might be disadvantaged.

Supporting staff success

Key Highlights

Supporting staff success

- Improving staff access to and engagement with learning and development opportunities remains a College focus. Following staff feedback and with the aim to embed a culture of continuous learning within the College, the delivery model of Continuing Professional Development (CPD) moved from a static 2-3 times per year model to an all year round CPD model. CPD events/activities are planned to be responsive to challenges/needs and being available online and recorded (where possible), means that staff can access at a time that suits them. CPD events also utilise a variety of learning mediums to suit the diverse learning styles and accessibility needs of our staff. Internal CPD events which are live are offered at various times to ensure that they are flexible to differing staff schedules. This model also ensures that digital learning is adaptable. Within the current Staff Learning and Development portfolio of materials, staff are able to access digital resources through a number of methods ranging from reading materials and how to guides, through to activities packs, webinars, interactive eLearning and virtual workshops. This ensures that staff can access digital resources at a time of their choosing and through their current digital devices

Covid response

In the late summer of 2020, an Ayrshire College staff survey was conducted, mainly online, with all staff, aiming to provide an insight into staff experience following the Covid-19 outbreak in the spring of that year. A total of 610 responses were received. From the Staff Survey findings, three key recommendations were made to the College's Senior Leadership Team (SLT): communication – the continuing need for openness and transparency; digital adaptability – access to equipment and skills to deliver; and wellbeing. These recommendations are informing ongoing decisions and developments with the College.

Good practice example

Wellbeing support and initiatives

● ● ●

"The staff wellbeing support available from the College has been vital especially in these times. The Staff Wellbeing Team on MS Teams has a wealth of information and has allowed staff to remain connected, though we are at a distance from the interactions in the workplace. In particular the Positive about Disability staff group has given disabled members of staff a collective voice (and source of encouragement) showing staff that the College are taking these important matters seriously and working towards real change."

Derek Walls
Lecturer, Engineering and Science
and Positive about disability member

Good practice example
Wellbeing support and initiatives
● ● ●

The College continues to fulfil its commitment to develop and deliver a whole-college approach to staff wellbeing achieving the Healthy Working Lives (HWL) Silver Award in 2019; procuring the employee assistance service PAM Assist in 2020; providing many learning opportunities to improve staff awareness of mental health and wellbeing including in relation to their own; encouraging staff to participate in dedicated Staff Wellbeing days and activities such as the Walking Challenge; and the ongoing work of the Promoting Wellbeing group to achieve actions set out in the College's Promoting Wellbeing action plan 2018-2021. Moreover, the College remains focused on improving staff disability declaration and experience through its 'Positive about Disability' work and in April 2020 established an online staff peer group on MS Teams.

- The Promoting Wellbeing group continues to support the College by delivering or taking part in a number of wellbeing campaigns such as #MyMentalHealthMatters Month (10 Sept-10 Oct); Time to Talk day in February; #PassingPositivity; and Mental Health Awareness week in May. In addition, it has led on raising awareness of positive wellbeing strategies in a range of ways such as through the Promoting Wellbeing Twitter account, blogs, Wellbeing Wednesday e-newsletter and Staff Wellbeing team on MS Teams. One of the most innovative ways has been regular Staff Conversation Cafes via Zoom. Since its inception in March 2020, the number of staff engaging in the Cafes has improved and it is known through anecdotal feedback to be impacting positively on staff wellbeing. A sub-group from the Promoting Wellbeing group are currently working on a Digital Wellbeing campaign to support improved staff wellbeing in relation to remote/blended working

Good practice example

Wellbeing support and initiatives

● ● ●

- The Staff Learning and Development team developed a 'Resilience Toolkit' in response to the Covid-19 pandemic and its impact on staff mental health and wellbeing. The Toolkit contains practical hints and tips, and links to a number of useful resources, courses and self-assessment questionnaires to help staff assess their levels of resilience and positive actions they can take. The toolkit contains a specific reference to mental health and wellbeing and signposts to a number of mental health and wellbeing videos and courses on LinkedIn Learning and the Staff Learning Portal. It also signposts staff to the counselling and life management support available from the College's employee assistance provider. A good number of staff are engaging with the Toolkit and it will continue to be supported by the delivery of related webinars

The range of activities and support available to staff demonstrates the seriousness in which the College treats staff mental health and wellbeing.

Partnership working
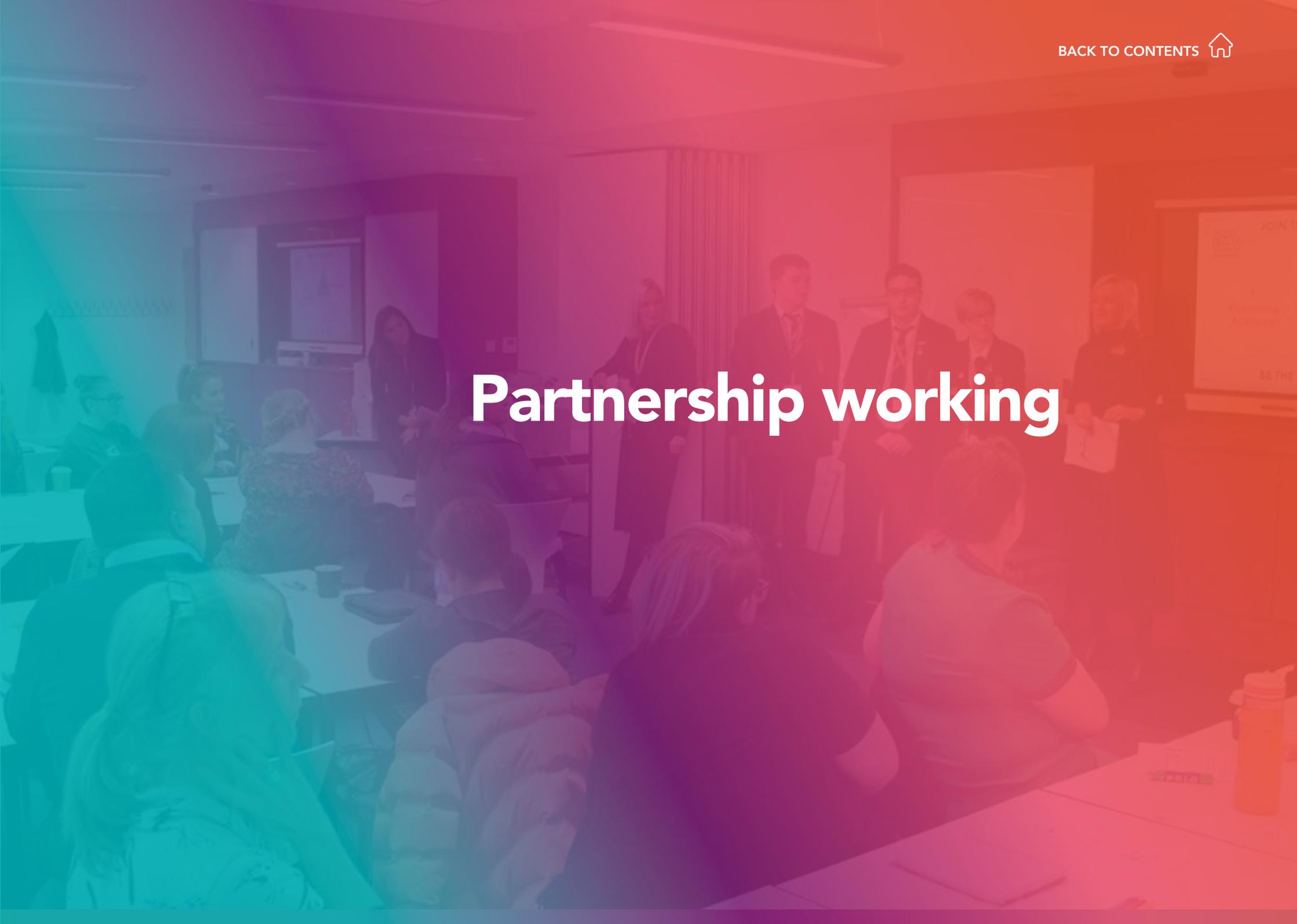
Key Highlights

Partnership working

- To support the mainstreaming of equality, the College is a member of a number of various local, regional and Sector partnership including each local Violence against Women (VAW) partnership; the Ayrshire Equalities Partnership and its associated sub-group the Ayrshire LGBT+ Development Group; the Sector Scottish Equality Forum and its associated sub-group the Scottish Race Network; and Fearless Glasgow, a consortium of colleges and universities from the West of Scotland focused on addressing gender-based violence on campus. In addition, the College's Equality and Inclusion Advisor is the co-chair of the Sector Trans Community of Practice and the co-founder and lead of the Ayrshire LGBT+ Education Network

- Ayrshire ACEs was formed just over two years ago and includes membership from, for example, Ayrshire College staff and students, Police Scotland, NHS Ayrshire and Arran, Health and Social Care Partnerships, and a local Solicitor. The aim of Ayrshire ACES is to raise awareness of Adverse Childhood Experiences (ACEs) and the impact of this on children and adults. Since its formation, Ayrshire ACEs have held three events, participated in national events such as the Education Scotland supported Creative Bravery and Fire Starter Festivals and also attended a local school event. Ayrshire ACEs membership continues to grow and at events, have had prominent speakers such as James Docherty, Violence Reduction Unit, Kathleen Winters, NHS Ayrshire and Arran Public Health Principal, and Carol Turnbull, CEO and Principal, Ayrshire College, join panel discussions to support a greater understanding of being trauma-informed thinkers and practitioners

Covid response

The College is maintaining positive partnership working in recognition of its importance to College success in responding to and navigating through the ongoing Covid-19 pandemic.

Good practice example

Everyday racism:

understanding the impact of Microaggressions and the ways to address these within colleges and universities

● ● ●

My knowledge and understanding of Microaggressions has increased
50% agreed and 50% strongly agreed

My knowledge and understanding of the impact of Microaggressions has increased
37.50% agreed and 62.50% strongly agreed

My knowledge and understanding about what leaders and organisations can do to reduce Microaggressions has increased
37.50% agreed and 62.50% strongly agreed

Good practice example

Everyday racism:

understanding the impact of Microaggressions and the ways to address these within colleges and universities

● ● ●

Ayrshire College, City of Glasgow College, Glasgow Clyde College, Glasgow Kelvin College and the University of West of Scotland (UWS) joined a number of other colleges and universities in Scotland in signing the sector-wide 'Declaration of anti-racism'. For Black History Month, in October 2020, the College partnered with these institutions to start a journey of learning and taking actions so that all those working or studying in educational institutions in the West of Scotland have a positive, inclusive experience.

In our first action together, students and staff across each institution were invited to attend the webinar 'Everyday racism - understanding the impact of Microaggressions and the ways to address these within colleges and universities'. The 1.5 hour webinar aimed to explore what is meant by 'everyday racism'; the Microaggressions at play; how they impact upon experience; and what we can all do to end this. This had come from a place of acknowledging sector evidence that the day-to-day experiences of Black, Asian, and Minority Ethnic (BAME) students and staff can be very challenging – that marginalisation, under-representation, and Microaggressions are real and deeply damaging. And institutions like ours could be part of the change.

With an attendance of 121 participants and evidence of impact on participant knowledge and understanding of Microaggressions, this partnership approach was successful.

04

A year like no other:
responding to the future through equality outcomes and mainstreaming equality themes

This section includes the following:

- an overview of Equality Outcomes 2021-2025 and key mainstreaming themes
- a summary of key achievements since April 2019 regarding shared actions from the shared, regional Equality Outcomes 2017-2021 action plan

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

**Click here for Appendix 1
for College Equality Outcomes 2021-2025 action plan**

**Click here for Appendix 2
for College Equality Outcomes 2017-2021 action plan progress report**

04
A year like no other:

Responding to the future through our equality outcomes and mainstreaming equality themes

The outbreak of Covid-19 in the spring of 2020 has impacted on all aspects of life. The ongoing pandemic continues to take lives. It hurts and disrupts others. It exacerbates already existing inequalities and has compromised the mental wellbeing of us all. It may also yet demand more of us, as a society and College Sector, to respond better and possibly simultaneously to the other global challenges we face, such as the climate crisis. Now, colleges like ours, look ahead knowing that we must support the inclusion and wellbeing of our people and the social and economic recovery and future prosperity of our local communities. For the next four years, the College has an opportunity through its Equality Outcomes to make a difference to the lives and experiences of those most beset by inequality on the basis of their protected characteristic(s). This is why our Equality Outcomes speak to the significance and persistence of particular inequalities and the need to continue tackling these so as to secure long-term and sustainable change in the College.

The near seismic societal and cultural shifts still required to achieve true equality, make it clear to us that our equality outcomes must be a part of a College strategic approach to equality and inclusion. As a result of this, the College's Equality Outcomes 2021-2025 reflect both an evidenced need and also commitments made previously. In this way, it is more possible for the College to assess its progress and ultimately, make an impact. We know that with a sustained College focus on an equality need, like male student mental health or female student enrolment in Engineering and Renewables courses, we experience change. Even if that change seems small, it is significant enough to warrant continued action to facilitate greater improvement later. The College's equality outcomes are part of something bigger than their four-yearly cycle. They are part of a journey started before now.

"Students and staff of the College are right to demand of it to be a safe, inclusive and diverse place in order to support and enable all to fulfil their potential."

By April 2025, we aim to be a place of learning and working where:

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

Equality Outcome 2:

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

Equality Outcome 3:

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

Equality Outcome 4:

The recruitment and declaration rates of staff with a disability have improved

Students and staff of the College are right to demand of it to be a safe, inclusive and diverse place in order to support and enable all to fulfil their potential. The current circumstances we find ourselves in matters only to the urgency of achieving these Equality Outcomes. At the same time, we must be vigilant to emergent issues and their ability to quickly become a pressing equality need. For example, it is not lost on us the current economic fragility of the Ayrshire region and how particular characteristics and minority groups may suffer most from any economic and related fallout. With so much uncertainty about what lies ahead and the potential implications of such for current and future students and staff, as per our legislative right, we will add to or amend our equality outcomes to address an emergent equality need, as required. This is where using College data and working with local, national and Sector partners will be critical.

So too, the continued determination to mainstream equality into the College's everyday functions, processes and activities. In the Foreword of the previous Mainstreaming Equality 2017-2019 and Equality Outcomes 2017-2021 report, the College Principal and CEO Carol Turnbull stated 'the value placed on inclusion and diversity must be more than words and instead be ways of being'. Since then, we have been able to progress some previous equality outcome actions, such as those related to gender-based violence (GBV), to mainstreaming activities for this next reporting period. For us, this is a marker of success in moving forward towards that vision of 'ways of being'. In that same report, it was also stated that the College was 'in a place of learning' regarding mainstreaming equality. This indeed might always be the case as we seek to improve how and what we mainstream in the College.

As part of that learning, this time, we aim to develop a more effective, embedded way, through the Quality Enhancement process, of College teams reporting their mainstreaming and equality outcomes contributions. In addition, we have introduced the concept of key mainstreaming themes which are intended to further progress and monitor specific equality needs; some of which may currently or in the future be impacted by, for example, Covid-19 and the UK's withdrawal from the European Union (EU). The College's Values, Inclusion, Equality, and Wellbeing (VIEW) steering group, led by the Director of HR and Organisational Development, will lead on these new aims and as before, report its progress on supporting the College to meet the PSED requirements to the Senior Leadership Team (SLT).

[11.] Ayrshire Outcome Agreement 2019-20 (sfc.ac.uk)
[12.] If not now, when? - Social Renewal Advisory Board report: January 2021 - gov.scot (www.gov.scot)

Key mainstreaming themes 2021-23

Key mainstreaming themes

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[13]. The College remains committed to raising awareness and tackling GBV in all its forms and aims by April 2023 to be in a position where, for example, we have a staff GBV policy; increased the number of staff trained; and successfully completed our White Ribbon Status project. In addition, we will continue to review our Safeguarding processes and the ways in which students are enabled to access support.

---

[13] For example, APPG-UN-Women_Sexual-Harassment-Report_2021.pdf (unwomenuk.org)

Student participation in College feedback processes

The aim is to ensure all students participate in opportunities in which they can shape and inform College decision-making for the betterment of student experience. This means, we must ensure that the diversity of our student population is represented throughout and with continued Student Association support, this can be a reality. In the academic year 2021-2022, the Student Association will establish a student advisory group aligned to the College's VIEW steering group.

Female staff progression

From the staff data analysis, it was shown that the intersection of gender and age might be significant in relation to senior leadership or management positions within the College. Moreover, from the College staff survey, in late summer 2020, of the staff who indicated that they have caring responsibilities which may impact upon their ability to return to their normal working pattern or role, 67% were female staff with low paid female Support staff most concerned about the potential decrease in flexibility and the organisation of childcare when College campuses fully reopen. The economic impacts of Covid-19 are also known to be disproportionately affecting women more than men[14]. In knowing this, and what we know about the College workforce already, we must look to opportunities that support continued female staff employment and progression.

These key mainstreaming themes link to a specific Equality Outcome and will be monitored through the VIEW steering group.

---

[14] For example, Close-the-Gap-briefing-for-Members-Debate---The-impact-of-COVID-19-on-women-in-the-economy.pdf and Coronavirus (COVID-19) and the different effects on men and women in the UK, March 2020 to February 2021 - Office for National Statistics (ons.gov.uk)

Equality Outcomes

2021-2025

In April 2017, for the first time, the College and a range of community partners, many from the Ayrshire Equalities Partnership (AEP), developed and published a set of four shared, regional Equality Outcomes 2017-2021 including some shared actions. Now at the end of the lifecycle of those particular Equality Outcomes, it has been agreed that the College will promote these previous equality outcomes, given their aspirational nature, to shared, regional equality ambitions and thus, still play its part in the region by aligning its Equality Outcomes 2021-2025 to these. Working in this regional way with partners previously, was highly innovative and led to many collective achievements on behalf of the communities we each serve. Because of this, the College remains fully committed to working with all its partners in the AEP.

[15.] Ayrshire College, Community Justice Ayrshire, East Ayrshire Council, Joint Evaluation Board, NHS Ayrshire and Arran, North Ayrshire Council, and East Ayrshire Health and Social Care Partnership, North Ayrshire Health and Social Care Partnership, and South Ayrshire Health and Social Care Partnership

Since our last report in April 2019, the College and its partners have worked together to achieve a number of shared actions set out in the Equality Outcomes 2017-2021 action plan.

Click here to view Appendix 2: College Equality Outcomes 2017-2021 action plan progress report
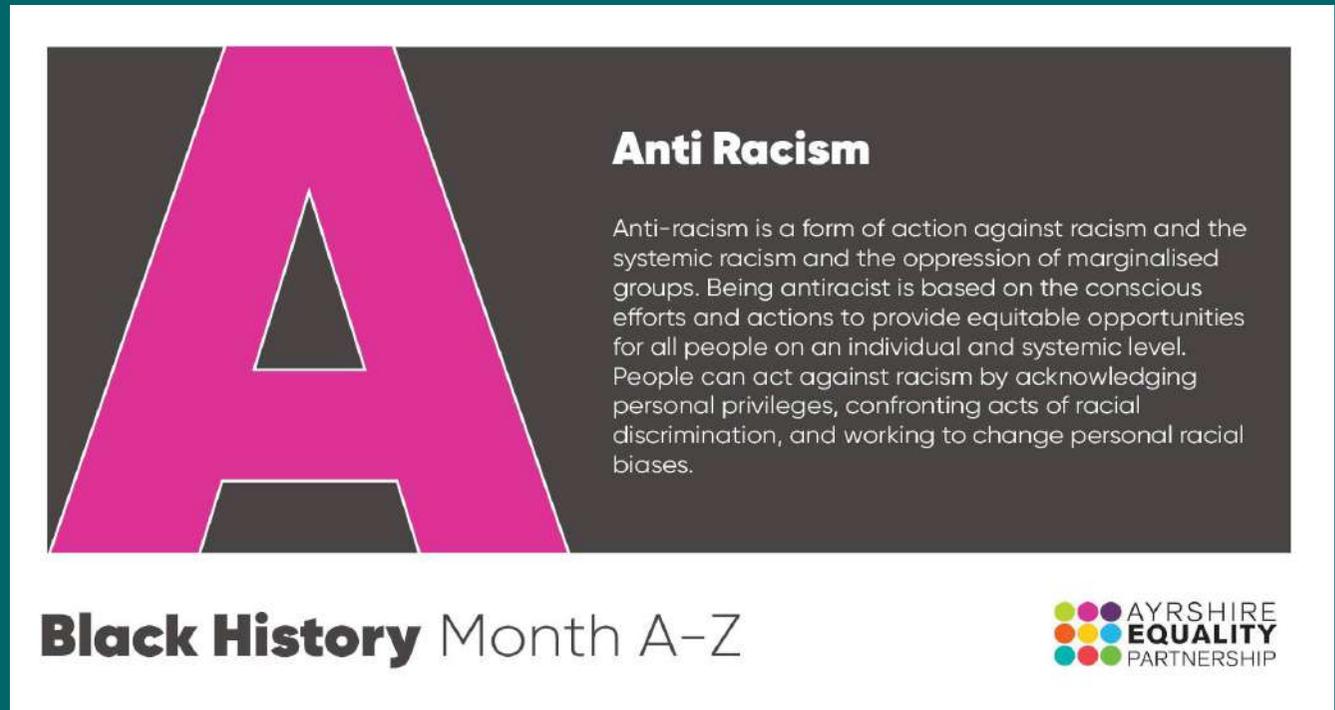
Key achievements in 2019-2021:

Hate crime

In October 2019, five events were held to raise awareness of hate crime and Third Party reporting centres. These 1 hour, lunch-time sessions were facilitated by Police Scotland and held across different partner sites including Kilwinning Campus, Ayrshire College.

In October 2020, a week-long webinar series called 'Call hate out' was held. This webinar series included individual, dedicated focuses to the protected characteristic groups known to experience hate crime. Over 200 participants attended across the week with positive feedback given.

In October 2020, a month-long social media campaign celebrating BHM was launched including video messages from, for example, the College's CEO and Principal and an A-Z of key dates and figures

Black History Month (BHM)

In October 2019, an event was held at the University of West of Scotland (UWS), Ayr Campus, with invited guest speakers, including Chief Superintendent Faroque Hussein, the highest ranking Black and Minority Ethnic (BME) Police Officer in Scotland, discussing topics such as leadership, education and social justice. The event also displayed art work from Ayrshire College students on the theme of 'Human Rights'.

In October 2020, a month-long social media campaign celebrating BHM was launched including video messages from, for example, the College's CEO and Principal and an A-Z of key dates and figures

LGBT History Month

In February 2021, a two-part special 'Your voice Your song' Rockpool Podcast was released; Part 1 features interviews with Patrick Harvie MSP and co-leader of the Scottish Green Party; Ellie Gomarsall, Women's Officer - UWS; Ferhan Khan, Queer Muslim Activist; and Jules T Smith, Clothes Designer – Binge Designs. Part 2 features a diverse collection of student and staff voices as well as some voices from prominent LGBT organisations such as LEAP Sports and LGBT Youth Scotland.

Click here for more:
Rockpool Podcasts' Flowpage (flowcode.com)

The majority of responses stated that the previous Equality Outcomes 2017-2021 were still relevant and reflected an ongoing need to achieve these.

With many of its partners from the AEP, the College carried out an Ayrshire-wide public consultation between 13 October – 18 November 2020 using an online, Microsoft Forms survey to support the development of its Equality Outcomes 2021-2025. This method of engagement was chosen as a consequence of Covid-19 restrictions. The survey asked ten questions based on the previous shared, regional Equality Outcomes as well as an 'about you' section to collect relevant protected characteristic information. The majority of responses stated that the previous Equality Outcomes 2017-2021 were still relevant and reflected an ongoing need to achieve these. Some responses did, however, also state that these Equality Outcomes were too broad and required to be more specific to achieve success.

To further support the development of the College's Equality Outcomes 2021-2025, a number of actions were taken including student engagement through, for example, focus groups and the Student Association; staff engagement through, for example, the Positive about Disability staff group, the VIEW steering group, the Promoting Wellbeing group, and other internal governance processes such as the College Leadership team; and a thorough review of College student and staff data as well as relevant information related to the Sector and beyond. In addition to this, the Equality Outcomes were shared for consultation through the equality and inclusion e-newsletter 'Equality Matters' as well as other all staff communication channels.

From this, we know:

1. There is an ongoing need to continue developing a safe and inclusive College which is proactive in valuing and promoting diversity.

We know this because:

- the Ayrshire-wide public consultation included responses detailing hate incidents experienced in the community particularly regarding race
- from a student focus group, some students were unable to recognise behaviours that could be defined as a hate incident or crime and lacked awareness of, for example, Third Party Reporting
- local and national Police Scotland hate crime figures
- recent Sector research findings, for example, Tackling racial harassment: Universities challenged (equalityhumanrights.com) report and TransEdu Scotland: Examining experiences of, and current provision for, trans and gender diverse applicants, students and staff in Scotland's colleges and universities

Related Mainstreaming themes:

Gender-based violence

Student participation in College feedback processes

Our response is:

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 at Ayrshire College. Through this, we will take actions to improve student and staff awareness of what a hate crime is and where and how they can access support. Our intention in doing this, is to educate about behaviours rooted in hate, prejudice, and discrimination. Fundamentally, we want to ensure all students and staff are enabled to fulfil their potential.

2. There is an ongoing need to continue challenging the influence of societal gender norms and stereotyping and their role in student course selection. We want to encourage and support current and future students, no matter their gender, to enrol in courses of study that reflect their interests and career aspirations.

We know this because:

- 6 out of 11 Curriculum areas have courses that have a significant imbalance of male and female student representation:

- In Hairdressing, Beauty, Complementary Therapies and Make-Up Artistry courses, enrolment figures since Academic Year (AY) 2017-2018 have remained fairly static with, on average, female students accounting for 91% of total enrolments across all full-time and part-time courses. Hairdressing has had the highest number of male students enrolled year on year whereas Complementary Therapies has had no male enrolments over the past three years

- In Construction Technology and Trades courses, male students accounted for 94.2% of total enrolments in AY 2019-2020. Enrolment figures since AY 2017-2018 have remained fairly static with, on average, a ratio of 93.7% male students to 6.3% female students

- In Early Years courses, female students accounted for 94% of full-time enrolments and 95% of part-time enrolments in AY 2019-2020

- In Engineering and Renewables courses, males accounted for 78.2% of total enrolments and in Aeronautical courses, males accounted for 90.9% of total enrolments in AY 2019-2020

- In Computing and Games Development courses, there is a deeply persistent male and female imbalance in both Further Education and Higher Education in favour of male students; it is shown in Computing courses for example, female student enrolment has been decreasing since AY 2017-2018 - an overall decrease of 20%

Scotland's social and economic recovery from Covid-19 will almost certainly require the need to address the persistence of gender inequalities in these areas.

Our response is:

Equality Outcome 2:

Curriculum areas with courses that have a male or female student gender imbalance greater than a 75:25 ratio have improved. Heads of Learning and Skills will take actions relevant to their Curriculum area and be supported in doing so, by a number of College-wide related actions including the establishment of student-career networks.

3. There is an ongoing need to continue encouraging male students to share information regarding their mental health and by doing so, we can positively support them to be successful and fulfil their potential at College.

We know this because:

- The number of male students declaring a mental health condition remains lower than female students. In AY 2019-2020, 9.07% of students enrolled had a declared mental health condition. Of that number, 28.4% were male students and 70.8% were female students

- With targeted intervention in Curriculum areas with large numbers of male students such as Construction Technology and Trades and STEM, the figure of male mental health declaration has improved by 7.6% since AY 2018-2019, suggesting continued efforts are impactful. In AY 2019-2020 male students accounted for 41.7% of enrolment in these Curriculum areas with 5.5% of these declaring they had a mental health condition

- National probable suicide figures continue to show that a higher number of males than females end their life by suicide

[16.]Deaths by suicide increased in 2019 - News - Public Health Scotland

Our response is:

Equality Outcome 3:

The rates of declaration, retention and attainment of male students with a mental health condition have improved. We understand the significance of gender in reference to mental health declaration. As such, we will take actions that continue to tackle male mental health stigma, through the 'Wear it on your Sleeve' initiative for example, as well as focused, interventionist student inputs and staff training with Curriculum teams that have large numbers of male students studying on their courses.

4. There is an ongoing need to continue recruiting a diverse workforce and in particular, it is recognised that the College as an employer can do more to encourage and support its current and future staff to share their disability status

We know this because:

- The current staff disability declaration number remains low at 6.32% coupled with a relatively high number of staff also not providing information in this regards

- It was highlighted, from previous College staff focus groups with disabled staff, that unique barriers exist particularly around stigma – real and perceived – which prevent many staff from sharing their disability status

- 1 in 5 working-age people in Scotland are disabled and inequalities in gaining employment still exist, for example, disabled people with a degree are less likely to be employed than non-disabled people without one

[17] A Fairer Scotland for Disabled People: progress report 2019 - gov.scot (www.gov.scot)

Related Mainstreaming themes:

Female staff progression

Our response is:

Equality Outcome 4:

The recruitment and declaration rates of staff with a disability have improved. Through this, we will take actions to review our current recruitment process and learn from our disabled staff on how to improve the employment experience for those with a disability or long-term health condition.

Concluding remarks

David Davidson
Director of Human Resources and Organisational Wellbeing

The review of progress on the current Equality Outcomes 2017-2021 and steps taken by the College to mainstream equality was carried out in the context of the ongoing Covid-19 pandemic. It is against this backdrop that the new Equality Outcomes for the period 2021-2025 were developed and published within the report, following consultation. It is clear that despite the Covid-19 pandemic, the College has made genuine progress in mainstreaming aspects of equality within its core business functions. A significant development during this review period has been the inclusion of mental health and wellbeing units within the delivery of the curriculum. It is work of this nature that truly embeds equality and provides a strong basis from which to progress.

The report has also described the work and commitment of a number of teams across the College to mainstream equality and this has to be commended. The work carried out in relation to gender imbalance across Curriculum areas demonstrates the sustained level of activity necessary to tackle persistent inequalities. It is very clear, however, that the ambitions as set out within the new Equality Outcomes will only be achieved through the collective efforts of all Curriculum and Support teams across the College.

The new Equality Outcomes, published here, are ambitious and stretching but also achievable and realistic. The understanding which was confirmed by SFC and EHRC demonstrates that Colleges will be subject to the highest levels of scrutiny in respect of achieving their Equality Outcomes. This scrutiny is welcome as it places the Equality Outcomes on a par with all other strategic aims including e.g. the Outcome and Impact Framework which all colleges are required to agree with SFC.

The next four years and lifecycle of the new Equality Outcomes is, therefore, an exciting period with a range of opportunities available to impact positively on people's lives, and particularly those who share protected characteristics where inequality is long-standing and persistent. The scale of the challenge presented is also recognised, however, through the collective efforts of the College community, including its staff, students and stakeholders, a real difference can be achieved through the Equality Outcomes 2021-2025. An interim review of progress against these outcomes will be published in two years' time, in 2023.

Appendix 1

Equality Outcomes 2021-2025
Action Plan

Set out below are a number of actions that will support the College to achieve its Equality Outcomes 2021-2025.

In the action plan, 'PC' denotes 'protected characteristics' and 'GD' denotes 'General Duty'. The inclusion of these in the action plan, is to show the focus of the Equality Outcome and which need of the General Duty it is meeting.

The three needs of the General Duty are:

1. eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010

2. advance equality of opportunity between people from different protected characteristic groups

3. foster good relations between people from different protected characteristic groups, tackling prejudice and promoting understanding between people from different groups

The College will report its progress on meeting these Equality Outcomes by 30 April 2023.
To view previous progress, click here:
https://www1.ayrshire.ac.uk/media/7359/equality-outcome-2017-2021-action-plan-progressdocx.pdf

Ayrshire College
Equality Outcomes 2021-2025

Shared, regional Equality ambition	In Ayrshire, people experience safe and inclusive communities
SFC Outcome Agreement priority	Quality, learning, teaching and participation Equalities and Inclusion
Scottish National Performance Framework	We live in communities that are inclusive, empowered, resilient, and safe We respect, protect, and fulfil human rights and live free from discrimination

	PC	GD	Indicator(s)	Action(s)	Timescale	Responsibility
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 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 Inclusion Advisor
				Implement a Report and Support tool and use the information gathered to develop targeted College initiatives and policies	April 2023	Director of Human Resources and Organisational Development, Head of Student Experience, and Equality and Inclusion Advisor

				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
				Develop and implement an annual College campaign focused on promoting diversity, equality and inclusion	April 2023	Equality and Inclusion Advisor
				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 Inclusion Advisor
				Develop staff learning and development resources and training on hate crime and related behaviours	April 2025	Staff Learning and Development Advisor and Equality and Inclusion Advisor
				Explore opportunities to develop a pilot student Equality Ambassador model	April 2025	Equality and Inclusion Advisor and Student Association Advisor

Ayrshire College
Equality Outcomes 2021-2025

Shared, regional Equality ambition	In Ayrshire, people have opportunities to fulfil their potential throughout life		
SFC Outcome Agreement priority	Quality, learning, teaching and participation Learning with impact Equalities and Inclusion		
Scottish National Performance Framework	We live in communities that are inclusive, empowered, resilient, and safe We respect, protect, and fulfil human rights and live free from discrimination		

	PC	GD	Indicator(s)	Action(s)	Timescale	Responsibility
Equality Outcome 2 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	Curriculum and relevant Service teams will identify and action priority actions to tackle gender imbalances as part of their operational delivery	April 2023	Heads of Learning and Skills, Head of Schools, Access and Engagement, Head of Student Experience
				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	Head of Student Experience and Heads of Learning and Skills

			• 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	Re-establish the purpose and scope of 'Ayrshire Connects: Construction Technology and Trades and STEM' including the opportunity to widen membership to female, non-binary and gender diverse S5/6 pupils and 1st year level university students in the region	April 2025	Relevant Heads of Learning and Skills, Head of Marketing and Front of House, and Equality and Inclusion Advisor
				Explore opportunities to establish an 'Ayrshire Connects: Health and Social Care, Early Years, and SWAP Primary' for male, non-binary and gender diverse students studying on these courses	April 2025	Relevant Heads of Learning and Skills, Head of Marketing and Front of House, and Equality and Inclusion Advisor
				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	Relevant Heads of Learning and Skills, Head of Marketing and Front of House, and Equality and Inclusion Advisor

Ayrshire College
Equality Outcomes 2021-2025

Shared, regional Equality ambition	In Ayrshire, people have opportunities to fulfil their potential throughout life
SFC Outcome Agreement priority	Quality, learning, teaching and participation Learning with impact Equalities and Inclusion
Scottish National Performance Framework	We live in communities that are inclusive, empowered, resilient, and safe We respect, protect, and fulfil human rights and live free from discrimination

	PC	GD	Indicator(s)	Action(s)	Timescale	Responsibility
Equality Outcome 3 The rates of declaration, 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
				Develop a College suicide awareness/prevention campaign	April 2023	Mental Health Liaison Officer and Equality and Inclusion Advisor
				Develop and deliver a staff learning and development programme focused on student mental health for STEM and related staff	April 2023	Staff Learning and Development Advisor and Equality and Inclusion Advisor

				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 Inclusion Advisor
				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

Ayrshire College
Equality Outcomes 2021-2025

Shared, regional Equality ambition		In Ayrshire, public sector bodies will be inclusive and diverse employers
SFC Outcome Agreement priority		Equalities and Inclusion
Scottish National Performance Framework		We live in communities that are inclusive, empowered, resilient, and safe We respect, protect, and fulfil human rights and live free from discrimination

	PC	GD	Indicator(s)	Action(s)	Timescale	Responsibility
Equality Outcome 4 The recruitment and declaration 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 • Improved line manager awareness on ways to support staff with a disability or long-term health condition	Develop and implement a College employer recruitment campaign including the further development of the 'Work for us' section on the College website	April 2023	HR Manager and Head of Marketing and Front of House
				Develop an internal staff campaign focused on the reasons and benefits of sharing protected characteristic information	April 2023	HR Manager and Equality and Inclusion Advisor

				Undertake a review of the College recruitment and selection procedure to identify and remove, where possible, potential barriers for disabled applicants	April 2023	HR Manager
				Explore opportunities to establish a staff disability support network	April 2023	Equality and Inclusion Advisor
				Further develop guidance and resources for line managers in relation to supporting staff with a disability or long-term health condition	April 2023	HR Manager, Equality and Inclusion Advisor, and Staff Learning and Development Advisor
				Further develop the College's working relationship with Jobcentre Plus to promote opportunities to disabled applicants	April 2023	HR Manager

				Explore opportunities to further develop the 'Growing Leaders' programme	April 2025	HR Manager and Staff Learning and Development Advisor
				Explore opportunities, including in relation to College processes, to support disabled staff to declare their disability status	April 2025	HR Manager

Appendix 2

Equality Outcomes 2017-2021
Action Plan - Progress update 2021

Set out below is the College's progress in meeting its Equality Outcomes 2017-2021 during the two year period since April 2019. For this reason, actions to be achieved by April 2019 have been removed from the reporting template.

In addition, actions related to Modern Apprenticeships (MAs) in Equality Outcome 3 have been removed because the College does not have any Modern Apprentices in its workforce currently. As an education provider, the College remains committed to using its influence as far as possible to improve the diversity of Modern Apprentices in line with targets set by Skills Development Scotland (SDS) regarding gender, disability, ethnicity and care-experienced.

To view previous progress, click here:
https://www1.ayrshire.ac.uk/media/7359/equality-outcome-2017-2021-action-plan-progressdocx.pdf

Click here to view Appendix 1 - Equality Outcomes 2021-2025 Action Plan

Appendix 2

Summary of Equality Outcomes 2017-2021 progress:

Significant progress has been made to achieve the actions set out for each Equality Outcome below. Particular strengths can be identified in relation to hate crime and gender-based violence as well as improving the experiences and furthering the opportunities of students and staff who identify as LGBT+; those with a disability including a mental health condition; and care experienced students. It is also clear that many steps have been taken by the College to address and tackle male and female student gender imbalances in specific courses dominated by one gender.

The College's next set of Equality Outcomes 2021-2025 aim to build on progress made.
To view the College's Equality Outcomes 2021-2025, click here

Appendix 2

Action Plan

Progress update
April 2021

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

Related Scottish Funding Council Outcome (s) More equal society

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

Equality Outcome 1	Actions	General Equality Duty Need	PC	Indicators	Timescale	Responsibility	Progress
In Ayrshire, people experience safe and inclusive communities	Implement an Equality and Inclusion staff learning and development programme and further mainstream equality and inclusion into Staff Development	All	All	Number of staff trained At least two equality and inclusion themed training sessions are embedded in the annual cycle of Staff Development Days Staff report increased knowledge and understanding across the spectrum of equality concerns and protected characteristic groups	April 2021	Director of Human Resources and Organisational Development	Between 01/02/2020 and 31/01/2021, 516 staff had completed the mandatory Equality and Diversity e-learning module. Following staff feedback and with the aim to embed a culture of continuous learning within the College, the delivery model of Continuing Professional Development (CPD) moved from a static 2-3 times per year model to an all-year-round CPD model. This now includes the delivery of webinars and events internally as well as signposting staff to courses and resources available externally. A CPD brochure has been developed and includes a specific Equality and Inclusion section devoted to promoting relevant events and resources. The Staff Learning Portal, which all staff have access to, has been enhanced with, for example, the provision of a CPD Resource Toolkit, featuring links to content and webinar recordings (where possible), so that staff who were unable to attend a session are able to view it at a later date. A number of new resources have been added to the Staff Learning Portal, including a hiring manager toolkit for managers (which includes reference to discrimination and links to unconscious bias training), and information on tips for positive mental health, mood boosters and suicide awareness have also all be included.

	Develop an equality and inclusion student awareness-raising programme including an e-learning module	All	All	Number of students completing the Equality and Inclusion e-learning module	April 2021	Director of Human Resources and Organisational Development and Head of Student Experience	This action has not progressed and the College will instead develop and deliver a mandatory Level 4 student input focussed on equality and diversity themes especially around respectful behaviours versus hate crime. This action is included in the College's new Equality Outcomes 2021-2025 action plan and will be supported by the College's Equality and Inclusion Advisor and Police Liaison Officer.
				Students report increased awareness across the spectrum of equality concerns and protected characteristic groups			
	At least four equality strands or themes will be included as part of the College's annual events calendar	All	Age, Disability, Gender Reassignment, Race, Religion and Belief, Sex, and Sexual Orientation	Students and staff with relevant protected characteristics report being treated fairly and with respect to the same degree as those who do not	April 2021	Director of Human Resources and Organisational Development	Since April 2019, the College has continued to promote key equality and related dates as well as develop its own events, campaigns and initiatives. From the Student Satisfaction Survey in March/April 2019, 85% of students agreed and strongly agreed with the statement that all College students are treated fairly and equally by staff.
	Work with key local partners to raise overall awareness of hate crime and share data appropriately for monitoring purposes	All	Disability, Gender Reassignment, Race, Religion and Belief, and Sexual Orientation	Number of hate crimes reported and detected	April 2021	Director of Human Resources and Organisational Development	All partners involved in the shared, regional Equality Outcomes 2017-2021 have continued to hold events or similar to progress this action. In October 2019, a series of five events to raise awareness of hate crime and Third-Party reporting were held across Ayrshire for those living, working or studying in the region. In October 2020, a series of five webinars to raise awareness of the lived experiences of protected characteristics groups most likely to experience hate crime were held for those living, working or studying in Ayrshire and beyond. Both activities were well attended and evaluated positively. In Ayrshire, the number of hate crimes and incidents has reduced from 335 in 2019 to 229 in 2020. Partners continue to use the quarterly Police Scotland Hate Crime report for the region to monitor local hotspots and protected characteristic information. Race hate crime continues to be the most prevalent in this region. Equality Outcome 1 of the College's Equality Outcomes 2017-2021 will be focused on hate crime.

	Raise staff and student awareness of identifying and reporting hate crime	All	Disability, Gender Reassignment, Race, Religion and Belief, and Sexual Orientation	Number of staff trained	April 2021	Director of Human Resources and Organisational Development and Head of Student Experience	Awareness-raising events such as those described above and elsewhere, like the Microaggressions webinar, held in October 2020, were open to College students and staff. Each of these had positive attendance, however, it is a challenge to disaggregate fully the number of College staff and students who attended these from the total attendee number.
				Number of students participating in Hate Crime workshop(s) delivered by College Police Liaison Officer			Since April 2019, the Police Liaison Officer has delivered Hate Crime sessions to 47 students and also supported the 'Don't Tolerate Hate' NC Higher Social Sciences project between February-March 2020.
				Students and staff, including those with relevant protected characteristics, report increased awareness of identifying and reporting hate crime			From student focus groups on the College's Equality Outcomes 2021-2025, some students were able to identify what a hate crime is, however, most were unfamiliar with Third-Party reporting.
	Raise awareness of Third-Party Reporting including widely promoting Ayrshire College as a Third-Party Reporting Centre	All	Disability, Gender Reassignment, Race, Religion and Belief, and Sexual Orientation	Number of frontline services staff trained	April 2021	Director of Human Resources and Organisational Development and Head of Student Experience	In October 2019, the College's Principal, Police Liaison Officer and Equality and Inclusion Advisor took part in a publicised Police Scotland campaign to promote Third-Party reporting. This was followed by a College podcast between the Police Liaison Officer and Equality and Inclusion Advisor discussing hate crime and College support. Progressing some of these indicators has been challenging especially staff training, due to the ongoing Pandemic. The newly appointed Police Liaison Officer, in January 2021, is however engaging with Police Scotland's Equality and Diversity Unit on how hate crime and Third-Party reporting training can be delivered online as currently there are no arrangements for this. Through internal College discussions, it is clear that frontline services staff, such as the Student Experience team and Front of House team, would benefit from refresher training. This action is included in the College's Equality Outcomes 2021-2025 action plan and will be supported by the College's Equality and Inclusion Advisor and Police Liaison Officer.
				Students and staff, including those with relevant protected characteristics, report increased awareness of Third-Party Reporting			
				Increased use of Third-Party Reporting to report hate crime			

	Work with key local partners to implement the 'Keep Safe' scheme across Ayrshire	All	Disability	The overall increase in the number of establishments registered as part of the 'Keep Safe' scheme	April 2021	Director of Human Resources and Organisational Development	Since April 2019, the number of spaces across Ayrshire registered as a 'Keep Safe' space has risen from 45 to 70. The Covid-19 pandemic has impacted upon further establishments participating in the scheme.
	Raise staff awareness of Prevent Strategy and the associated reporting procedures to support its implementation	All	All	Number of staff trained / Guidance on reporting procedures widely available	April 2021	Head of Student Experience	In the College's Safeguarding e-learning module, radicalisation is a topic covered. Across the College 70% of staff have completed this training. The College, with support from Police Scotland, has strengthened its position statement on anti-terrorism.
	Deliver fully the actions in the Promoting Wellbeing action plan	All	Disability	Students and staff with relevant protected characteristics report being treated fairly and with respect to the same degree as those who do not	April 2021	Director of Human Resources and Organisational Development and Head of Student Experience	Good progress continues to be made to tackle mental health stigma. In AY 2019-2020, the College recruited 17 student Wellbeing Champions and has continued to support the Student Association campaign 'Wear it on your sleeve'. In the Student Satisfaction Survey, 97% of students agreed and strongly agreed that the College promotes positive mental health and wellbeing through campaigns and activities.

	Continue working in both the pan- Ayrshire and locality Violence against Women (VAW) partnerships and fully deliver the actions in College Equally Safe action Plan	All	Sex	Number of staff trained	April 2021	Director of Human Resources and Organisational Development	The Covid-19 pandemic is impacting on local VAW partnerships with many partners, such as Public Health, focussing only on immediate priorities related to the pandemic. The pandemic also impacted upon 16 days of action in November 2020 where, in normal times, the College and its partners would be engaged in several awareness-raising activities including our own Reclaim the Night walk and pledge signings on-campus. In November 2019, a series of events were held across Ayrshire including:
				Staff report increased awareness of gender inequality being a root of gender-based violence			• 'Gender-based violence in the Modern World' Conference: 190 attendees including College staff, and Beauty students also offered treatments at the event; 75% of participants stated they had an excellent level of GBV knowledge following the event
				Action against Stalking's Victim Impact Box embedded as a support tool for students and staff			• 'Coercive Control: what can I do as an employer to support staff? Working afternoon tea event; 30 attendees; excellent feedback including impact statements such as 'Thought-provoking – complex topic – need to think about how to raise further awareness
				Students and staff with relevant protected characteristics report being treated fairly and with respect to the same degree as those who do not			• North Ayrshire Councillor Jim McMahon ran a marathon every day of the 16 days of action. Staff and Sports and Fitness students supported Jim by running with him.
							In that same year, the College became an official member of Fearless Glasgow, which was developed from a consortium of colleges and universities from the West of Scotland. The College is benefitting from the learning and opportunities to participate in discussions with, for example, the SFC regarding a Sector Report and Support tool.
							From internal staff training events, staff report an improved knowledge and understanding of GBV and have identified they would benefit from further awareness especially regarding stalking and commercial sexual exploitation. In November 2020, the College's Equality and Inclusion Advisor was a panel member of the SFC funded, Advance HE webinar 'Gender-based violence in the Curriculum'.

Appendix 2

Action Plan

**Progress update
April 2021**

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

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

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

Equality Outcome 2	Actions	General Equality Duty Need	PC	Indicators	Timescale	Responsibility	Progress
In Ayrshire, people have equal opportunities to access and shape our public spaces	Deliver fully the actions from the Continuous Improvement: student application review exercise	Advancing Equality of Opportunity	All	The overall increase in the number of course applications received across all protected characteristic groups	April 2021	Director of Quality Enhancement and MIS	A number of improvements were made as part of the initial exercise and the College is currently in the process of implementing more improvements to the student online application and online enrolment process.
				The overall increase in the number of student disclosures at application and enrolment stages			
			Gender Reassignment, Race, Religion and Belief, and Sexual Orientation	Action plan developed and implemented to increase the relative number of students with relevant protected characteristics at application and enrolment stages			
			All	Action plan developed and implemented to increase the participation levels of students with relevant protected characteristics in current student feedback processes	April 2021		The Student Satisfaction Survey includes equality and wellbeing-related questions. The Student Ambassador model is also improving student influence across the College. Both sources of student feedback will be part of a mainstreaming theme moving forward.

| | Continue ensuring services and buildings are fully inclusive and accessible to those who are in transition or identify as trans (including non-binary) | All | Gender reassignment | Number of frontline services staff trained | April 2021 | Director of Human Resources and Organisational Development | A focus has been the continued development of the Ayrshire LGBT+ Network. The Network is a forum for sharing and discussing good practice to further the inclusion and opportunities of LGBT+ learners within educational establishments in Ayrshire. Network membership continues to grow and progress positively in meeting its aims. The Network has had two Meets this academic year (AY) 2021-2022; in October 2020 with LGBT Youth Scotland and Time for Inclusive Education (TIE) focused on mental health and wellbeing (31 attendees); and in November 2020 with South Ayrshire Women's Aid on LGBT+ and healthy, positive relationships (26 attendees). Since April 2019, the Network has held 7 Meets. |
| | | | | Students and staff who are in transition or identify as trans (including non-binary) report being treated fairly and with respect to the same degree as those who are not in transition or identify as trans | April 2021 | | The College's Equality and Inclusion Advisor continues to co-chair the sector TransEdu Community of Practice and in January 2020, took part in the College Development Network (CDN) Virtual Bridge session 'Supporting trans and gender diverse students to learn online'. The session had a total of 29 attendees from across the College sector. In October 2019, as part of the 'Call hate out' webinar series, Dr Stephanie McKendry, Head of Access, Inclusion and Equality and Lead Officer in the TransEdu CoP, facilitated the webinar 'The experiences of trans and gender diverse learners and staff in colleges and universities: moving from evidence to action'. With attendance at 52 for this webinar, this was the second most attended of the webinar series.

Since April 2019, the College has continued to support those who identify as trans and gender diverse including being a venue for a Scottish Transgender Alliance engagement event in September 2019; a blog written by the College's Equality and Inclusion Advisor in support of trans rights; the establishment of a student LGBT+ peer group; Pink Saltire LGBTI timeline wall display during LGBT History Month 2019, and Rockpool Podcasts Your voice, your song special LGBT+ episodes. |

	Deliver fully the actions in the Promoting Wellbeing action plan	All	Disability	The overall increase in the number of students and staff disclosing a mental health condition	April 2021	Director of Human Resources and Organisational Development and Head of Student Experience	The number of students declaring a mental health condition at the enrolment stage is, overall, increasing year on year. This is suggestive that the College's wellbeing culture is being positively interpreted by students and informing their choice of declaration at the outset. The number of staff declaring a disability has increased from 5.13% to 6.23%. This could be evidence of the College's efforts to improve staff disability declaration and staff choosing to share their details following Covid-19 shielding advice.
	Deliver fully the actions in the Corporate Parenting action plan	Advancing Equality of Opportunity	Age	The overall increase in the number of students disclosing they are care experienced	April 2021	Head of Student Experience	Significant progress has been made with the three local authorities, in Ayrshire, to share information at the earliest possible opportunity about pupils moving onto a course who are care experienced, receive additional support at school, or are registered as a young carer. As a consequence, the number of students declaring as care-experienced has increased. The live headcount of care-experienced for AY 2020-2021 is 1046; this is an increase of 147 from AY 2018-2019.

Appendix 2

Action Plan

**Progress update
April 2021**

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

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

Related National Outcome(s) — We realise our full economic potential with more and better employment opportunities for our people

We are better educated, more skilled and more successful, renowned for our research and innovation

Our young people are successful learners, confident individuals, effective contributors and responsible citizens

Our children have the best start in life and are ready to succeed
We live longer, healthier lives

Equality Outcome 3	Actions	General Equality Duty Need	PC	Indicators	Timescale	Responsibility	Progress
In Ayrshire, people have opportunities to fulfil their potential throughout life	Student data will be continuously reviewed to identify gaps in recruitment, retention, attainment and progression across all protected characteristics groups and specific work carried out to address these gaps	Advancing Equality of Opportunity	All	Increased recruitment, retention, attainment and progression of students across all protected characteristics groups	April 2021	Head of Business Intelligence	Ongoing monitoring and review of student data continues with the College system Qlikview supporting the analysis of student demographic information in relation to application, enrolment, retention and attainment. This information is used by Curriculum teams to identify certain gaps and is, for example, informing changes in relation to gender and course choices, retention and attainment.
	Further mainstream equality and inclusion in the Team Evaluation framework meaning all College teams report on how they support the retention, attainment and progression of students across all protected characteristics groups				April 2021	Head of Quality Enhancement	The national framework of 'How good is our College?' continues to inform positively the Team Evaluation process of which Equality, Inclusion and Wellbeing is an Outcome. Further progress is required however, and as such, is a key mainstreaming focus moving forward.

					April 2021	Director of Human Resources and Organisational Development	Good progress is being made to develop the PPDR process in line with equality considerations. Further development is required to continue this work in relation to an improved alignment between the PPDR process and the Team Evaluation process.
	Develop the Personal and Professional Review (PPDR) process to include reporting on the three needs of the Public Sector Equality Duty (PSED) and work towards aligning this with the Team Evaluation framework.						
	Continue to support and encourage gender representation in subject choices and careers where under-representation currently exists	Advancing Equality of Opportunity	Sex	Increased number of staff involved in recruitment stage of learner journey aware of unconscious bias and potential impacts upon decision-making	April 2021	Director of Human Resources and Organisational Development	57 staff, including Heads of Curriculum and staff from the Student Experience team, attended Unconscious Bias training with Dr Anna James, March Training, in February 2020.
				Trend increase in number of male enrolments in non-traditional subject choices and careers	April 2021	All Directors	There has been an increase in male enrolments on Health and Social Care programmes. On FE programmes, male enrolments increased by 1%, from 10.2% in AY 2018-19 to 11.2% in AY 2019-20. On HE programmes, male enrolments increased by 5%, from 5.1% in AY 2018-19 to 10.1% in AY 2019-20. In Early Years, FE male enrolments increased by 1.8%, from 4.8% in AY 2018-19 to 6.6% in AY 2019-20. On HE programmes, male enrolments only increased by 0.3%, from 4.0% in AY 2018-19 to 4.3% in AY 2019-20. Hairdressing, Beauty, Complementary Therapies and Make-up Artistry programmes continue to experience challenges, overall, in attracting male students. It is clear that intensified and sustained efforts are required to improve these particular gender imbalances. It is for this reason, tackling male and female imbalances such as those listed above are a focus of the College's Equality Outcomes 2021-2025.

| | | | | | Trend increase in number of female enrolments in non-traditional subject choices and careers | April 2021 | All Directors | Engineering and Renewables programmes have had the most significant improvement in female enrolments in comparison to all other areas in the College that are currently male-dominated. It was also the only area in the College to be performing well against the SFC's previous target to increase the minority gender share by 5 percentage points by 2021 with a 14.8% increase in total female enrolment since AY 2017-2018. Construction Technology and Trades programmes continue to experience an ongoing imbalance of male to female students. An emergent concern however, is Computing courses where female enrolment has been decreasing since AY 2017-2018 - an overall decrease of 20%. This type of sustained and significant downward trend is not being experienced by any other Curriculum courses within the College.

It is clear, intensified and sustained efforts are required to improve these particular gender imbalances. It is for this reason, tackling male and female imbalances such as those listed above are a focus of the College's Equality Outcomes 2021-2025. |
| | | | | | Increased student participation in STEM Ambassadors and Ayrshire Connects networks and work undertaken to establish a male subject-career network | April 2021 | All Directors | This work has been unable to progress in the way that was hoped due to the ongoing Pandemic. It will be actioned in the College's next set of Equality Outcomes 2021-2025 through Equality Outcome 2. The College's Gender Leadership Group remains committed to supporting an improvement in male or female student representation where there is currently under-representation and as such, each relevant Head of Learning and Skills has developed a Gender Action Plan for their courses. |

| | Deliver fully the actions in the [Promoting Wellbeing action plan](#) | Advancing Equality of Opportunity | All | Overall increase in student and staff engagement with wellbeing initiatives and interventions | April 2021 | Director of Human Resources and Organisational Development and Head of Student Experience | In February 2020, the College launched PAM Assist; a new employee assistance life management and counselling service. This launch was supported by a number of manager awareness sessions and all staff roadshows. For #MyMentalHealthMatters month (10 Sept-10 Oct) in 2020, a staff awareness webinar was held to further promote staff engagement with the service. There is positive staff engagement with PAM Assist and this will continue to be monitored. From the Staff Survey in Summer 2020, staff identified that they were benefiting from several staff wellbeing support measures including the work of the Health, Safety and Wellbeing (HSW) team; the Staff Wellbeing Team on MS Teams; and the Staff Newsletter 'Stay Connected'. In addition, many referenced the Principal's video messages. A number of students are engaging with the online platform 'Togetherall'. Patterns of engagement are emerging with increased usage and length of time being recorded. These figures continue to be monitored. |
| | | | Disability | Overall trend increase in the number of students with a mental health condition successfully completing their course of study | April 2021 | | Attainment rates for students with a declared mental health condition have returned to figures last seen in AY 2015-2016 having previously in AY 2016-2017 and AY 2017-2018 been at their highest. The difference though is marginal at 2.7% between AY 2019-2020 and AY 2018-2019. A gap in attainment remains between students who have a declared mental health condition and students who do not have a mental condition. Steps to address this continue to be taken by the College and will be a focus of the College's new Promoting Wellbeing action plan 2021-2023. |

			Sex	Overall trend reduction in the gap between male and female students disclosing a mental health condition			There still remains a gender spilt in declaration. The number of male students declaring a mental health condition is still lower than female students. The number of male student declaration of a mental health condition has remained steady sitting, on average, at 27% since AY 2017-2018. Likewise, for students identifying as 'Other', the number overall declaring a mental health condition has remained steady since AY 2017-2018. It is suggestive therefore, that gender-specific College activities, including 'Wear it on your sleeve', are having some effect. Indeed, it is encouraging also to see that male and gender diverse students are accessing services such as 'Togetherall'.
	Deliver fully the actions in the Corporate Parenting action plan	Advancing Equality of Opportunity	Age	The overall increase in the number of students who are care- experienced taking up appropriate College supports	April 2021	Head of Student Experience	The number of care-experienced students self-declaring at the application stage continues to improve ensuring that timely support is provided. Close working with external partners in schools, social work, children's houses and SDS continues in order to engage with young people before they enrol at College and to support them throughout their learner journey. It is expected that this will lead to more effective transitions for students who may be at risk of withdrawal and that it will support improved retention and attainment.
				Students who are care experienced will achieve positive outcomes to the same degree as students who are not care experienced	April 2021	Head of Student Experience	There still remains a gap between the attainment of students who are care experienced and those who are not care experienced. This reflects the national picture of care experienced students. The College is taking proactive steps to improve the outcomes of care experienced students including making good use of "at risk" data to identify students who may need support. Regular retention meetings involving curriculum and support staff provide an opportunity to identify at risk students and plan a joined-up approach to supporting the student. The Student Funding Team continue to offer prioritised processing of funding applications for care experienced students and to provide individualised funding advice and support.

Appendix 2

Action Plan

**Interim progress
update April 2019**

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

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

**Related National
Outcome(s)**   We realise our full economic potential with more and better employment opportunities for our people

We are better educated, more skilled and more successful, renowned for our research and innovation

Equality Outcome 4	Actions	General Equality Duty Need	PC	Indicators	Timescale	Responsibility	Progress
In Ayrshire, public bodies will be inclusive and diverse employers	Increase representation across all protected characteristic groups throughout key stages of the staff journey – recruitment, retention and progression – where under-representation currently exists	All	All	Improved staff data capturing systems	April 2021	Director of Human Resources and Organisational Development	Good progress is being made with the ongoing development of the Human Resources Information System (HRIS) i-Trent.
		Advancing Equality of Opportunity	Disability	Recognised as a Disability Confident Employer (Level 3)	April 2021		The College has focussed its efforts on improving staff disability declaration through its 'Positive about disability' project. This has included maintaining Level 2 of this accreditation.
		Advancing Equality of Opportunity	Gender Reassignment and Sexual Orientation	Participation in the Stonewall Equality Workplace Index to benchmark LGBT+ inclusion	April 2021		The College has focussed its efforts on the ongoing development and facilitation of the Ayrshire LGBT+ Education Network.
		Advancing Equality of Opportunity	All	Review supports available to staff who are or become pregnant or have caring responsibilities (including kinship carers) and specific work undertaken to promote retention and career progression	April 2021		Since April 2019, a number of staff have been supported through flexible working arrangements: - 11 flexi requests linked to return from maternity/paternity/adoption/shared parental leave; one of those requests was from a male member of staff as a result of shared parental leave; 9 requests were approved; one request could not be supported and one other request could not be supported, however, an alternative was offered

	An organisational culture where equality and inclusion is mainstreamed through effective governance and management arrangements	All	All	Values, Inclusion, Equality and Wellbeing (VIEW) Steering Group monitoring cross-college equalities activities including Equality Impact Assessments (EqIA)	April 2021	Director of Human Resources and Organisational Development	The VIEW Steering Group continues to develop and successfully support the College to meet its Public Sector Equality Duty (PSED).
				EqIA e-learning module and online tool developed	April 2021		The aim of developing an EqIA e-learning module and online tool came from an ambition to enhance the current process. An online tool was explored but, the opportunity to progress this was not progressed due to other priorities. The College remains however, committed to improving its EqIA process. The current EqIA was enhanced to support the College in its equality considerations and duties in context to the Covid-19 pandemic and in January 2021 updated to include Carers.
				Key local partners working together to share training opportunities	April 2021		The College and its shared, regional Equality Outcomes 2017-2021 partners, continue to share training opportunities successfully across a number of equalities-related issues and themes.