

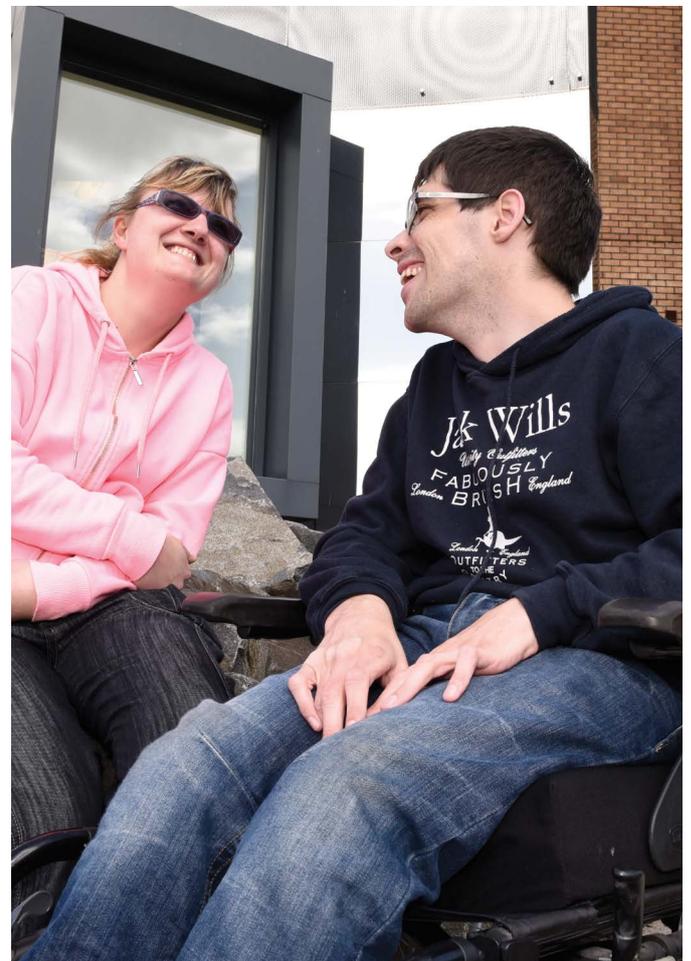


AYRSHIRE COLLEGE EQUALITY OUTCOMES AND MAINSTREAMING EQUALITY

Progress Report for 2013-2015

Raising Aspirations
Inspiring Achievement
Increasing Opportunities

Ayrshire
College 



Contents

Foreword	4
Executive Summary	5
Key Highlights	6
Legislative Background	10
About Ayrshire College	13
Our Vision, Mission and Values	14
Seven star ambition	16
About Ayrshire	17
Student Equality Profile 2013-14	20
Staff Equality Profile 2013-14	28
Review of Equality Outcomes	34
Equality Outcome 1	35
Key Actions:	35
What's gone well?	35
Equality Outcome 1: Future Development	43
Equality Outcome 2	44
Key Actions:	44
What's gone well?	44
Equality Outcome 2: Future Development	53
Equality Outcome 3	54
Key Actions:	54
What's gone well?	54
Equality Outcome 3: Future Development	56
Equality Outcome 4	57
Key Actions:	57
What's gone well?	58
Equality Outcome 4: Future Development	65
Equal Pay	67
Equal Pay Statement	67
Review of Equal Pay	69
Conclusion	75
Appendix 1: Equality Outcomes Progress Review Summary	76





Foreword

As Principal, I look forward to working with our students, staff, employers and stakeholders as a dynamic, inclusive and innovative college serving the communities and businesses of Ayrshire.

A key part of this vision is to tackle the significant inequalities that are prevalent in our communities. Our aim is to work in partnership with all of our key stakeholders to advance equality of opportunity to enable students to achieve their full potential, maximise the opportunities available to them and improve life chances.

We want to challenge gender stereotyping in career and learning choices and encourage students to study across the whole range of subjects we offer and to break down barriers.

Thank you for taking the time to review the progress we have made in mainstreaming equality and inclusion within Ayrshire College.

A handwritten signature in black ink that reads "Heather Dunk". The signature is written in a cursive, flowing style.

Heather Dunk



Executive Summary

Ayrshire College is committed to ensuring that equality is mainstreamed within the culture of the College and in all College activity in order to raise aspirations, increase opportunities and inspire achievement.

The Equality Act 2010 and the Public Sector Equality Duty contained within the Act require all public authorities to publish the following information by 30 April 2015:

- A report on mainstreaming the general duty (which includes employee information) (regulation 6) and how we have given due regard to the general duty in contractual conditions and award criteria in procurement (regulation 9)
- A report on progress made towards achieving our set of equality outcomes
- Gender pay gap information, (regulation 7) (this will include a statement on equal pay for gender, race and disability) (regulation 8)
- The information should be published in an accessible manner (regulation 10)

This report is a single document that provides an update on our progress, it is publicly available and presented in an accessible manner. The report provides information on the actions agreed to deliver each equality outcome, along with information on activities delivered during the reporting period 2013-2015.

The report also details the areas of focus for the next reporting period from April 2015-2017.

Key Highlights

Equality Outcome 1

- Ayrshire College is an inclusive organisation which respects and encourages diversity in all of its activities

Equality and inclusion has been mainstreamed into key leadership, governance and management functions. This has provided a robust foundation to continue to mainstream equality and inclusion within all College operational functions and processes.



Equality Outcome 2

- Ayrshire College advances equality of opportunity for all students and staff who share particular protected characteristics to participate in College life and achieve positive outcomes

Core support functions have been standardised across the College estate to ensure that all students regardless of campus attended, have a consistent experience. In addition to this systems have been developed to capture, monitor and analyse data in relation student experience and outcome.



Equality Outcome 3

- Students and staff find that positive mental health and wellbeing is promoted and improved within the College

A Mentally Healthy Colleges Action Plan has been developed in partnership with NHS Ayrshire and Arran. This work is underpinned by working towards the NHS Healthy Working Lives Gold accreditation.



Equality Outcome 4

- Male and female student participation is increased in subjects where they are under-represented

There has been significant activity in relation to promoting opportunities for females in Science, Technology, Engineering, Maths, Sport and Motor vehicle subject areas Work is also continuing to attract males into care and education subject areas.



Legislative Background

The Equality Act came into force on 1 October 2010. The Equality Act brings together over 116 separate pieces of legislation into one single Act. Combined, they make up a new Act that provides a legal framework to protect the rights of individuals and advance equality of opportunity for all.

The Act simplifies, strengthens and harmonises the previous legislation to provide the United Kingdom with a discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society. This Act introduced a new law called the Public Sector Equality Duty; this is referred to as the General Equality Duty. In Scotland, this duty states that public authorities such as colleges must meet a range of specific duties to ensure that equality is considered throughout all of their activities.

The General Equality Duty

The general equality duty requires public authorities, in the exercise of their functions, to have due regard to the need to:

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

The Specific Duties in Summary

Each listed authority is required to:

- report on mainstreaming the equality duty
- publish equality outcomes and report progress
- assess and review policies and practices
- gather and use employee information
- publish gender pay gap information
- publish statements on equal pay
- consider award criteria and conditions in relation to public procurement
- publish in a manner that is accessible

Protected Characteristics

The Public Sector Equality Duty covers groups or individuals with the following characteristics. These are known as 'protected characteristics' and are recognised within the Equality Act 2010:

- > Age
- > Disability
- > Gender reassignment
- > Pregnancy and maternity
- > Race
- > Religion or belief
- > Sex
- > Sexual orientation
- > Marriage and civil partnership

Therefore, the aim of this report is to review the progress made in Ayrshire College in relation to mainstreaming equality and inclusion within all College functions and meeting its Equality Outcomes.



About Ayrshire College

Ayrshire College was established in August 2013 from a merger of the three Ayrshire Colleges, Ayr, Ayrshire campuses of James Watt and Kilmarnock in line with Scottish Government Reform of further education, Putting Learners at the Centre – Delivering our Ambitions for Post-16 Education, 2011. This provides both a challenge and an opportunity in terms of mainstreaming equality and inclusion as new structures, functions and processes are currently being developed and embedded within Ayrshire College.



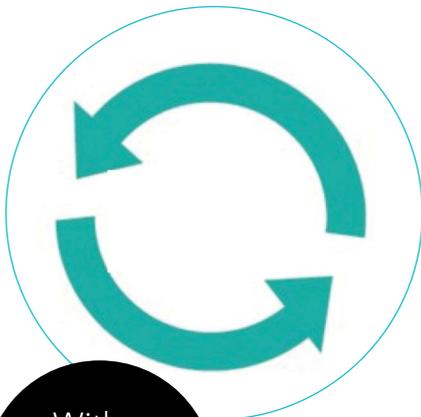
15,571
Students



Across **8**
Campuses



Serviced by
800 Staff



With a
turnover of
£42m



£10m
disbursed
in student
funding



£53m
Estates project

Our Vision, Mission and Values

Our vision is to raise aspirations, inspire achievement and increase opportunities. Raising the aspirations of our students and staff to set ambitious goals for their learning and future careers complemented with the right support to enable them to achieve these aims is a key aspect of our vision.

The College also seeks to contribute to raising the aspirations of communities and employers across Ayrshire, helping all to achieve goals important for their success. As well as increasing opportunities for our students and staff, we will work with partners and employers to increase opportunities which will benefit the wealth of the regional economy and the wellbeing of local communities.

Vision

- Raising aspirations
- Inspiring achievement
- Increasing Opportunities

Mission

To inspire learners to achieve their full potential by playing a lead role in the development of skills, the economy and community life.

Values

These values underpin the ethos of the College and promote its culture:

- To show respect for, and commitment to, the needs of all individuals - students, staff and partners - and to the communities served by the College
- To communicate in an open and transparent way at all times
- To support and embrace equality, diversity and inclusiveness

- To inspire and empower learners to reach their full potential and achieve their ambitions
- To strive for excellence, integrity and quality in everything the College does
- To promote creativity, innovation and enterprise
- To work with key stakeholders to make a social and economical difference through collaboration and partnership



Seven star ambition

In aiming to be a sector leading college, we have developed a simple approach of delivering a seven star service. Supported by staff and students, this concept reflects our stretching ambitions for the College:

1. To deliver excellence in learning and teaching
2. To have an excellent reputation locally, regionally and nationally
3. To nurture new and further develop excellent partnership working with employers and Community Planning Partners
4. To recruit and retain highly skilled staff and enable students to flourish in excellent learning environments
5. To be the college of first choice for students
6. To be the training partner of choice for employers
7. To demonstrate excellence in financial sustainability

About Ayrshire

Population



Scotland's Census is the official estimate of every person and household. Estimates of the population relating to Education and the Labour Market from the 2011 Census were published in November 2013. This demonstrates that there are both similarities and differences across the three local authority areas in Ayrshire.

Ayrshire's population has been relatively stable over the past decade, though there have been important changes in the age profile of residents. The number of children under 5 and adults of 'prime' working age has been falling, with growth concentrated amongst 16-24 years old and the over-55s. Ayrshire's population has fewer people in their twenties and thirties than Scotland and

more people in their fifties. The percentage of the population aged 16 to 44 is a concern and indicates an increasing trend of people in the prime of their working lives leaving Ayrshire.

Census 2011 showed that the population age profile differs from the Scottish average in a number of areas. Other than in South Ayrshire, the percentage of 5-15 year olds is higher than the Scottish average; for all three local authority areas the percentage of the population aged 16 to 44 years old is less than the average for Scotland; and across the region the percentage of people aged over 60, particularly in South Ayrshire, is higher than the Scottish average. The increase in the percentage of 5-15 year olds has implications for the College in relation to supporting increasing numbers of school leavers across the region.

The profile of the College's student population shows that a higher percentage of students in Ayrshire are aged 16 to 19 and live in deprived areas than the rest of Scotland, and that nine out of ten students attending Ayrshire College live in the region.

Table 1 demonstrates the residence of students on our three main campuses.

Table 1 Residence of students by campus

Year	2012-13				2013-14			
	From EA	From NA	From SA	Other	From EA	From NA	From SA	Other
Campus								
Ayr	25%	10%	57%	7%	28%	10%	56%	5%
Kilmarnock	59%	17%	15%	9%	59%	17%	16%	8%
Kilwinning	9%	72%	6%	14%	9%	73%	7%	7%

Areas of deprivation

The Ayrshire region has 64 SIMD data zones of the 10% most deprived SIMD data zones in Scotland, which means that ten per cent of the most deprived data zones in Scotland are in Ayrshire. The picture varies across the three local authority areas with 32 of the data zones in North Ayrshire, 21 in East Ayrshire and 11 in South Ayrshire.

Economic profile

In relation to the industry sectors in which Ayrshire residents are working, the Census shows that the main sectors are health, retail, manufacturing, construction and public administration/education. The percentage of the working population employed in manufacturing (9.7%) is significantly higher than the Scottish average (7.7%), as is the percentage working in health (17.5% vs 15.0%). There is also a higher percentage of the working population employed in retail (16.3% vs Scottish average of 15.0%). More recent labour market analysis illustrates that health (20%), retail (13%) and manufacturing (10%) are the largest employing sectors in the region, demonstrating a significant increase in employment in health, a more modest increase in those working in manufacturing and a significant fall in the proportion of the working population in retail.

In relation to the occupations of the working population the Census illustrates that, of the three local authorities, South Ayrshire's profile is closer to Scotland's. The profiles for East and North Ayrshire are similar with the highest percentage of occupations being Skilled Trades; Professional, Elementary; Caring, Leisure and Service; and Associate Professional and Technical. Generally, East and North Ayrshire have a lower percentage than the Scottish average working in management, professional and technical, and associate professional and technical occupations. They also have a higher percentage employed as process plant and machine operatives, and in elementary occupations. The percentage employed in the three local authority areas in skilled trades and the care and service sector is significantly higher than the Scotland average.

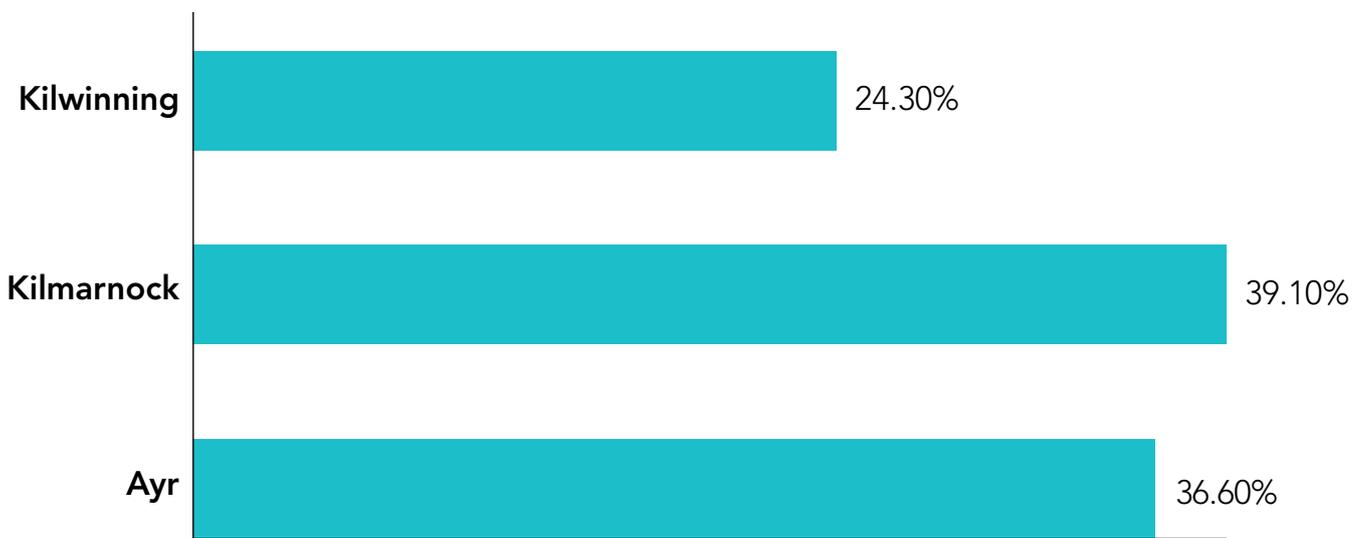
Ayrshire College will continue to support the key economic sectors identified by the Scottish Government, as well as sectors of particular relevance to Ayrshire identified by the College and its partners. The College already has a focus on Engineering, Hospitality and Tourism, Health and Social Care and Sports and Leisure, and curriculum provision for 2014-17 is being aligned to offer further support for these areas. Attention on these sectors has been reinforced by the Ayrshire Economic Partnership as key to economic growth across Ayrshire.

Ayrshire College offers courses from Scottish Credit and Qualifications Framework (SCQF) level 1 to level 9. Within each level equality and diversity is monitored through team evaluation strategies that involve students and staff at all levels. Within the team evaluation process there are key links to equalities throughout.

Student Equality Profile 2013-14

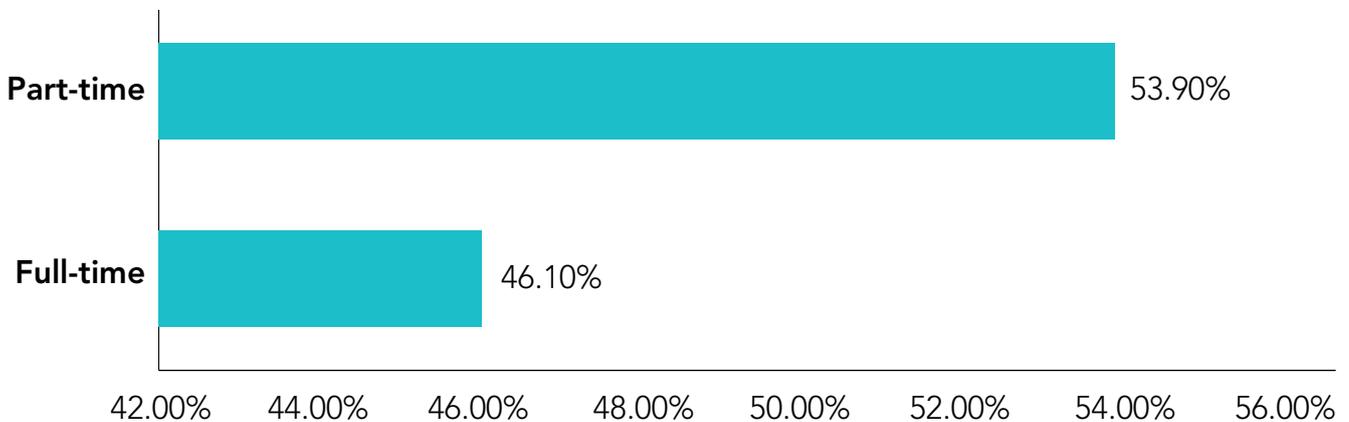
Analysis of FES (Further Education Statistics) data has enabled us to compare information on those protected characteristics that were collected from students during enrolment in order to promote the general equality duty. For academic year 2013-14, 15,571 enrolled on Ayrshire College courses.

Student Enrolments by Campus 2013-14



Of the 15,571 enrolments, 36.5% (5,687) of these were enrolments at Ayr Campus and its respective satellite sites, 39.1% (6,095) of these were enrolments at Kilmarnock Campus and its respective satellite sites and 24.3% (3,789) of these were enrolments at Kilwinning Campus and its respective satellite sites.

Student Mode of Attendance 2013-14

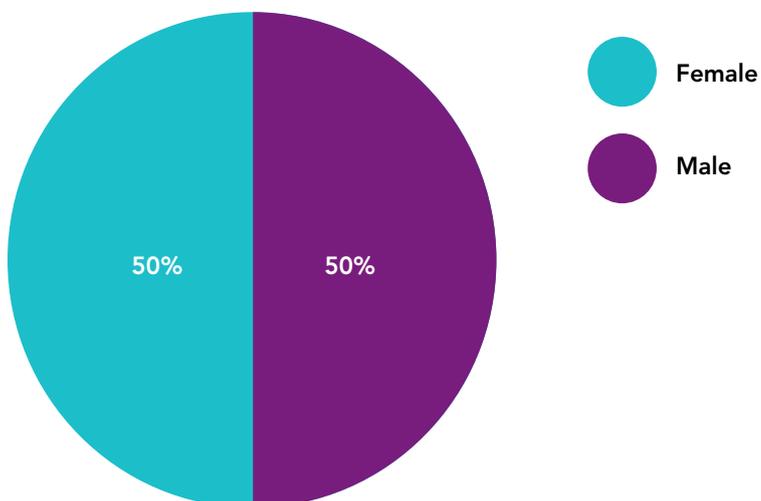


Of the 15,571, 46.1% (7,178) of enrolments were for full-time courses and 53.9% (8,393) for part-time learning.

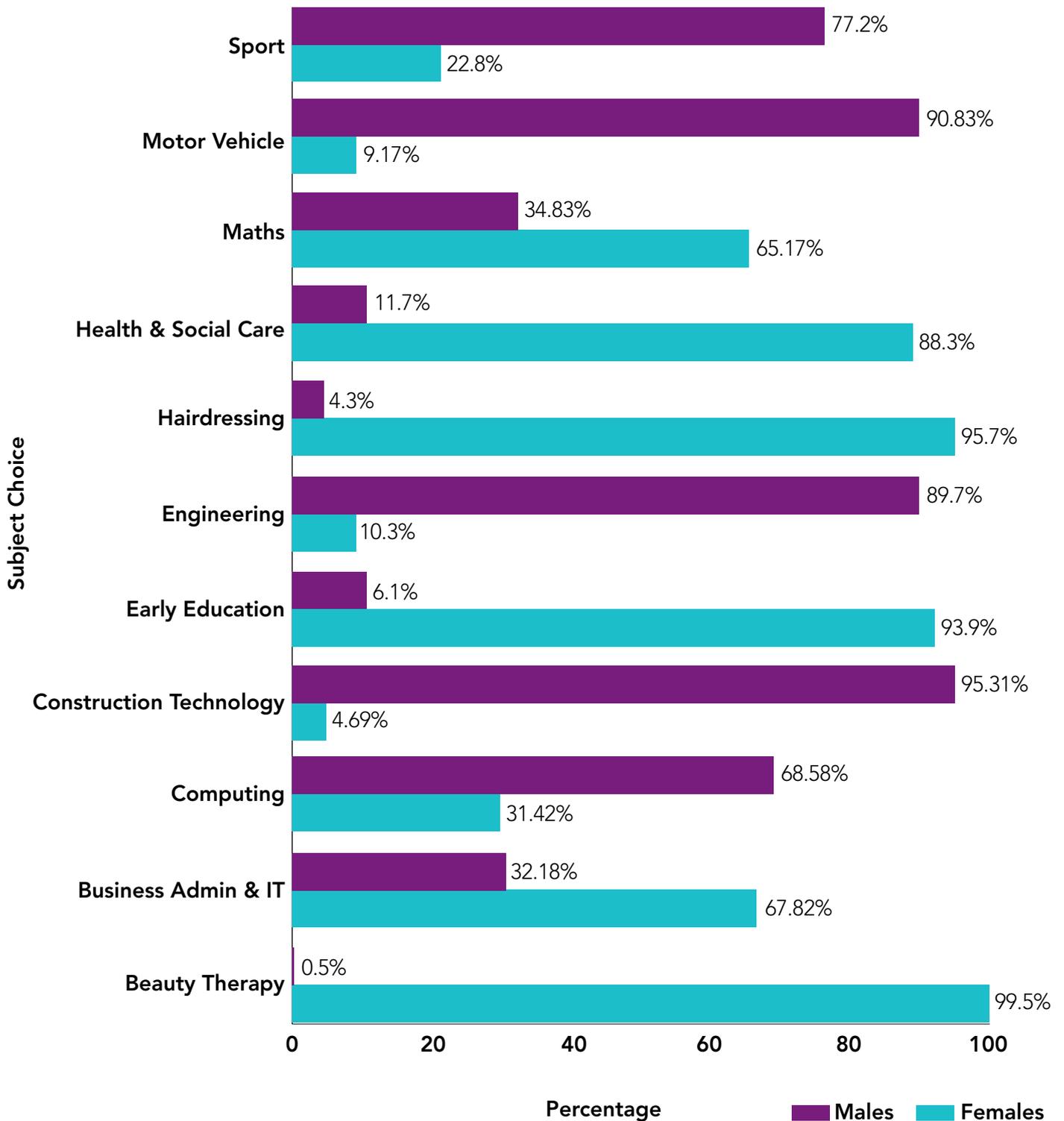


Student Gender Profile 2013-14

Of 15,571 student enrolments, 50% (7,790) identified themselves as female and 50% (7,779) as male. According to the 2011 census, in Ayrshire 52.1% of the population were female and 48.9% male.

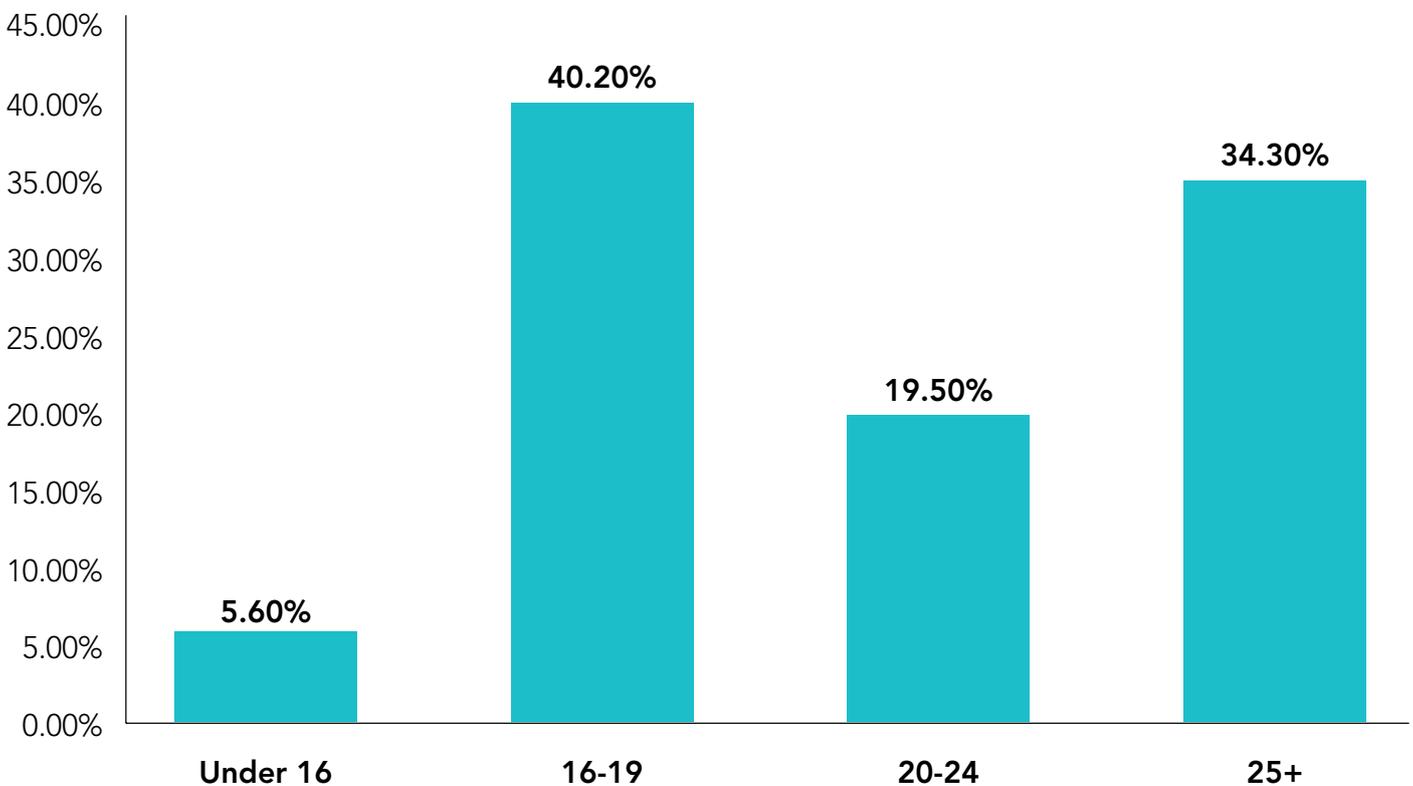


Gender Representation and Subject Choice 2013-14



The graph demonstrates how gender continues to impact upon course selection in the traditional 'male' and 'female' subject areas. It is however encouraging to note that females are over represented in Maths (65.17% female, 34.83% male). It is also encouraging that the Computing area have 31.42% females. The College will continue to take proactive steps to encourage fair and balanced gender representation throughout all courses and particularly those traditionally seen as either 'male' or 'female' orientated.

Student Age Profile 2013-14

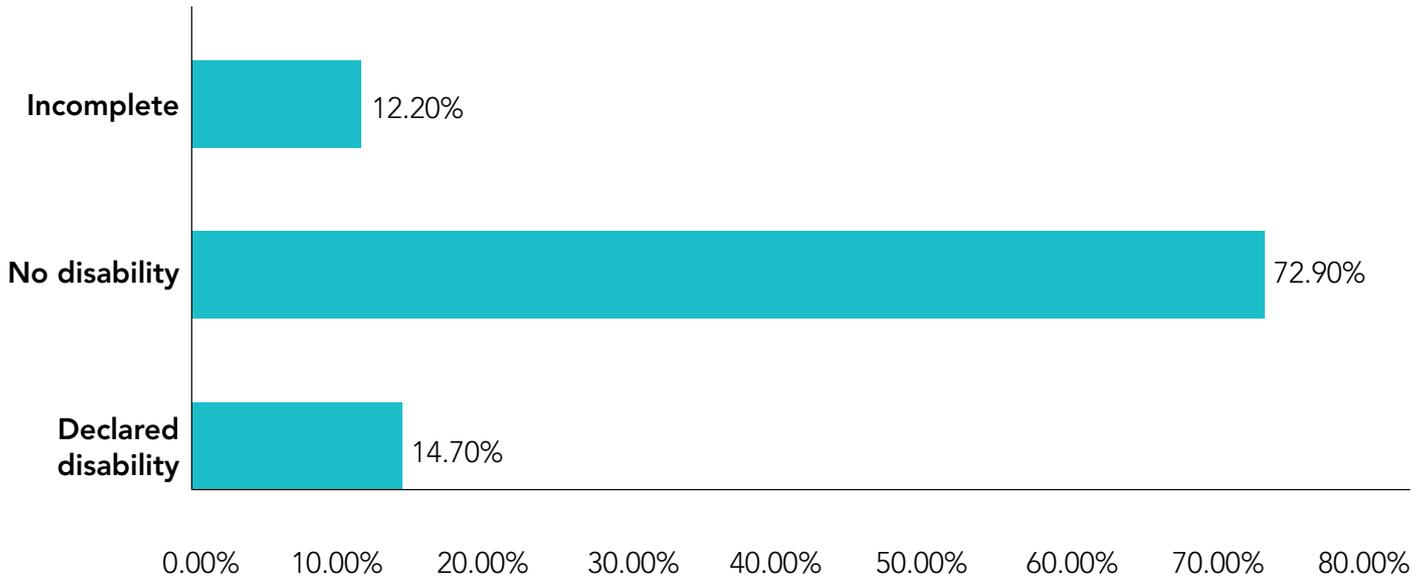


The age profile of student enrolments in 2013-14: enrolments for those under 16 constituted 5.6% (879) of total enrolments. Enrolments of those 16-19 years old constituted 40.2% (6,264) of the total enrolments. Enrolments of those 20-24 constituted 19.5% (3,044) of total enrolments and enrolments of those 25 and over constituted 34.3% (5,342) of total enrolments. There were 42 (0.3%) who did not have an age group recorded against their enrolment.

The high level of enrolment from 16-24 year olds (59.8%) reflects the drive from Scottish Government for Further Education Colleges to focus support on this age category. The 2011 census suggests that the age profile within Ayrshire is wider and more complex. The Government

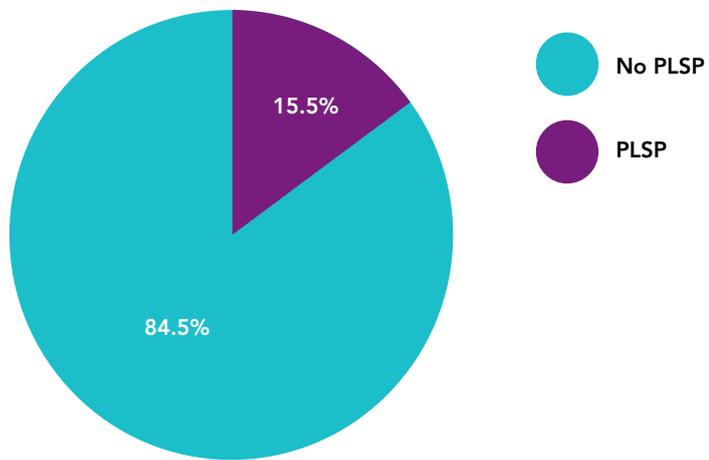
agenda as well as the expectation that education is delivered predominantly to a younger age group causes our statistics to vary from the general population.

Student Disability Profile 2013-14



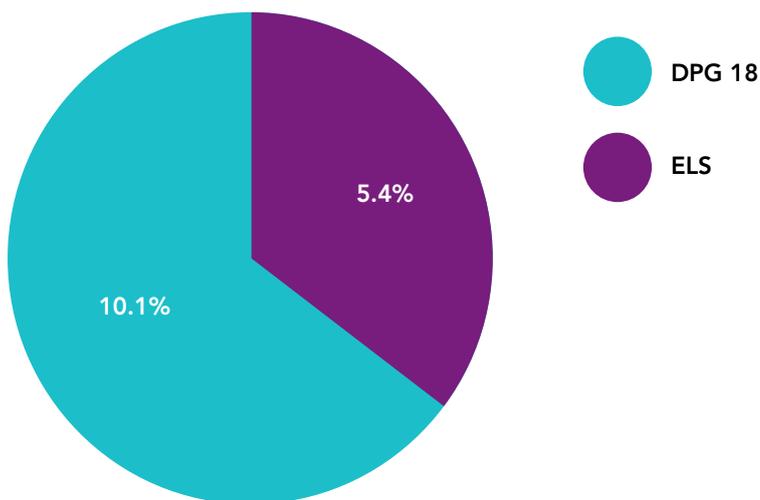
Of 15,571 enrolments, 14.7% (2,282) declared a disability and 72.9% (11,354) did not declare a disability. Of the remaining 1,935 enrolments 12.2% (1,897) had incomplete disability information associated with their enrolment and 0.2% (38) either refused or did not know the nature of their disability information. The disclosure rates for some protected characteristics were not as high as we had hoped and we specifically identified these as areas where further data collection action was required.

Students with Personal Learning Support Plans 2013-14



Of all enrolments 15.5% (2,408) had a Personal Learning Support Plan (PLSP). 84.5% (13,163) of all enrolments did not have a PLSP.

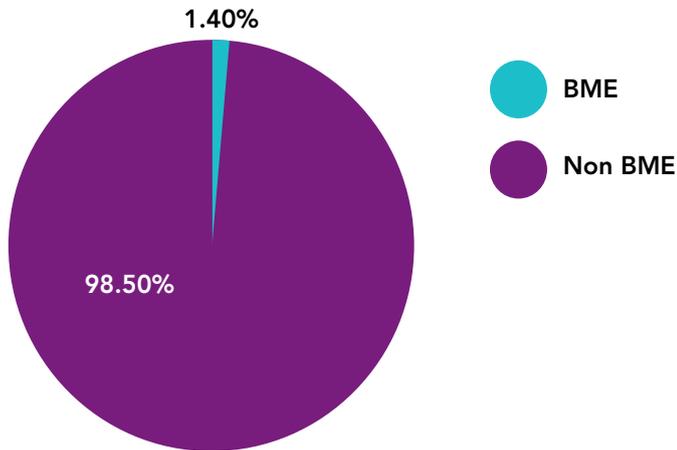
Personal Learning Support Plans by Type 2013-14



Breaking this figure down further to specific types of PLSP, 5.4% (836) of all enrolments had an Extended Learning Support PLSP to support mainstream course completion and 10.1% (1,572) had a Dominant Programme Group 18 PLSP and were part of a differentiated course.

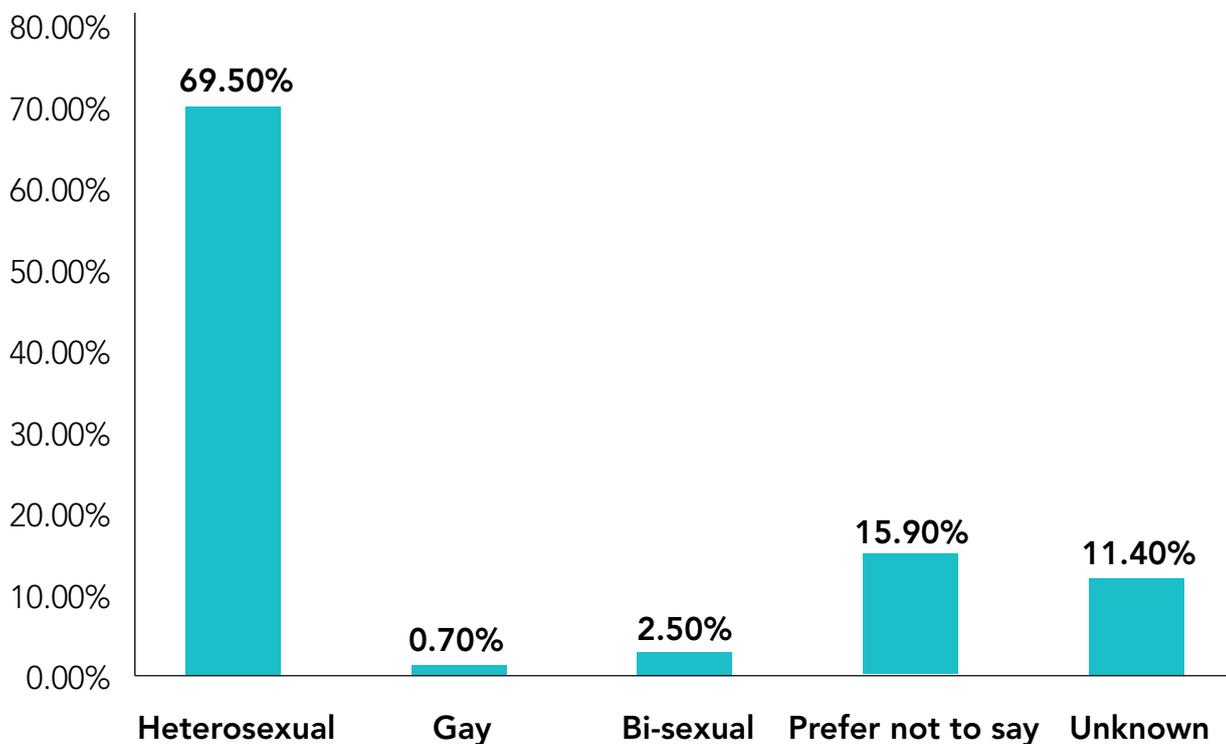
Of all enrolments, 1.10% of students disclosed having mental ill health. Given a key priority of Equality Outcome 3 is to increase disclosure of mental ill health the College continues to focus on this area to increase disclosure rates, to promote the rationale of why disclosure is important and continue to foster an inclusive culture. With a further key priority of Equality Outcome 3 being a trend reduction in the gap between male and female students declaring a mental health need, the Equality and Inclusion team in particular will work with colleagues in Performance and Planning to record and monitor gender changes in respect of mental health. The current figures show the gender split weighted to more females (68%) disclosing mental ill health in comparison to males (32%). This gender split is representative of national figures where it is shown more females seek help in comparison to males.

Student Ethnicity Profile 2013-14



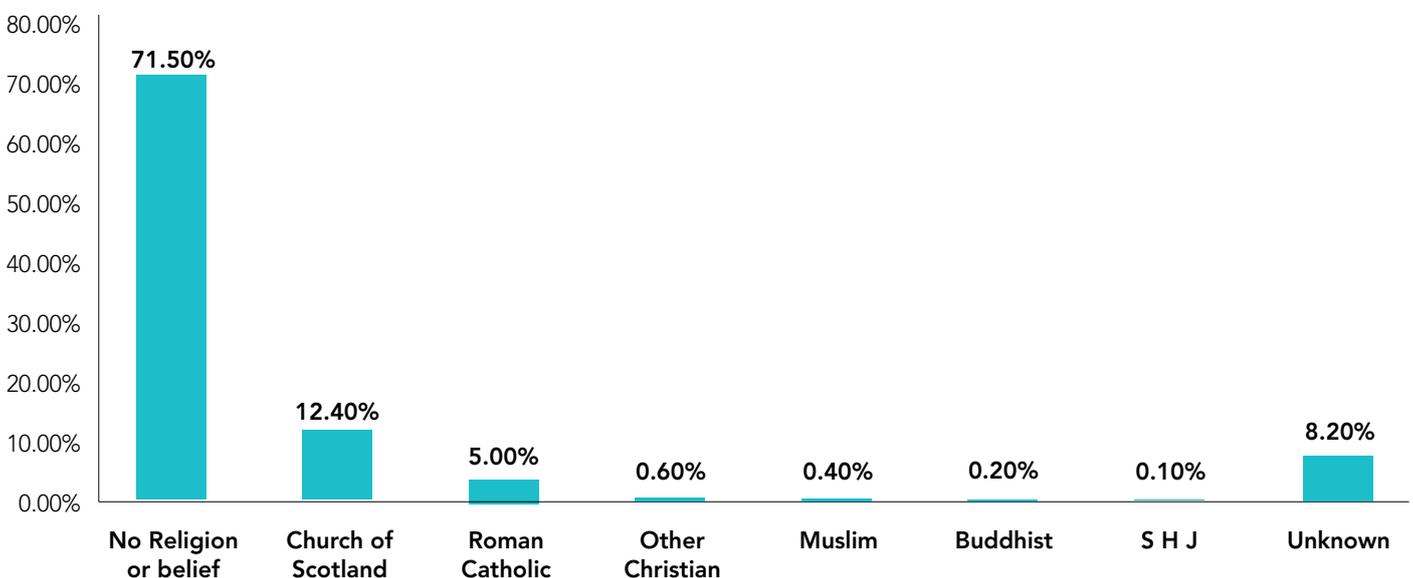
From those 15,571 enrolments 1.4% (225) identified themselves as Black Minority Ethnic (BME). 98.5% (15,341) identified as out with the category. Local available data suggests that around 1% of the local population are BME and thus the College is broadly representative of this population.

Student Sexual Orientation Profile 2013-14



69.5% (10,820) of enrolments declared their sexual orientation as Heterosexual. 0.7% (113) declared their sexual orientation as gay man or woman, 2.5% (388) declared themselves as bisexual, 15.9% (2,476) preferred not to disclose their sexual orientation and for 11.4% (1,774) of enrolments information regarding sexual orientation was not present. It is hoped the College's recent activities of deepening a knowledge and understanding of LGBT will positively impact upon student disclosure of sexual orientation.

Student Religion/Belief Profile 2013-14



Of all enrolments, 71.5% (11,135) declared that they were of no religion or belief. 12.4% (1,928) declared themselves as Christian/Protestant/Church of Scotland, 5.0% (780) declared themselves as Roman Catholic, 0.6% (94) declared themselves as Other Christian, 0.4% (55) declared themselves as Muslim, 0.2% (26) of enrolments declared themselves as Buddhist and less than 0.1% declared themselves as being either Sikh, Hindu or Jewish. Of all enrolments there were 8.2% (1,279) with missing Religion/Belief information.

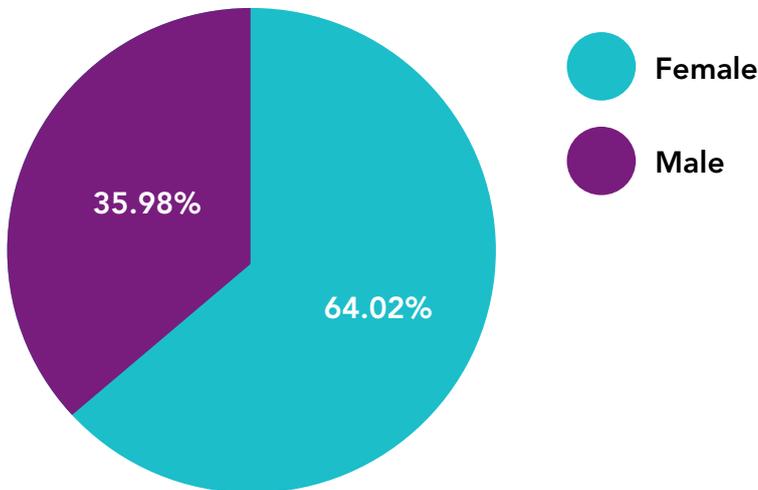
Staff Equality Profile 2013-14

The right people, with the right skills, in the right place

A key focus of the College is to recruit and retain highly skilled staff to enable students to flourish in excellent learning environments. In order to achieve this it is important that the College's staff are reflective of the wider communities served. This will help to ensure the leadership, organisational flexibility and personal capacities to deliver improved services, greater efficiencies and remain focussed on the student. The Human Resources and Organisational Wellbeing Directorate continues to use information from the staff equality profile to inform and review operational and strategic planning.

In the period of time since the merger in August 2013, the College has continued to work on data collection and monitoring in relation to the protected characteristics.

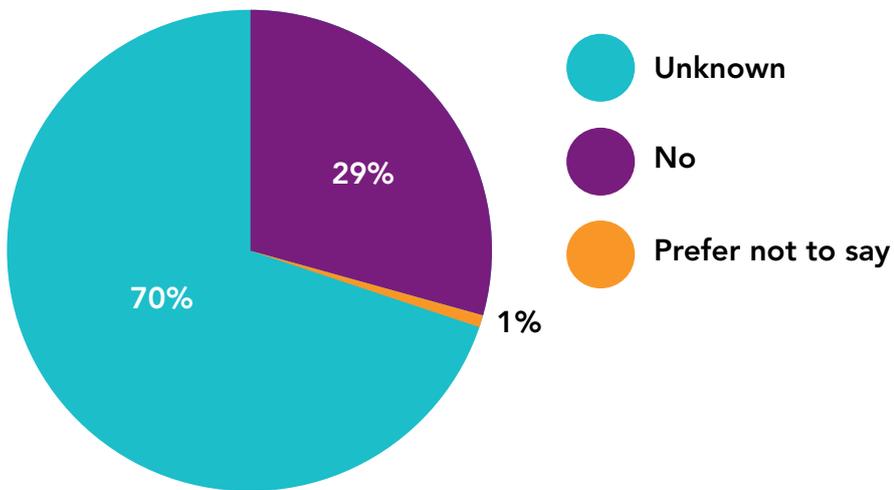
Staff Gender Profile 2013-14



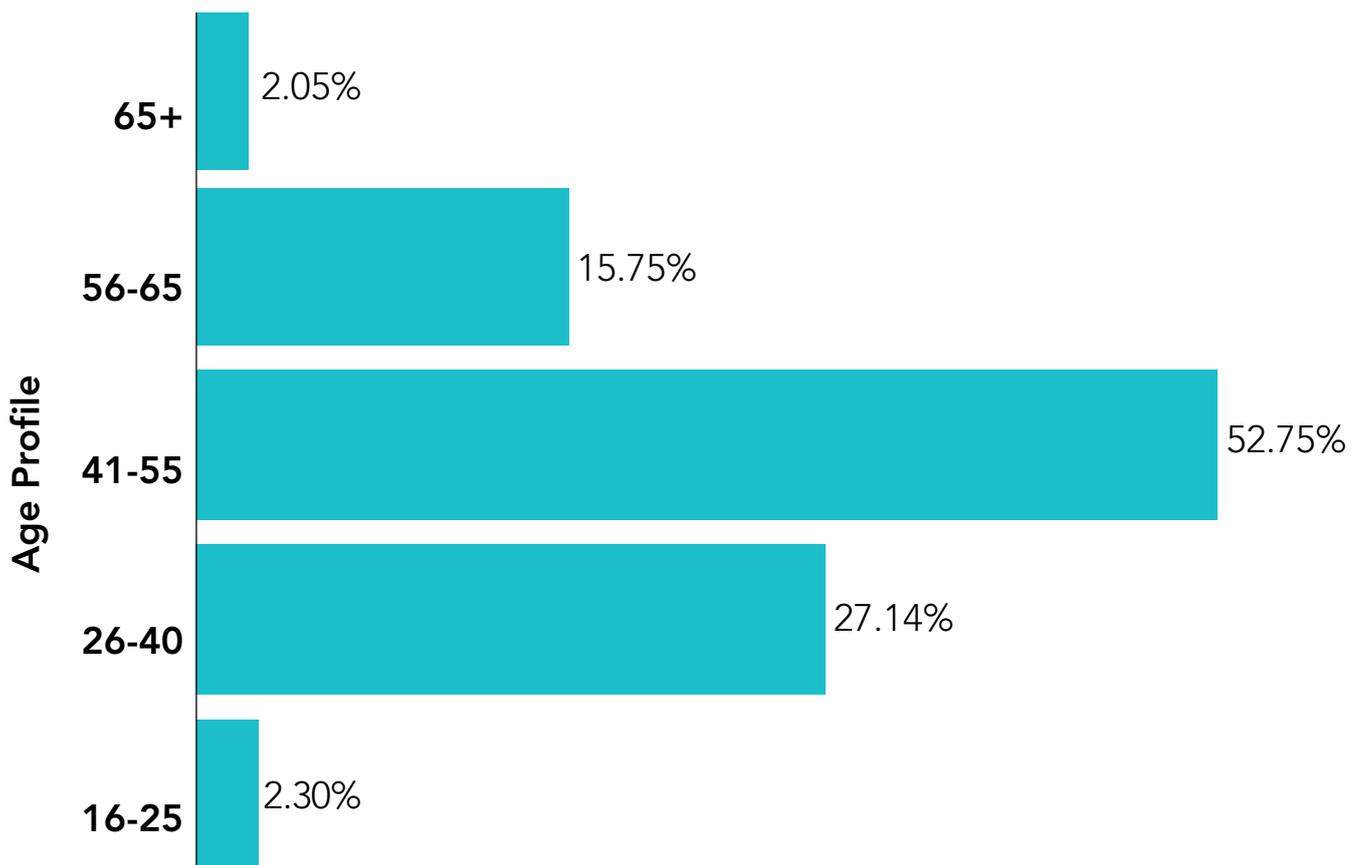
Current available staff data indicates that 64.02% are female and 35.98% are male.

Staff Transgender Profile 2013-14

The pie chart details the current information available for staff in relation to transgender status. The majority of staff who have declared this status are in the 'no' transgender category (29%). However 69.78% transgender status is unknown and therefore an accurate analysis is not possible at this time. Future work in being undertaken to ensure information is captured, monitored and analysed.

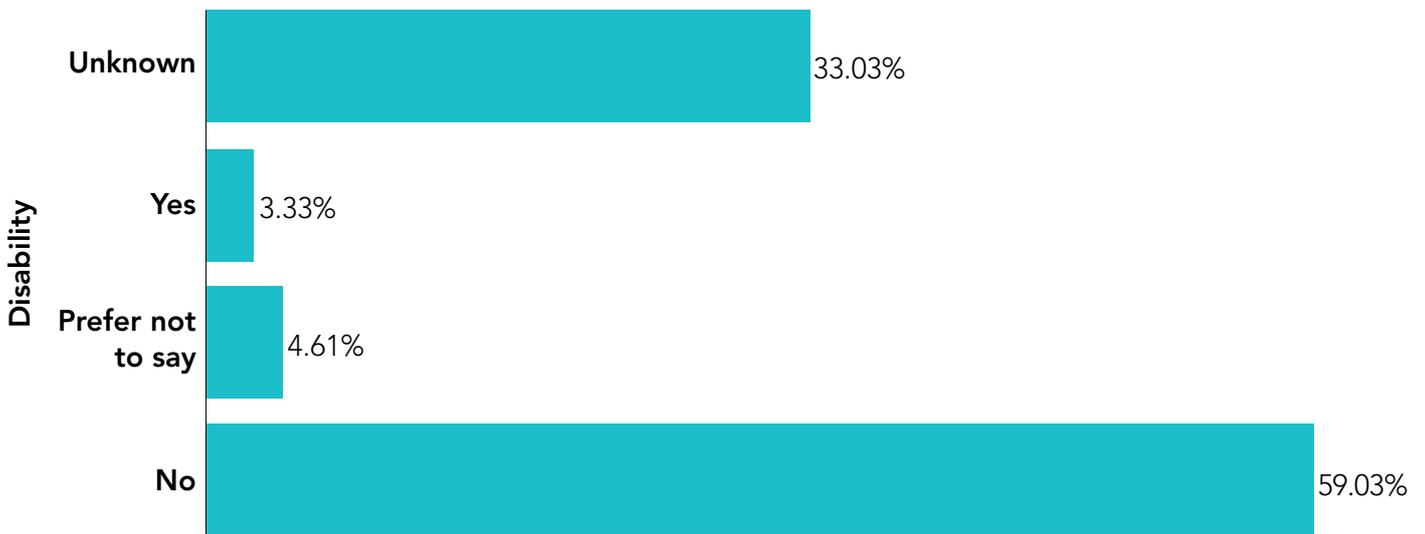


Staff Age Profile 2013-14



Current age profile data indicates that the majority of staff are in the 41-55 age category (52.75%) followed by 26-40 age category (27.1%). The College has taken steps to remove age discrimination with regards to the employment of new staff by removing any inferences to age in our recruitment and selection processes.

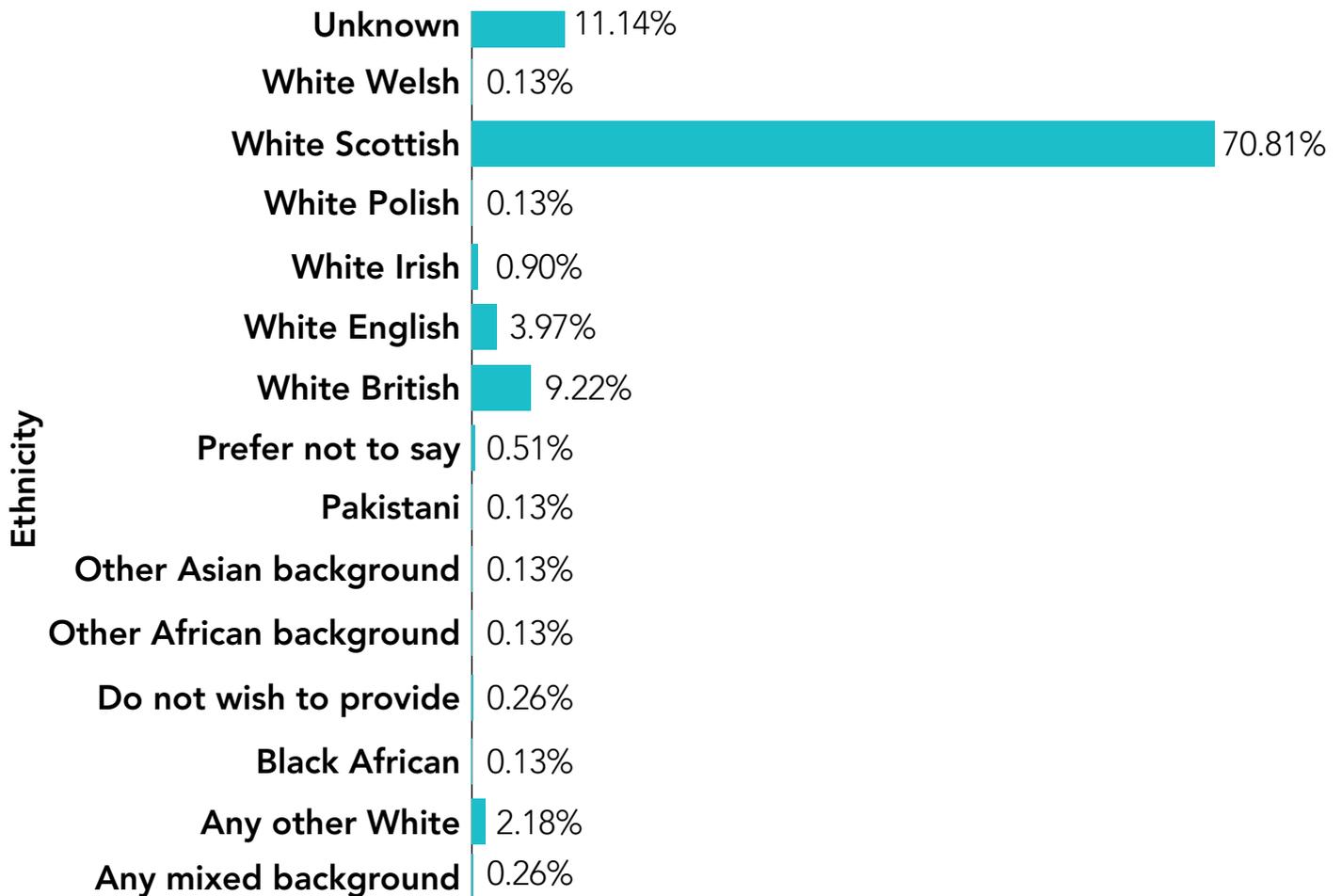
Staff Disability Profile 2013-14



There is a very small minority of staff (3.33%) who have declared that they have a disability. However, this figure is likely to be under stated as 33% of staff have not provided a response to questions regarding potential disabilities. 59% of staff have responded to declare that they do not have a disability. There can be a variety of reasons for people not disclosing if they have or do not have a disability such as fear of stigmatization or a belief that they may suffer discrimination or other forms of prejudice. Other people may not know that they actually have a disability or do not consider their condition to be severe enough to be called a disability. The College will be investigating ways in which staff will become more confident in disclosing information about potential disabilities so that appropriate support can be provided in the workplace.

The College is also committed to supporting the health and wellbeing of staff. A dedicated team of staff are available to meet with staff to assess reasonable adjustments when required. Frequent health and wellbeing initiatives are also undertaken throughout the year. These events are designed to be inclusive for both staff and students.

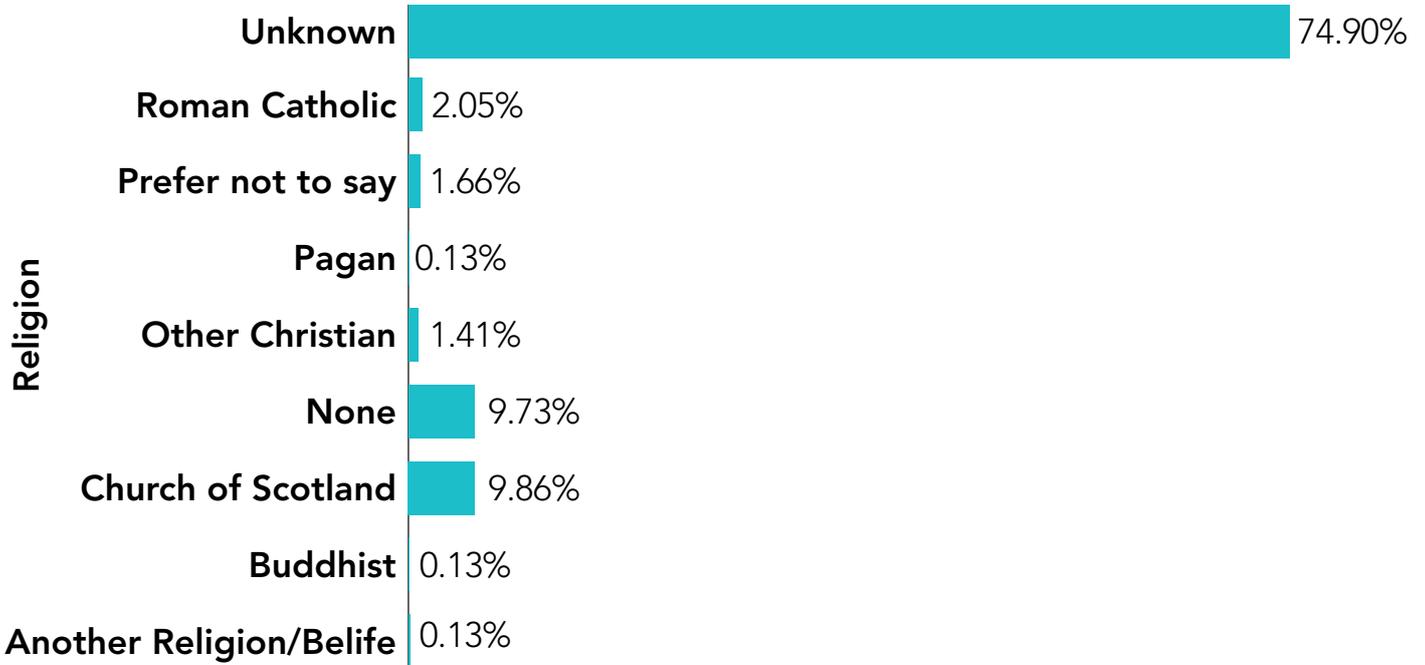
Staff Ethnicity Profile 2013-14



Staff ethnicity indicates that the majority of staff identify as white Scottish (70.81%) with around 1% from the ethnic minority community. Although this indicates that staff diversity could be higher, this profile reflects the local Ayrshire population (of which the majority of staff reside). Further work in relation to attracting staff from a wider diversity of backgrounds is ongoing.

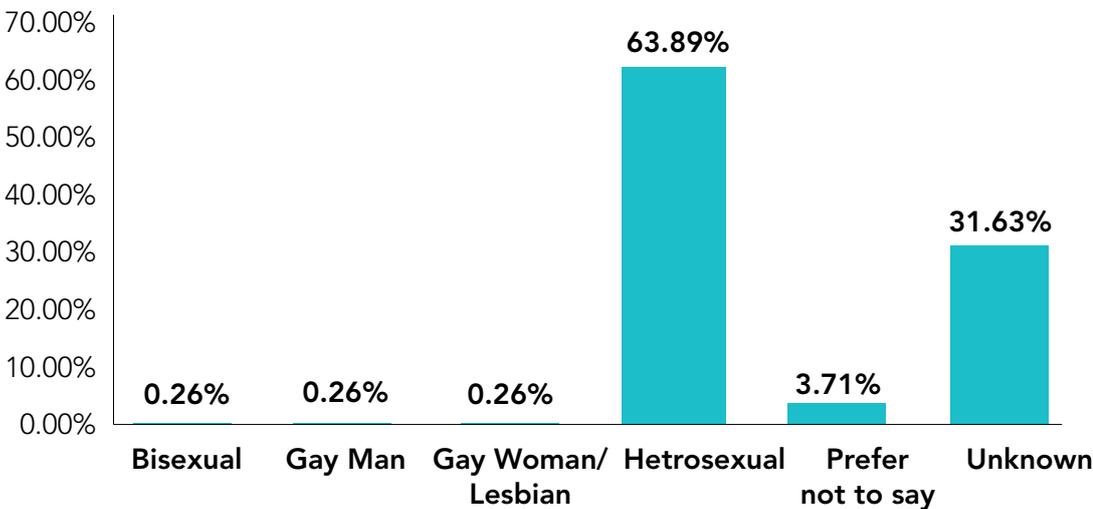
The Black, Asian and Minority Ethnic populations of Ayrshire can be difficult to ascertain at any one time due to migration to and from these areas however information from the last census estimates that the BME population of Ayrshire is 0.9% (Scottish Government, 2005). Therefore, this figure of 1% is broadly equivalent with the local populations which the College serves.

Staff Religion/Belief Profile 2013-1



The table above details the current data available for staff in relation to religion, belief and no religion or belief. The majority of staff who have declared a religion are Church of Scotland category (9.86%) closely followed by None category (9.73%). However the 'unknown' category accounts for 74.9% of staff and therefore an accurate analysis is not possible.

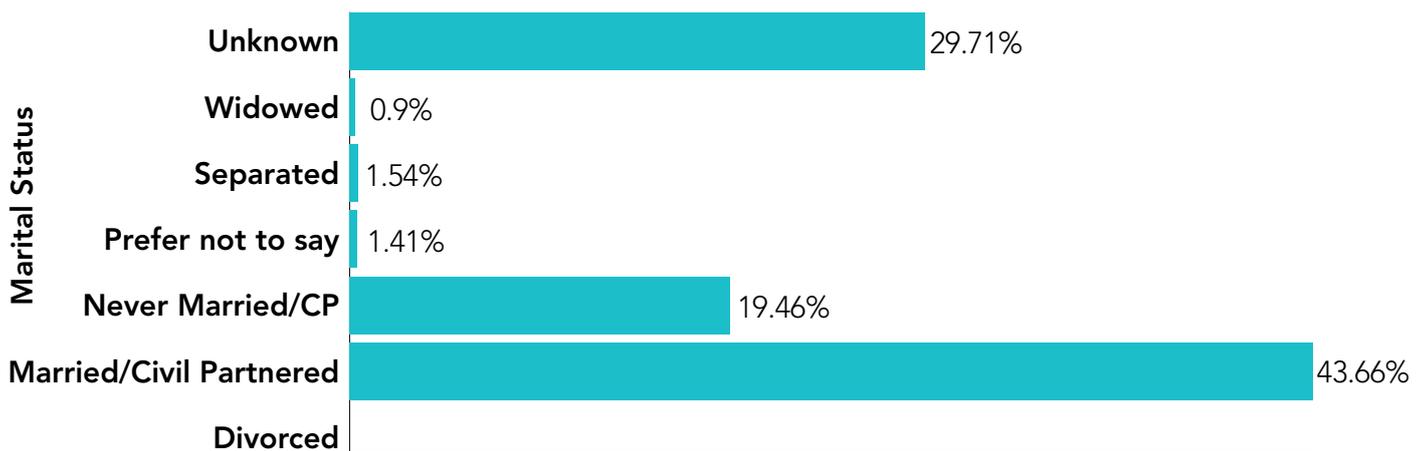
Staff Sexual Orientation Profile 2013-14



Sexual orientation can be a difficult area to obtain information on and some people do not want to declare their sexual orientation for perfectly valid reasons.

This is also reflected nationally as there are no authoritative figures for sexual orientation amongst the general population. 63.89% of staff at the College have identified as being heterosexual and 0.78% of staff have identified as being either a gay woman, a gay man or bisexual. National data suggests the population of lesbian, gay or bisexual people as being between 1.5% (Office for National Statistics) to 6% (Stonewall). The remaining 31.63% of staff have chosen not to declare their sexual orientation.

Staff Marital Status Profile 2013-14



43.66% of staff are married or in a civil partnership, 25.37% are separated or not married or in a civil partnership.

Review of Equality Outcomes

Ayrshire College is an inclusive and vibrant College committed to delivering high quality and accessible learning and teaching experiences. The requirements of the Equality Act 2010 and Public Sector Equality Duty are crucial to ensuring that the College continues to embed and mainstream equality and inclusion within all of its activities and to support the College to be accessible to everyone within our communities.

The equality outcomes were prepared following an extensive programme of research, analysis and evaluation of the experiences of the students, service users and staff and a range of national indicators were also considered to support the outcomes.

We regard our equality outcomes as an important strategic document, and an essential tool in supporting our continued commitment and success in relation to equality and inclusion. Overall the purpose of the equality outcomes and the associated action plan is to:

- > outline a framework for ensuring equality of opportunity, supporting inclusion, and celebrating inclusion
- > act as a tool to support positive change that impacts on students, staff and the College community as a whole
- > enable everyone associated with the College to have a clear understanding of our commitment to equality and inclusion
- > facilitate our on-going monitoring and evaluation of progress
- > ensure that responsibility for equality and inclusion is clearly identified and led effectively from the top

Equality Outcome 1

Ayrshire College is an inclusive organisation which respects and encourages diversity in all of its activities.

Key Actions:

The College will have an organisational structure where equality is mainstreamed through effective governance and management arrangements.

What's gone well?

Gender Equality Achieved within our Board of Management

In order to lead by example the College Board is committed to ensuring gender equality within its Governance and Management structures and we have currently achieved a gender balance within our **Board of Management**.



Mainstreaming Equality within Staff Governance & Management

The College has a clear vision, mission and values that demonstrates a firm commitment to equality and inclusion. This commitment is reflected in all governance and management arrangements at every level of the College.

The Regional Outcome Agreement (2014-2017) integrates our commitment to equality and inclusion and identifies a clear set of corporate aims designed to ensure that equality of opportunity and the on-going development of a culturally diverse community underpin all aspects of activity.

In addition to the above a staff Governance Standard has also been developed by the College's staff. Staff Governance is a system of corporate accountability for the fair and effective management of all staff and underpins the culture of Ayrshire College. The Standard was developed following significant input from staff and is currently being embedded and monitored within the College through the Quality Enhancement planning and team-evaluation processes.

We are committed to ensuring that the College fully embraces the principles of equality and inclusion in our daily practices, activities and policies and we aim to implement best practice consistently.

As such, we aim to embed fairness and equality into all areas of our work including every stage of the student journey, learning and teaching, staff recruitment and development and the day to day management of the College as a whole.

The College's Governance and Management Reports can be accessed through the links below:

- > [Regional Outcome Agreement 2014-17](#)
- > [Strategic Plan 2014-17](#)
- > [Staff Governance Standard 2013-15](#)
- > [Regional Outcome Agreement Addendum 2015-16](#)

Policy and Processes

An Equality and Inclusion Policy, aligned Equality Outcomes and an Equality Impact Assessment Toolkit have been developed to support the mainstreaming of equality and inclusion.

Prior to merger, all 3 legacy colleges developed standardised Equality Outcomes so that these could be easily aligned post-merger for the new single Ayrshire College. These Equality Outcomes remain relevant and are monitored to ensure that they remain so as we move forward.

An Equality Impact Assessment Toolkit is available for staff and training has been provided to support use of the toolkit.



Staff Development

Staff development in respect of equality and inclusion remains a key priority. All staff are required to complete mandatory training in equality and inclusion. In addition to this all new staff receive training at Corporate Induction on equality and inclusion. Equality and Inclusion is also delivered as part of the Leadership and Management Programme.

There are also a variety of staff development opportunities that are provided across the academic calendar to raise awareness and understanding of equality and inclusion areas.

The College is committed to CPD and staff complete at least 6 days' staff development per year to update and develop their skills.

Staff can attend training throughout the year and dedicated staff development weeks are also facilitated for all staff during February, June and August each year. Equality and inclusion is a priority training area and the CPD opportunities include many seminars, workshops and staff learning that have an equality and inclusion focus including mental health, dyslexia awareness, transgender and cultural awareness.

In addition to the above the Equality and Inclusion team provide bespoke training to teams across the College to enhance understanding of equality and inclusion.

A new Professional and Personal Development Review (PPDR) for staff is currently being implemented. The PPDR will review set objectives and identify staff learning and development that is required to ensure that staff skills in equality and inclusion as well as other competency areas are further developed and enhanced.

Human Resources Processes

Human Resources have aligned systems and processes to ensure that equality is mainstreamed within all areas of activity. Equality and inclusion is embedded within recruitment and selection processes as well as aligning systems to gather, monitor and analyse equality data.

Staff Recruitment and Selection Processes



An enhanced recruitment and selection service has been commended by applicants and candidates. Our aim is to attract and retain staff irrespective of their sex, gender reassignment, sexual orientation, religion or belief, race, disability, pregnancy or maternity, marriage or civil partnership and to eliminate discrimination on any of those characteristics.

Human Resources are continuing to develop systems to monitor and analyse a wider range of equalities data and reporting structures.

There is also a dedicated Equality and Inclusion team, to ensure that equality and inclusion is at the heart of the College's business. This team focuses on both student and staff perspectives and aims to promote equality and inclusion, identify and remove barriers to participation, influence behavioural and cultural change and implement legislative requirements. The Equality and Inclusion team also champions best practice throughout the College.

Positive about Disability Double Tick scheme

The achievement of the Double Tick mark demonstrated the College as an employer focussed on equality of opportunity for disabled individuals.

The College satisfies the five commitments which enable us to display the 'two tick' disability symbol.



These are:

- to interview all disabled applicants who meet the minimum criteria for a job vacancy and to consider them on their abilities
- to discuss with disabled employees, at any time but at least once a year, what both parties can do to make sure disabled employees can develop and use their abilities
- to make every effort when employees become disabled to make sure they stay in employment
- to take action to ensure that all employees develop the appropriate level of disability awareness needed to make these commitments work
- to review these commitments each year and assess what has been achieved, plan ways to improve on them and let employees and Jobcentre Plus know about progress and future plans

Equality Challenge Unit Mainstreaming Project

A cross College team worked on a project with the Equality Challenge Unit (ECU) to embed the monitoring of Equality Outcomes within performance and planning processes, in particular the Team Evaluation process. This work is now completed and is incorporated within the new team evaluation.

This project and its outcomes were regarded as best practice across the college sector and the College was asked by College Development Network and the Equality Challenge Unit to showcase this initiative at the National Equality Challenge Unit Conference in Perth on the 27th November 2014.

Equality and inclusion has also been mainstreamed within learning and teaching processes and a toolkit and guidance documents have been developed to ensure that curriculum staff are mainstreaming equality within all learning and teaching strategies and processes.

Values, Inclusion, Equality and Wellbeing Steering Group

A Values, Inclusion Equality and Wellbeing (V.I.E.W) Steering Group has been developed with staff and student representatives from across Ayrshire College. This group supports a culture of Values, Inclusion, Equality and Well-being, so that all staff and students have a fair chance of reaching their potential.

Staff members, students and partners made their commitment to our VIEW through signing the VIEW pledge at each of our three main campuses at the end of November when the group was launched.

The College is committed to celebrating equality and diversity and ensuring all students have a positive experience in College, and that everyone is treated equally, and with mutual trust and respect. The VIEW steering group has a key role in this through removing barriers, encouraging further access to learning, promoting equality of opportunity and developing a culture which is inclusive and supports individual needs.

The VIEW steering group also has a lead role in challenging discrimination, advancing equality and promoting good relations between different groups.



Strategy, Performance and Planning

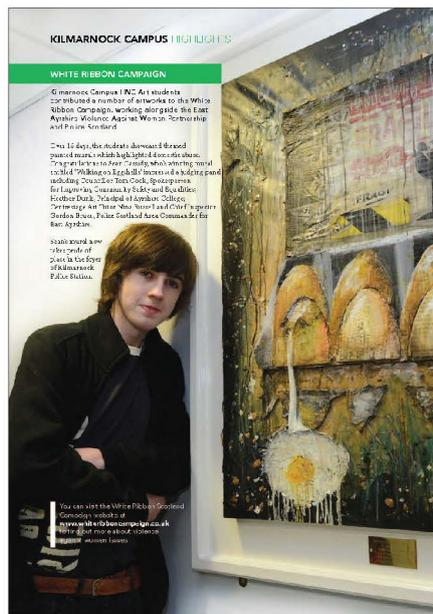
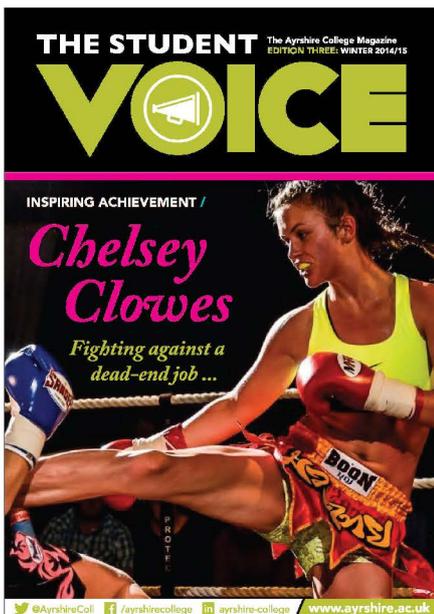
Equality and Inclusion have been working with the Performance and Planning team to develop an Equality Dashboard so that Directorates have an overview of their student equality profile by dominant group programme. Data is currently available for disability, ethnicity, sex, age and SIMD categories for enrolment and early withdrawal, further withdrawal and outcomes. The Performance and Planning Team are currently developing systems to report on an increased range of protected characteristics including religion, sexual orientation, gender reassignment and care leaver in relation to retention and attainment.

Directorates are provided with this data so that further analysis can be provided as part of the Team Evaluation process and key actions identified to support further development.

Student Survey

The College conducts bi-annual surveys to measure satisfaction on student experience. This survey is being further developed to ensure that satisfaction and student experience are measured by protected characteristic as well as by course and directorate.

Equalities Communication



Staff receive regular information on equality issues through the Principal's weekly update, staff intranet, email bulletins, CONNECT staff magazine and staff development workshops.

Students also receive regular equality information through the student magazine 'The Student Voice'. Information is also made available via email, plasma screens in all campuses, the College website and blog, as well as through a range of social media platforms including Facebook, Twitter and LinkedIn.

Staff, students and stakeholders also contribute to the development of relevant and specific equality outcomes through surveys and focus groups.

In addition to this, students are engaged in our culture of embracing equality and celebrating inclusion during their College Induction and through Respect Workshops that are delivered across the College by the Student Services staff team.

We ensure that any materials specifically publicising courses and provision e.g. prospectus, posters, website and advertisements portray positive images reflecting disability, sex and race equality. All documents are designed to be accessible and are available in a variety of alternative formats on request.

In addition to the above, Equality and Inclusion have a prominent and dedicated space within the College website and virtual learning environment. Equality and Inclusion have been developing information and resources for Moodle (Virtual Learning Environment) and for the College website to ensure that there are a variety of platforms to raise awareness and knowledge of equality and inclusion. This includes an online booklet setting out the role of Equality and Inclusion within the College.

Moodle front page themes also reflect key dates within the equality and diversity calendar, for example, World Mental Health Day, the 16 days of action to end violence against women, Multi-cultural Homecoming, Chinese new year, LGBT History Month, International Women's Day and Ramadan to name but a few.

Estates

All main campuses are accessible and work is ongoing to ensure that accessibility standards are consistent across all areas of the estate. Needs and access for students with additional support needs is reviewed on an individual and regular basis. At present, all main campuses have disabled access, including disabled parking, toileting facilities, accessible fire evacuation

procedures and access to individual support where required. Hearing induction loop systems are also available at all our main campuses.

As part of the College estates development a new campus is being built in Kilmarnock. The New Campus Development Project team have been consulting with partners and stakeholders to ensure that accessibility is fundamental to all planning.

Procurement

The College firmly believes that equality must be embedded across all areas of activity which also extends throughout the supply chain of goods and services. A procurement framework has been developed and implemented by our Procurement Manager. The framework is underpinned by a procurement policy. Staff who are involved in procuring goods and services are trained in all aspects of equality and diversity related to their area of business.

Equality Outcome 1: Future Development

Our Focus for 2017 will be:

- Further implementation and monitoring of the Staff Governance Standard to ensure equality and inclusion continues to be at the heart of all that we do
- The development of systems to record, monitor and evaluate student and staff equalities data to ensure robust monitoring is mainstreamed within all quality processes and that all protected characteristics are monitored
- Continue to develop equality and inclusion staff development including e learning opportunities to ensure that training is relevant for all staff and job roles
- Support the future development of effective data capturing and analysis tools, particularly in relation to student and staff feedback surveys
- Further integrate and mainstream equality and inclusion within the personal and professional review process so this aligns with the team evaluation process
- Continue to raise the profile of equality and inclusion across the College
- Continue to develop the Equality Impact Assessment process so that staff mainstream this into everyday practices

Equality Outcome 2

Ayrshire College advances equality of opportunity for all students and staff who share particular protected characteristics to participate in College life and achieve positive outcomes.



Key Actions:

Data will be reviewed to identify gaps in attainment/ retention and specific work carried out to attract and retain identified groups.

What's gone well?

Systems Development to monitor and analyse data

Systems development is a key component to ensure that intelligence is available that will inform the success of all of the equality outcomes. A system has recently been procured that will provide a hub of student equalities information in order that the data can be analysed for trends and in relation to application, enrolment, withdrawal and outcome by protected characteristic.

The system is in the early developmental stages and data is available for sex, age, disability and ethnicity in relation to application, enrolment, withdrawal and outcomes. Plans are in place to gather information on the whole range of protected characteristics as well as SIMD data and care experience data.

Robust processes are also under development to ensure that all data entering the systems is high quality. This work will greatly improve on the level of analysis available and provide the College with accurate and reliable information.

Student Admissions Process

The College's commitment to equality and inclusion is clearly stated in our prospectus and recruitment and admissions processes. Our admissions process is designed to be accessible to a diverse range of potential students. A new online application process is also available to improve accessibility and to offer a streamlined process for applicants. Application forms are also available in a range of formats and support is available at all stages of the admissions process from Student Services and Inclusive Learning teams for any students who have additional support needs.

In addition to this our admissions process is designed to provide students with the opportunity to disclose any additional support needs to ensure that relevant support is identified and available for students. Students are actively encouraged to inform key staff of their support needs in a safe and confidential environment.

Key equalities data is captured during the application and enrolment stages of the admissions process. The College has adopted a voluntary approach for applicants and students to provide personal data, which has impacted on response rates. Work is ongoing to raise awareness of the importance of providing data and to support students in this process.

In relation to staff data, following merger on August 2013 the College adopted the HRIS system of the host College as the platform for staff data processing and payroll management. This system is now under review to identify the most appropriate solution moving forward.

Student Services

Student Services offer information, advice, guidance and support to all students on an individual and group basis. They also provide signposting to other specialist services to support the learning and teaching process.

Student services provide a named person for young people who are care experienced and provide dedicated support to ensure that care experienced individuals' progress is carefully monitored. Student Services also provide leadership and guidance in terms of promoting positive behaviour, safeguarding student welfare and provision of pastoral and counselling support to students who require this service.

Partnership Working

The College established new partnership roles to improve equality and inclusion for students. A Campus Liaison Officer post was established in August 2013 funded jointly by Police Scotland and the College. This is the first role of its kind in any College in Scotland. The role of the Campus Liaison Officer is to engage with students and staff to advance equality in relation to personal safety, challenge discrimination and promote behavioural and cultural development.

This role also supports the reporting of hate crime and safeguarding young people and vulnerable adults.

The second role is a jointly funded post between NHS Ayrshire and Arran and the College. The Addictions Liaison Officer's post was established in August 2014 to work proactively with staff and students in relation to substance misuse and related areas.

Student Services also work in partnership with a range of organisations to provide seamless support and transitions for students.

Third Party Reporting

Ayrshire College is now a recognised Third Party Reporting Centre. This means that any individual can report hate crime in relation to race, disability and sexual orientation in any campus. Staff have received training on how to accept the report and pass on information to the Campus Liaison Officer. This initiative will challenge discriminatory attitudes proactively and advance equality for these particular characteristics.



Future plans are also in place to join the Safe Places Scheme. Safe Places schemes are being set up across the country and the three Ayrshire local authorities are planning to implement this scheme across Ayrshire. Safe Places support an adult with a learning disability to cope with any incident that takes place while they are out and about, for example being harassed, getting lost or the person they are meeting fails to turn up which causes them to need assistance. This will provide support and assistance to our most vulnerable community members.

Inclusive Learning Service

The Inclusive Learning Service supports students who have disabilities to ensure that students have access to a range of facilities and opportunities in order to underpin their learning and student experience. The College is committed to extending current support to include students from all protected characteristics.

Inclusive Learning provide individual and group support for students with additional needs.

This can include support to access assistive technology, provision of a reader or scribe, British Sign Language Interpreter and facilitation of alternative assessment arrangements.

In addition to the above the Inclusive Learning Service provide a peer mentoring service. This is currently available on one main campus and plans are in place to roll this out across all main campuses.

A key developmental feature of this service is that students, regardless of campus attended have a consistent and positive experience.

Students' Association

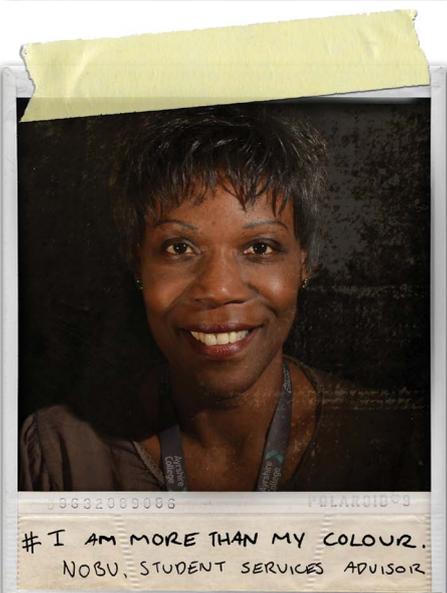
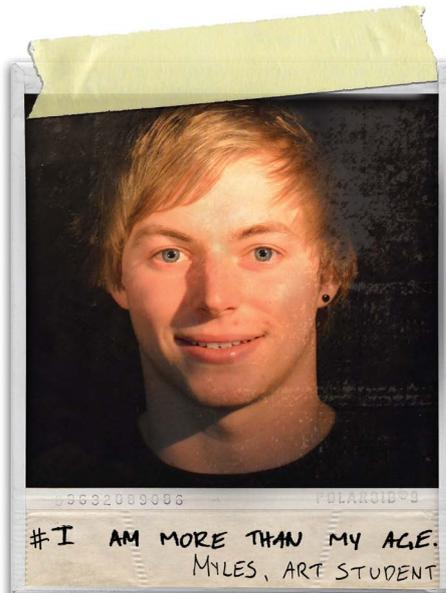
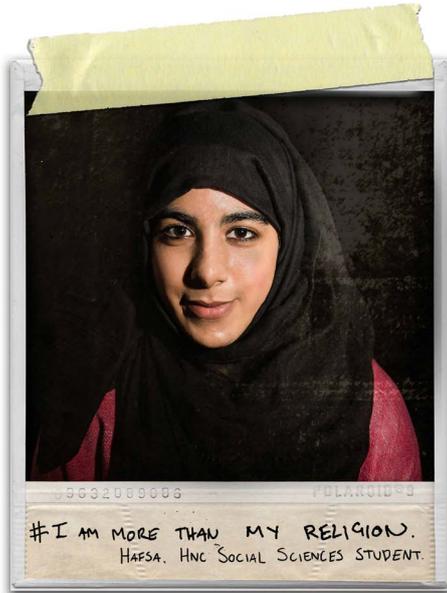
The College's Students' Association (SA) are key to raising awareness of equality and inclusion issues within the College. The SA are active in the promotion of equality. This is reflected in their Executive Team where key equality roles exist to ensure that groups who may face barriers are represented, for example Women's Officer, LGBT Officer, Disability and Welfare Officer. The SA work across the College to advance equality for all protected characteristics.

Advancing Equality

Equality and Inclusion week

Events like Equality and Inclusion week (May 2014) promoted equality and inclusion holistically. Equality and Inclusion week was not single-issue focussed and instead aimed to celebrate differences with the media campaign #Iammorethan being at the centre of this celebration. The campaign was hugely participatory as it encouraged staff, students and partners to, in effect, act as a role model to others by posting via social media a 'selfie' and a completed # related to them for example gender, sexuality, disability or any other aspect they wanted to share. The participatory element and personalised nature of the campaign meant we also saw examples which contributed to disrupting common perceptions and understandings about the roles and behaviours of men and women in society such as a male student with the #Iammorethan my mental health. Having both staff and students involved demonstrated the College culture recognises, accepts and promotes non- stereotyped role models within its own learning community.

The campaign was highly praised with it featuring more than once in response to the evaluative question 'what went well in Equality and Inclusion week?'



The campaign complemented the activities of the week such as student workshops and staff training on for example sectarianism, Islamic awareness and Looked After and Accommodated. The workshops themselves acknowledged the interplay of identities and the significance of gender. The White Ribbon workshops, with male College staff as facilitators, in particular highlighted the importance of males having a key role in the solution to end violence against women. The impact of the week was felt in awareness, understanding, knowledge and behaviour with high numbers correlating a positive change in regard to these. It is hoped that continued work in this area will result in shifting perceptions and translating this into a greater number of male and female enrolments in non-traditional subject choices.

Advancing LGBT Equality

LGBT History month



Working in partnership with the Student Association, key highlights from LGBT History month 2014 included a tri-poster campaign and podcasts. The tri-poster campaign was comprised of (1) Homophobia and Transphobia statistics poster, (2) LGBT quotes poster focussed on experiences of being an LGB or T person or from someone who supported those who are LGBT and (3) 28 facts about LGBT poster (also released each day on the College's social media feeds). The campaign worked very well as the aim of raising awareness and understanding of LGBT was successfully met. It also worked well because it focussed on both LGBT and non-LGBT people. Typically, national media campaigns tend to focus on non-LGBT people and their responsibilities

towards LGBT people. The College campaign therefore understood the importance of supporting LGBT people and those who were questioning their sexuality. The podcasts, available on the College's YouTube channel, were designed to act as a resource of support. The podcasts, 11 in total at this time, were a mix of staff and students who were LGBT or non-LGBT sharing their experiences. Having staff involved was particularly important in shaping an ethos which values equality and promotes equality for all.

LGBTI (I=Intersex) A-Z resource



An ally can be a term used to describe a non-LGBT person who supports LGBT people.

A key highlight of LGBT History month 2015 was the LGBTI A-Z electronic resource with each letter released on College social media feeds and elsewhere throughout the month of February. The A-Z was designed to be a resource for staff. The letters covered terminology, services and cultural references relevant to LGBTI. It acted as a reference and provided staff and key partners with a tool to increase their own knowledge about LGBTI when used as a teaching/training resource. The A-Z was also shared with all those who attended the LGBT Conversation Cafes to increase its audience reach and impact. The A-Z sits well with the previous LGBT History month tri-poster campaign and podcasts in helping to raise awareness and understanding.

LGBT Football Tournament



In partnership with the College's Sports and Fitness team, the Equality and Inclusion team hosted an LGBT football tournament which saw a number of student teams taking part in aid of the Terrence Higgins Trust (THT). The tournament was an exemplar of good cross-College working

and was a real attempt to mainstream LGBT in the sense of encouraging all of the College's community to be active in respecting and valuing LGBT people. The sea of rainbow laces seen at the tournament confirmed the College community respects and values LGBT people. Prior to the tournament, some of the Sport and Fitness students had been part of LGBT workshops delivered by David Bingham from THT. These workshops helped to further develop student understanding as to why they should participate in the event.

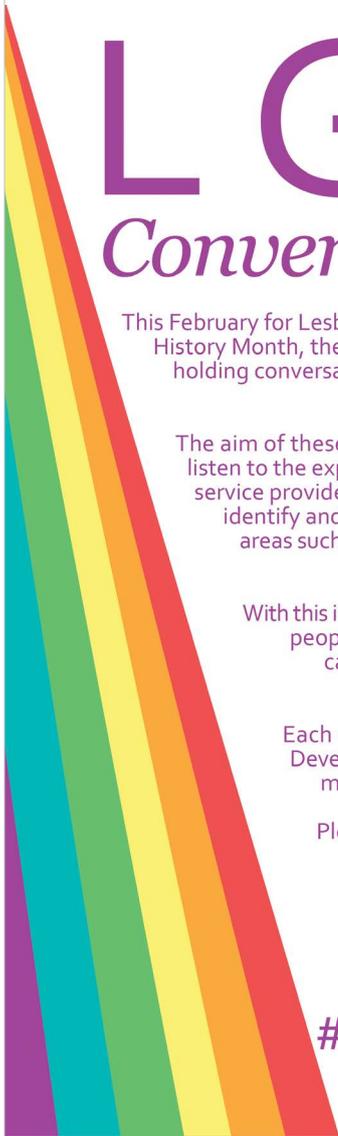
LGBT Literature Review

The Ayrshire LGBT Development Group is a multi-agency partnership which seeks to improve the lives of LGBT individuals in Ayrshire. Tasked by the Group to carry out a literature review on the experiences of LGBT people living, studying or working in Ayrshire, the College identified key gaps in the literature most notably the lack of understanding of what it means to be an LGB or T person in Ayrshire. The literature review was important in helping to pinpoint where the Group had to begin orientating its work in the communities of Ayrshire.

Taking the lead in the literature review meant the College demonstrated its commitment to improving the experiences of LGBT people in Ayrshire as a whole. As an outcome from the literature review, the Group took actions in the form of LGBT Conversation Cafes (Feb 2015) and an LGBT survey (April 2015).

LGBT Conversation Cafes





LGBT

Conversation Cafés

This February for Lesbian, Gay, Bisexual and Transgender (LGBT) History Month, the Ayrshire LGBT Development group will be holding conversation cafes in each of the main campuses of Ayrshire College.

The aim of these conversation cafes is to engage with and listen to the experiences of LGBT people living in Ayrshire, service providers and NHS services. To open dialogue and identify and discuss opportunities for better support in areas such as education, health and the community as a whole.

With this in mind, we welcome LGBT people, non-LGBT people and various service providers to attend a café and #JoinTheConversation about LGBT life in Ayrshire.

Each café will be facilitated by a member of the Development group and accompanied by a small market place. Refreshments will be provided.

Please email sara.turkington@ayrshire.ac.uk by the 30th of January to book a place at one of the following cafés:

17th Feb at Kilmarnock Campus 4-5.30pm
19th Feb at Kilwinning Campus 4-5.30pm
25th Feb at Ayr Campus 4-5.30pm

#JoinTheConversation



In February 2015, the College hosted LGBT Conversation Cafés in each of the three main Campuses which were open to all staff, students, partners and others. The cafés aimed to gain a better understanding of LGBT experiences in Ayrshire through discussions with LGBT and non-LGBT people. The inclusion of non-LGBT people was important as it showed these experiences mattered too; these were people who taught, worked with, supported or were a friend or family member of an LGBT person. This clearly demonstrated that the Development Group understood very well the experiences of LGBT people and the key role others have in making those experiences better. The Cafés were hugely significant as this was the first time such an event had been held in Ayrshire. Overall the Cafés were well attended with 75 attendees expected who reflected diverse voices from the community.

Of those who returned an evaluation form (69%), we saw an overwhelmingly positive impact in regards to understanding, knowledge and behaviour/attitude of and towards LGBT. Of returned evaluations, 97% strongly agreed and agreed their understanding of LGBT had improved, 93% strongly agreed and agreed their

knowledge of LGBT had improved, and 79% strongly agreed and agreed their behaviour/attitude towards LGBT had improved.

Almost all who completed the evaluation form stated they would change their own practice in some way or another after taking part in the Cafés; the change in practice included networking, sharing information and thinking about their own behaviours. One attendee stated "I found it both interesting and very valuable! I came away feeling quite inspired after all the thought provoking information I gained. It was a great opportunity to do some networking too and I really hope we can keep in touch." The success of the Cafés have led to new partnerships and highlights a real opportunity for the College to show it can lead by example in the wider community as well as strengthening our own commitment to being an inclusive College.

Equality Outcome 2: Future Development

Our Focus for 2017 will be:

- Further develop systems to effectively capture and analyse data effectively
- Further mainstream equality and inclusion into current feedback processes such as the Student Bi-Annual Survey and Staff Survey and other Quality feedback processes
- Maintain and develop key partnerships to take forward activity that will have a wider community benefit in relation to the promotion of equality and inclusion, such as the Ayrshire LGBT Development group and the Association of Minority, Ethnic Communities Group
- Further develop processes to support students with additional needs including students who are looked after or accommodated by the local authority or a care leaver
- Continue to work closely with the Students' Association to support cultural and behavioural change in relation to equality and inclusion
- Develop mechanisms and processes to support students more effectively who are pregnant or who have caring responsibilities



Equality Outcome 3

Students and staff find that positive mental health and wellbeing is promoted and improved within the College.

Key Actions:

- A 3 year action plan focusing on mental health and wellbeing will be developed and implemented in conjunction with key stakeholders
- The College will promote and support wellbeing programmes and interventions for students and staff to maintain positive mental health and wellbeing

What's gone well?

Mentally Healthy Colleges Action Plan

A Mentally Healthy Colleges Action Plan has been developed in partnership with NHS, Ayrshire and Arran. This action plan links to wider Scottish Government objectives to improve mental health and wellbeing in Scotland. The Healthy Working Lives accreditation has provided a framework to take forward activity in relation to mental health and positive wellbeing across the College for staff and students.



Healthy Working Lives

Work has commenced to achieve the Healthy Working Lives Award in relation to supporting students and staff with mental health needs and promoting positive wellbeing. A key part of this work is to tackle health inequalities. A three-year Mentally Healthy Colleges Action Plan has been developed within the Equality Outcomes to support this work.

In addition to the above, bespoke equality and inclusion training has been organised with cleaning and catering staff as these members of staff often find it challenging to attend training within core business hours. This group have been highlighted by Healthy Working Lives as a group that may need focused attention and staff development to help to address the health inequalities mentioned above.

A number of initiatives have been taken forward to promote positive mental health and wellbeing.

— Staff — Walking Challenge

Starts 26th November
Sign up a named team of 6 people
to compete in Ayrshire College's
Walking Challenge!

Record your steps for 4 weeks using a pedometer
or free pedometer app on any smartphone!
Winners announced on 18th December

Weekly team total steps to be submitted to lisa.little@ayrshire.ac.uk
Please contact lisa.little@ayrshire.ac.uk for more information

Ayrshire College Staff Choir

— Contact —
marla.baird@ayrshire.ac.uk
for more information

#BeTheDifference

Ayrshire College  

Ayrshire College is a charitable organisation registered in Scotland. Charity No. SC021177. Poster designed by Emma Hall

Ayrshire College  #BeTheDifference



Ayrshire College is a charitable organisation registered in Scotland. Charity No. SC021177

- Wellness Recovery Action Plan staff sessions have taken place at each main campus
- A walking group has been established which walks on a Friday lunchtime in Ayr Campus. It is hoped that groups will also become established in Kilwinning and Kilmarnock Campus. A more experienced walking group has also been established who completed the River Ayr Way in 3 stages
- A Wellbeing Choir was piloted between October 2014 and December 2015. The model has since been reviewed and Singing for Wellbeing Workshops have now taken place at all main campuses to promote the wellbeing benefits of singing. Staff were also given the opportunity to bring a friend or family member so that the impact of the workshop could have a wider and long lasting benefit
- Yoga Classes have been established at the three main campuses- Kilwinning, Ayr and Kilmarnock
- In addition to the above Health Checks are taking place and are available for all relevant staff

In addition to the above the promotion of positive wellbeing remains a key priority for the Human Resources and Organisational Wellbeing Directorate. Occupational and employee counselling services have been established in the College and the Human Resources team are continuing to work on key policies in relation to mental health and wellbeing.

Equality Outcome 3: Future Development

Our Focus for 2017 will be:

- Further develop systems and processes to ensure relevant trend data is available in relation to the mental health needs of staff and students
- Ensure robust monitoring of mental health needs in relation to take up of support services, staff development, job role and other relevant data sets
- Gain and maintain Healthy Working Lives Gold Accreditation
- Further develop key partnerships to enhance knowledge and skills and better support students and staff who are experiencing poor mental health
- Deliver fully the actions in the Mentally Healthy Colleges Action Plan to promote positive mental health and wellbeing across the College community

Equality Outcome 4

Male and female student participation is increased in subjects where they are under- represented.

Key Actions:

- > The College will support and encourage male and female students to pursue subject choices and areas of study out with traditional stereotypes
- > Gender representation will be increased at all stages of the student journey including recruitment, enrolment, retention, attainment and progression

Improved gender balance in subject areas typically regarded as male or female is a key priority for the College. This is reflected strategically and operationally at all levels and takes account of:

- > *Ayrshire College Strategic Plan Key Objective* – To challenge gender stereotyping in career and learning choices



- *Developing the Young Workforce KPI 8* – To increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced superclasses by 2021

In this year, the College has engaged with staff and students to address the concern of gender imbalance in respect of role models and subject representation. Much of this work has been intent also on exploring other gender-related issues such as gender-based violence and indeed challenging the core assumptions of what it means to be 'male' and 'female'.

What's gone well?

The College has a range of initiatives aimed at encouraging girls and women into STEM subjects, and men into care/childcare courses. College marketing campaigns include case studies of current and previous female students and photos of the students are displayed in all campuses.

Marketing

During 2013-14 a wide range of marketing materials were developed in-house, for example, prospectus, annual reports, course information leaflets, flyers, and posters, all of which are carefully designed to reflect the wide range of ages, different cultures and gender to support our inclusion strategy.

Although the College has courses for all with an emphasis on inclusion, specific focus is given to particular difficult to reach groups. Specific campaigns are designed to target groups such as school pupils, females into construction or engineering and men into care. Marketing also promotes Student Association campaigns such as #ThisAyrshireGirlCan. All marketing materials are carefully designed to reflect the wide range of ages, cultures and gender. In all aspects of the college's use of digital design, video and photography we promote equality and diversity. We are successful in achieving regular positive media coverage which highlights the success of our students and staff. There is very high pick-up from the regional press on stories which highlight breaking down gender stereotypes, and some good national broadcast and press coverage.

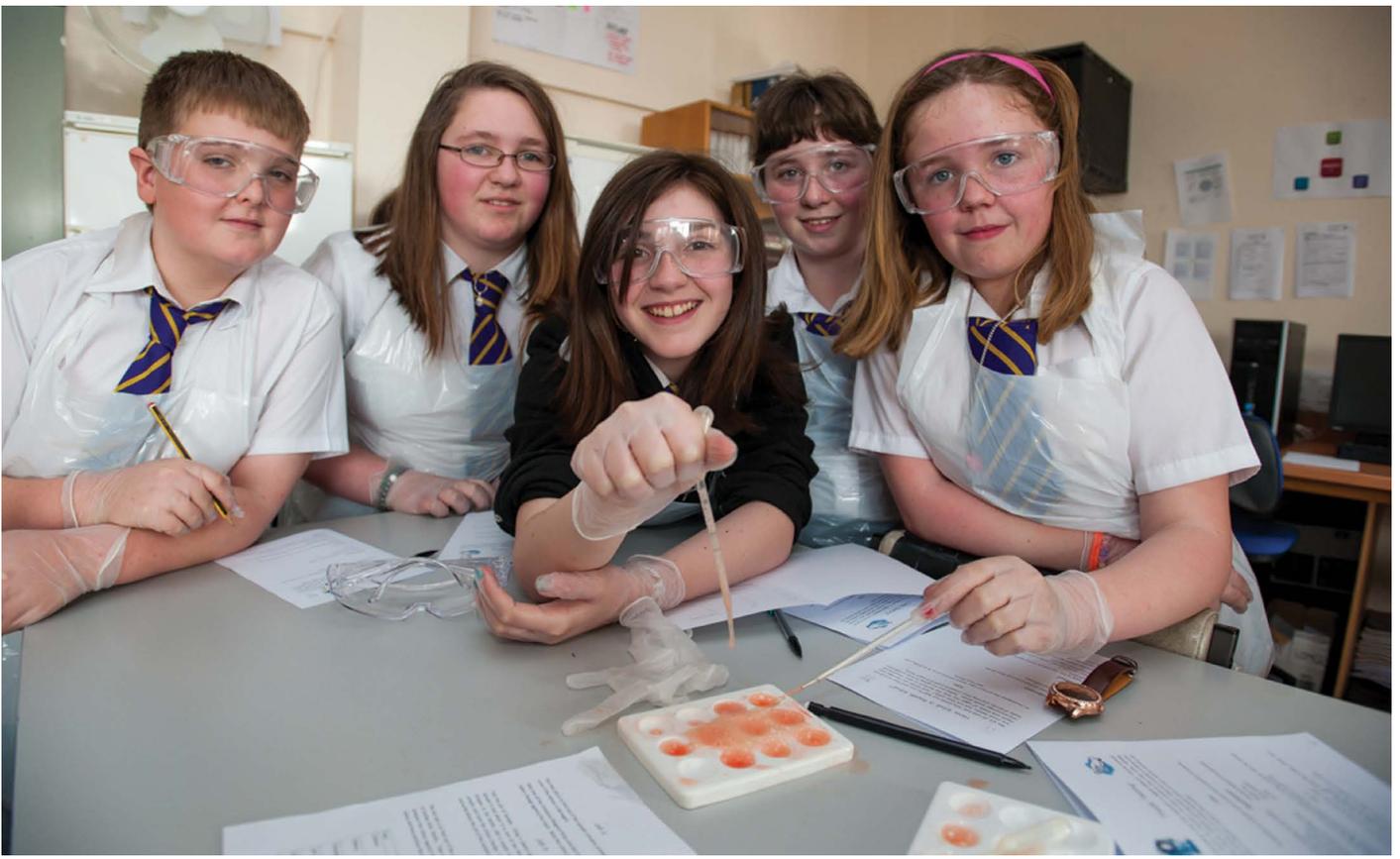
Public Relations

Ayrshire College strives to achieve positive media coverage highlighting the success of our students and staff. Our marketing objectives last year were all achieved in terms of profiling students who had challenged gender stereotypes. We reported on a wide variety of students who were currently engaged in learning.

Science and Engineering

British Science week

The week focussed on encouraging children and young people to think positively about Science as a school subject and potential career path. Ayr Campus hosted a half-day schools event with 7 schools from South Ayrshire taking part. The event had several timetabled workshops on, for example Biology and Chemistry, with these workshops facilitated by College students. Many of the students were female and as a result demonstrated how the College involved non-stereotyped role models as part of the learning and teaching experience.



School Roadshow Events

The College delivered school roadshow events which showcased female engineering apprentices. In addition to a women in STEM event with East Ayrshire schools in June, the College is planning a major pan-Ayrshire Women in STEM event in August targeted at S2 school girls.

Magnificent Women and their Flying Machines

The College is a partner in Primary Engineer with the local authorities. Working in partnership with Women into Engineering and Science, the College hosted a Magnificent Women and their Flying Machines workshop aimed at second year schoolgirls. This event aimed to get girls thinking about a career in engineering, nearly 40 second year pupils from schools across South Ayrshire took part in activities which were organised in collaboration with Dumfries House Education and the Women's Engineering Society. The Girls into Engineering event was the Scottish Launch of the Women's Engineering Society's national outreach programme for schools.

On arrival the girls were divided into three teams and given a tour of the College aerospace facilities. They then heard a talk from a female engineer, Linda Reilly from GE Caledonian and took an historical look at prominent women in aerospace and aviation over the past century.

The teams were challenged to build a STOCK aircraft wing replica, becoming project managers, designers, production staff and planners and replicating the roles played by female aviation engineers during the First World War.



Royal Aeronautical Society

The College also arranged Royal Aeronautical Society lectures for schools and supported schools in events they organised aimed at young women. Leading female industry figures deliver inspirational talks on subjects like, women into construction.

Scottish Apprenticeships Week

Each year, during Scottish Apprenticeships Week, the College organises a range of activities to promote Modern Apprenticeships, including showcasing female STEM apprentices via social media and the regional press.

Computing

Women in IT Campaign

Each year, the College runs a Women in IT campaign leading up to International Girls in ICT day. This includes significant social media activity such as daily blogs of case studies from female staff, students and industry figures. This activity is built upon in October each year around Ada Lovelace Day, another opportunity to celebrate and promote women in computing.

CoderDojo Scotland



In partnership with CoderDojo Scotland, the College launched the first CoderDojo club in Ayrshire in November 2014. These coding clubs are aimed at 7-17 year olds and the College has already run five events in Irvine, Kilmarnock and Kilwinning. On 22 and 23 April, in recognition of International Girls in ICT day, the College is running two all-girls CoderDojos, one in a secondary school, the other on a college campus.

Care

- Men into Care events are delivered twice a year in conjunction with JobCentre Plus to recruit males onto health and social care courses
- Working with councils to promote and actively encourage applications from males
- Male guest speakers to inform potential applicants
- Male role models used in marketing materials and case studies
- Promoting awareness by visiting employers and placement providers
- Working in partnership with Glasgow Caledonian University to promote men into nursing in particular Learning Disability Nursing

Sports

- Female staff and students participated in 'Women into Sport' conferences
- Male sports staff teaching on health care programmes where there is an overlap of skills

As well as engaging staff and students to address gender imbalance in curriculum areas, the College has also explored other gender issues such as gender-based violence and challenging the core assumptions of what it means to be 'male' and 'female'. This means that, as well as encouraging males and females into subjects where they are underrepresented, we are tackling wider equality issues in relation to power imbalance in society to effect wider cultural change.

Women on Board consultation

We took part in a Scottish Government consultation to help inform their proposals to the UK Government in respect of female representation on boards and in particular whether a quota system to achieve parity was a necessary step. The Ayrshire College Board of Management is currently 50:50 indicating that there is a fair gender split and as such acts as a further example of the College's commitment to the aim of gender representation.

White Ribbon campaign

The College's participation in the White Ribbon campaign was very much focussed on positive action as we launched #inhershoes as part of the wider call for 16 days of action. This call led us to release 16 facts, arranged in a formation of shoes, each day between International Day for the Elimination of Violence against Women (also known as 'White Ribbon Day') and International Human Rights Day through the College's social media feeds. We also during this time used the # to encourage staff, students, partners and others to tweet a picture of themselves with a pair of female shoes or a picture of a pair of female shoes alone to show support for ending violence against women. Having male staff particularly involved in the # campaign was important as it demonstrated to other males – staff, students and others – the impetus on their part to foster a

culture within the College and beyond where violence against women and girls is unacceptable. Helping to reinforce this, we delivered White Ribbon endorsed student workshops and gender stereotyping student workshops with a number of different class groups.

Blow the Whistle on Violence against Women

The 'Blow the Whistle on Violence against Women' football tournament, compiled of 12 teams involving staff, students and key partners. Through taking part, each team member effectively made a pledge to the vision and understood their role in both raising awareness of and helping to end violence against women. The involvement of external teams like Street League in the tournament demonstrated the wider reach of the key messages on equality and in particular gender-based violence.

Medics Against Violence Pilot Project

The power of delivery in the form of workshops was marked when the College embarked on a ground-breaking and innovative pilot project with Medics Against Violence (MAV). MAV are a charity led by the objective of reducing all forms of violence such as domestic abuse. Previously involved in training dentists, doctors and vets to identify the signs of domestic abuse, MAV delivered workshops to the HNC Hairdressing and Complementary Therapy students at Kilmarnock campus. The pilot received wide press coverage with BBC Reporting Scotland for example covering it as a news item on the evening news.

Such coverage strengthened the College's reputation as being a college which is committed to equality and understands its role in helping to challenge gender-based violence. Plans are now in place to embed this training within higher level hairdressing and complementary therapy courses and roll out the training across the hairdressing and beauty therapy industry.

Raising Awareness of Stalking in Schools

HND Graphic and Design students at Ayr Campus participated in a poster competition to raise awareness of stalking and the many guises of it. The competition began with a visit by Ann Moulds, the founder of Action Scotland Against Stalking, who spoke about her own experiences of previously being a victim of stalking. Ann's involvement gave real credibility to the competition as the students taking part understood better the need to highlight stalking as an issue and the message of 'standing together'. Ann led a judging panel comprised of Callum Hendry, campaign co-ordinator of White Ribbon Scotland, Councillor Ann Galbraith, Chair of the Multi-Agency Partnership (MAP) to tackle violence against women and children and South Ayrshire's police liaison Sergeant Mark Hornby. The panel shortlisted 4 posters with the winning design by Leonie Smith. Callum Hendry summed up Leonie's chosen poster as a "...educational resource as well as something that positively engages and says this is something we can tackle together – men and women". Leonie's design now will be distributed nationally in schools as part of National Stalking Awareness Day 2015 campaign.

HATE MAIL
 ENDEARMENT
 YOU CANNOT GET AWAY FROM ME
 SLANDER YOU BELONG TO ME
 STAND TOGETHER
 COERCION STALKING
 FOLLOWING UNWANTED
 PRESENTS
 HATRED
 SAY
 PHONING
 BULLYING
 NO
 DAMAGING/STEALING PROPERTY
 YOU BELONG TO ME
 STAND TOGETHER
 UNWANTED
 STAND TOGETHER
 SAY
 SAY
 NO
 NO
 REVENGE
 NO
 SLANDER
 WATCHING
 HATRED
 UNWANTED
 PRESENTS
 HATE MAIL
 NOT ALONE
 HELP IS OUT THERE
 BULLYING
 UNWANTED
 PRESENTS
 WATCHING
 GANG STALKING
 ENDEARMENT
 DAMAGING
 STEALING
 PROPER
 COERCION
 REVENGE
 FOLLOWING
 AGAINST
 STALKING
 NOT YOUR FAULT

SPEAK OUT AGAINST STALKERS
 STALKING IS A CRIME
 HELP IS OUT THERE
 REPORT IT
 NO
 REPORT IT
 YOU ARE NOT ALONE
 TALK TO SOMEONE
 DONT BLAME YOURSELF
 YOU ARE NOT ALONE
 ZERO TOLERANCE TO STALKING
 DONT SUFFER IN SILENCE
 TALK TO SOMEONE
 DONT STAY QUIET
 HELP IS OUT THERE
 ZERO TOLLERENCE TO STALKING

STALKING IS A CRIME



Equality Outcome 4: Future Development

The College's Outcome Agreement for 2015-16 highlights that, in relation to tackling gender imbalances in subject areas, the College will focus its attention on the following:

- Attracting more women into engineering courses
- Attracting more young people, particularly young women, into computing courses
- Attracting more men into social care courses
- Attracting more women into sport courses

The Outcome Agreement specifies that in 2015-16 the College will:

- Run a series of targeted campaigns to help us attract females into male- dominated areas, and males into female-dominated areas
- Enlist female and male industry champions to encourage young men and women to think differently about careers
- Work with primary schools, e.g. through Primary Engineer, to raise awareness amongst school pupils of the wide range of possibilities in different sectors
- Conduct a thorough analysis of gender balance on all provision offered by the College, including Modern Apprenticeships
- Build the foundations to achieve 20% female take-up of the Engineering Foundation Apprenticeship in year two of the programme

To steer the work on this, a cross-college action gender group has been established led by a Vice Principal and involving curriculum staff, the Student Association, and service staff from teams such as HR equalities, marketing and widening access. As well as making progress on the objectives set out in the Outcome Agreement, the College will:

- Continue to promote gender representation on courses where it is under represented
- Continue to promote case studies of students who have been successful in challenging gender stereotypes through marketing processes
- Further develop staff and ensure staff take part in unconscious bias training
- Monitor and analyse qualitative and quantitative feedback to ensure actions are targeted

- Raise awareness of the wider gender identity spectrum including individuals who do not identify as a particular gender i.e. non-binary individuals and provide support and facilities such as gender neutral toilets to advance equality
- Work towards a recognised Charter Mark such as the Equality Challenge Unit's Gender Equality Accreditation for student-focused objectives or Athena Swan for staff-focused objectives
- Deliver *Challenging Gender Stereotypes* workshops to staff and students each year
- Plan a Women into Sports and Fitness event in June to stimulate recruitment amongst females, particularly school students/leavers
- Establish a network for female STEM students, which will facilitate a mentoring programme with local employers, information sharing (college and industry developing networks) and raise awareness. Learning lunches, hosted and organised by students, will help build confidence and networks. All of this will contribute to the students' professional development, for example by offering leadership and management experience. Some events will be linked to school activity to encourage more girls into STEM e.g. where college students invite female school students to learn more about opportunities for a career in engineering. Other events would include guest talks from prominent women from industry and demonstrations of the latest technology or software
- Build on partnerships with women-focused groups like Women into Renewable Energies and Women in Engineering and Science, and encourage female students to be part of these networks
- Engage female students in female sports clubs e.g. netball, female football team, female volleyball team, badminton team
- Involve men in a mentoring programme to mentor other male care students

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. We believe that male and female staff should receive equal pay for work of equal value (other than in circumstances where the difference is due to a material factor not a difference of sex). We will ensure that mechanisms to determine pay and conditions of employment for all staff do not discriminate unlawfully and are free from bias. A right to equal pay between men and women is a fundamental principle of European and domestic legislation. In order to achieve equal pay, the college will operate a pay system which is transparent, based on objective criteria, and free from gender bias. It is recognised that pay includes pensions, discretionary bonuses, sick pay and other benefits. This statement outlines the actions that Ayrshire College has taken to progress equal pay and the arrangements in place to review pay on a regular basis.

Scope

The principle of equal pay applies to all employees of the College, regardless of full- time or part-time status, fixed term or permanent status or length of service.

Responsibilities

The Board of Management, including the Principal, are responsible for ensuring that all employees are treated equitably. The Vice Principal (Human Resources and Organisational Wellbeing) is responsible for ensuring that the College's employment policies and practices comply with equal pay legislation. Pay and terms and conditions of service for all staff covered by a collective agreement are negotiated between the College and relevant Trade Union and Employee Representatives.

Progressing Equal Pay

It is recognised that there are three main factors which may contribute towards the gender pay gap: occupational segregation; caring responsibilities and pay and grading structures. The College has made progress across each of these factors as detailed below:

Occupational Segregation

Occupational segregation is where women and men do different types of job at the same or broadly similar grades but these jobs are predominantly performed by a specific gender. Examples

of this may include females who work in nurseries or males who work in construction. This may cause issues in equality of pay where discretionary payments are linked to certain jobs, e.g. overtime or performance bonuses.

The college has continued to develop, report and evaluate staff equality data to inform action planning at an organisational and operational level. It is recognised that there are gaps in the data and further work in being taken forward to ensure that data is effectively captured and monitored.

All staff of the College participate in an annual Professional and Personal Development Review and have access to Continuous Professional Development (CPD) opportunities. There are ongoing opportunities throughout the year and in addition to this dedicated time is available in February, August and June to take part in organised CPD. The College has a range of on-line learning packages that staff can access flexibly. Staff are required to complete mandatory training in health and safety, equality and inclusion and safeguarding. This training is flexible and accessed online, support is however provided for teams or individuals who are not confident working online. A Leadership and Management Programme has been established to support managers and regular Development Sessions are provided across all main campuses. In addition to this all recruitment vacancies are advertised internally and staff have the opportunity to progress horizontally or vertically within the College.

Caring Responsibilities

If there is a lack of flexibility in working practices this might mean that women who tend to have more caring responsibilities within the family find it harder to combine work and family life. This can be seen as excluding women from entering certain jobs or building up experience that is commensurate with male counterparts.

A range of support is available: a Flexible Working Policy that all staff can access to make a request for a flexible working pattern; flexible working requests made by staff returning from maternity leave; Special Leave that all staff can access to request time off for dependants; an on-site Nursery provision in Ayr Campus and Kilwinning Campus that staff can access.

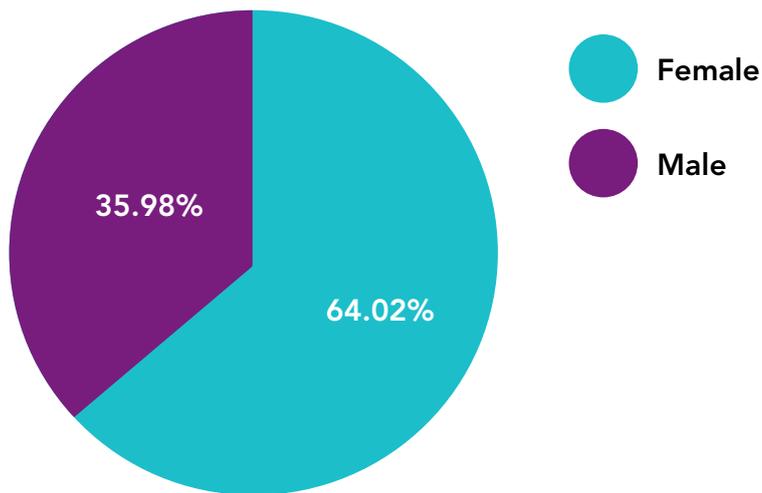
Pay grading and structures

The College developed and agreed a new pay and grading structure for service and curriculum staff. The Further Education sector is currently negotiating national pay bargaining.

Review of Equal Pay

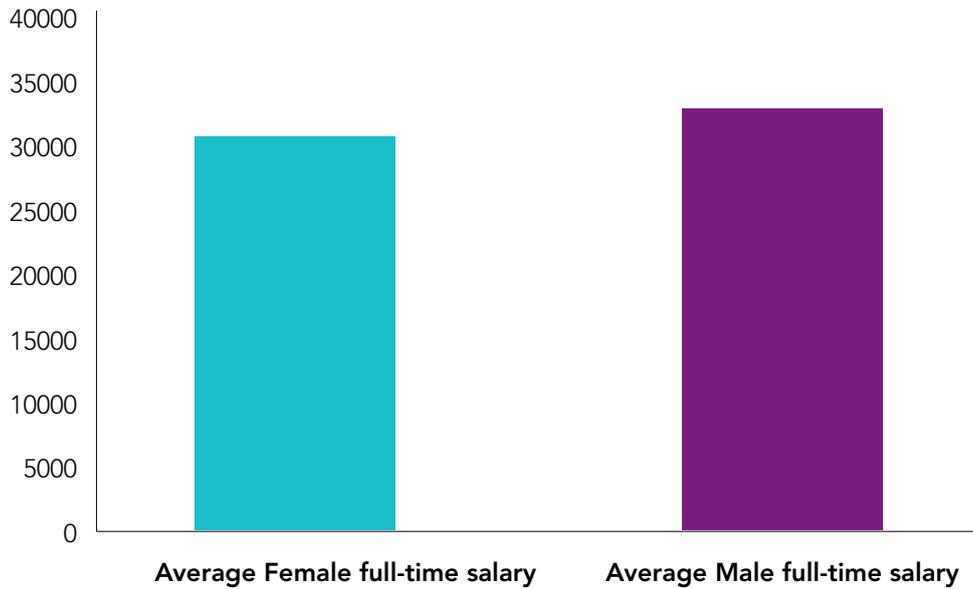
The College recognises the need to review the gender pay gap on a regular basis and to publish this in line with the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. In addition to this the College understands that this review should now include ethnicity and disability as well as gender therefore mechanisms are being put in place to review equal pay in relation to these additional protected characteristics. The College will continue to identify any unfair, unjust or unlawful practices that impact on pay and take appropriate remedial action. The College is committed to consulting with the relevant Trade Union representatives on actions required to progress equal pay.

Staff Gender Information 2013-14



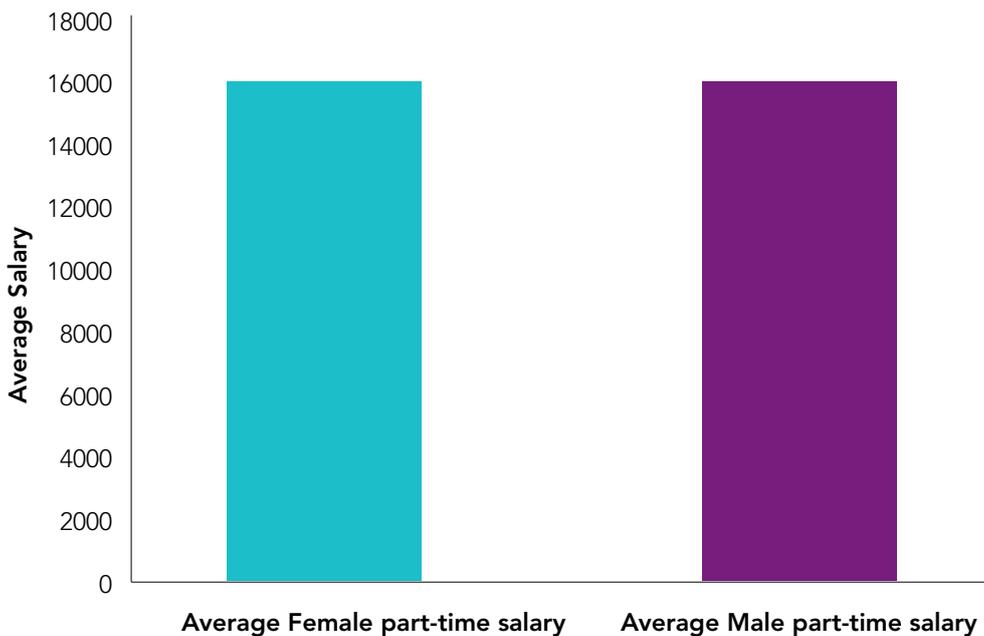
Current available staff data indicates that 64.02% are female and 35.98% are male.

Full-time Staff Gender Pay Gap 2013-14



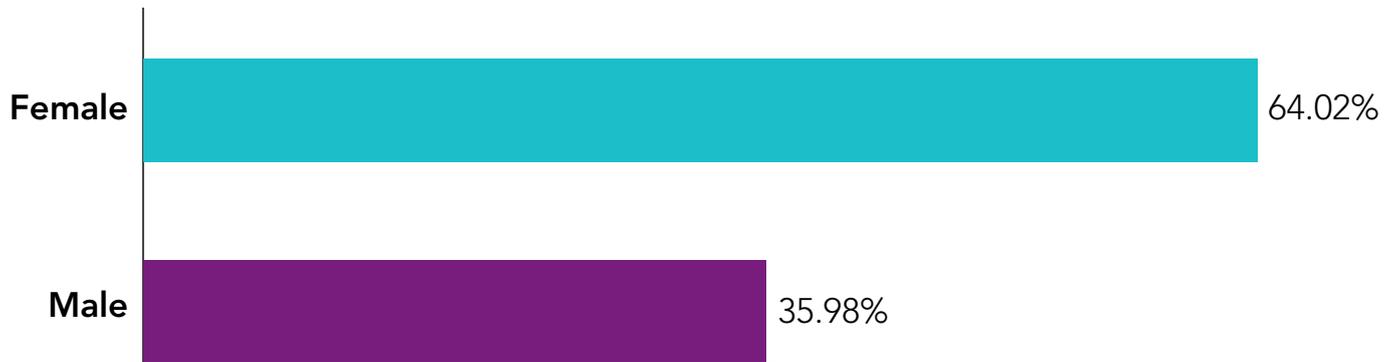
The gender pay gap between male and female average full-time salary is -7.30%, this is below the Close the Gap estimation of -14%.

Part-time Staff Gender Pay Gap 2013-14



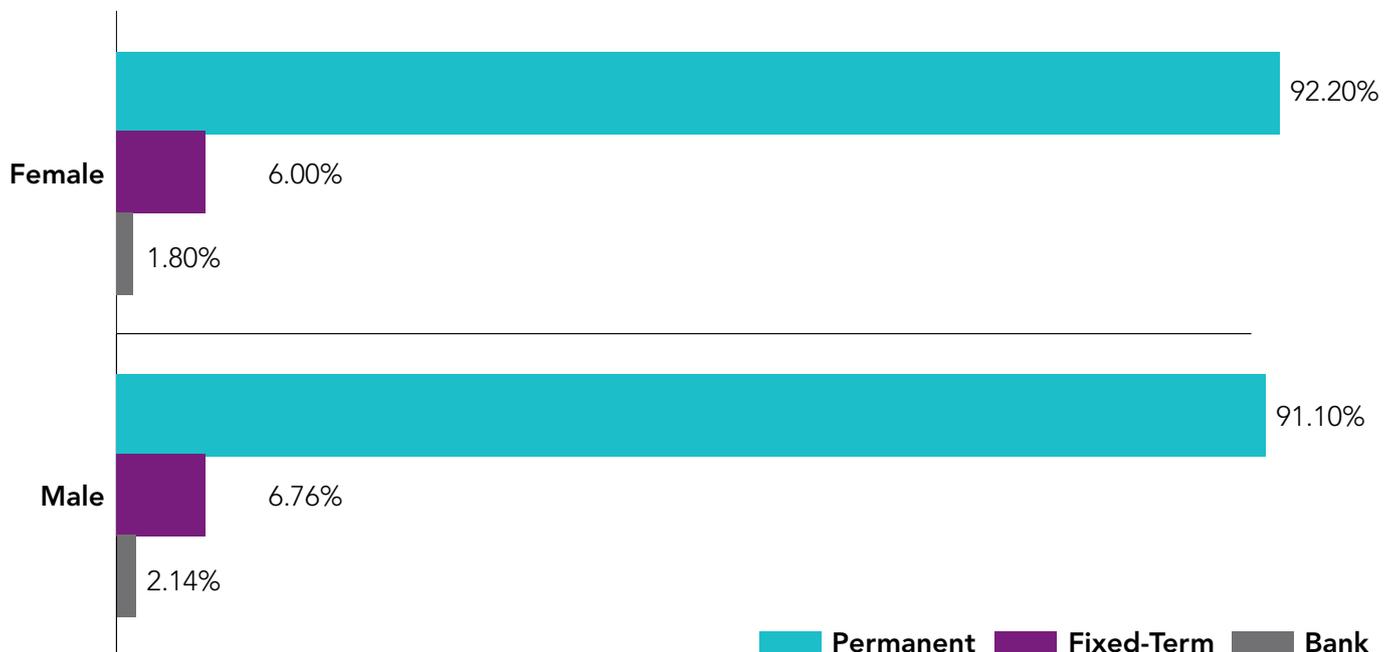
The gender pay gap between male and female average part-time salary is -0.86% this is below the Close the Gap estimation of -14%.

Successful Applicants recruited by gender profile 2013-14



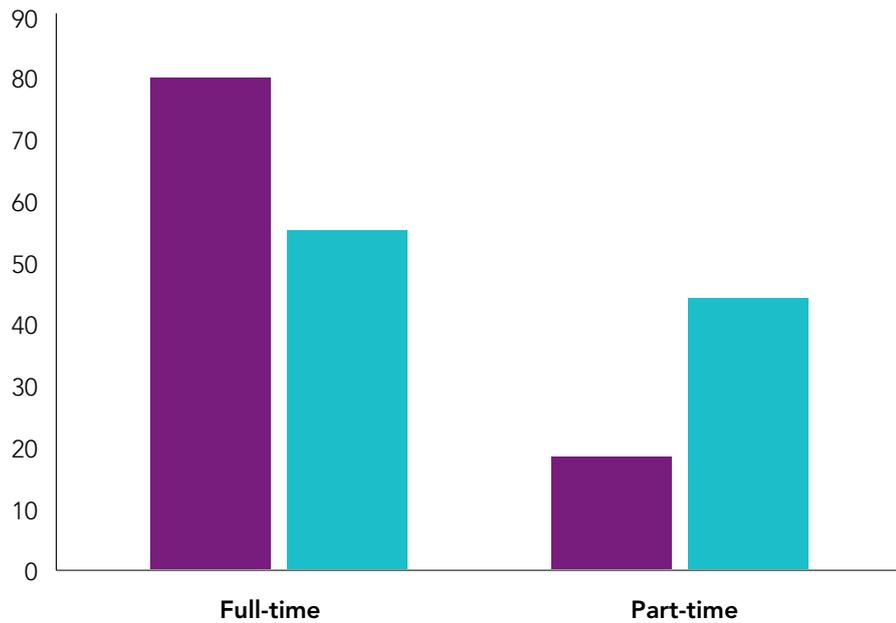
This indicates that 28.04% more females than males were recruited during 2013-14. This is representative of the wider education sector.

Contract status by gender profile 2013-14



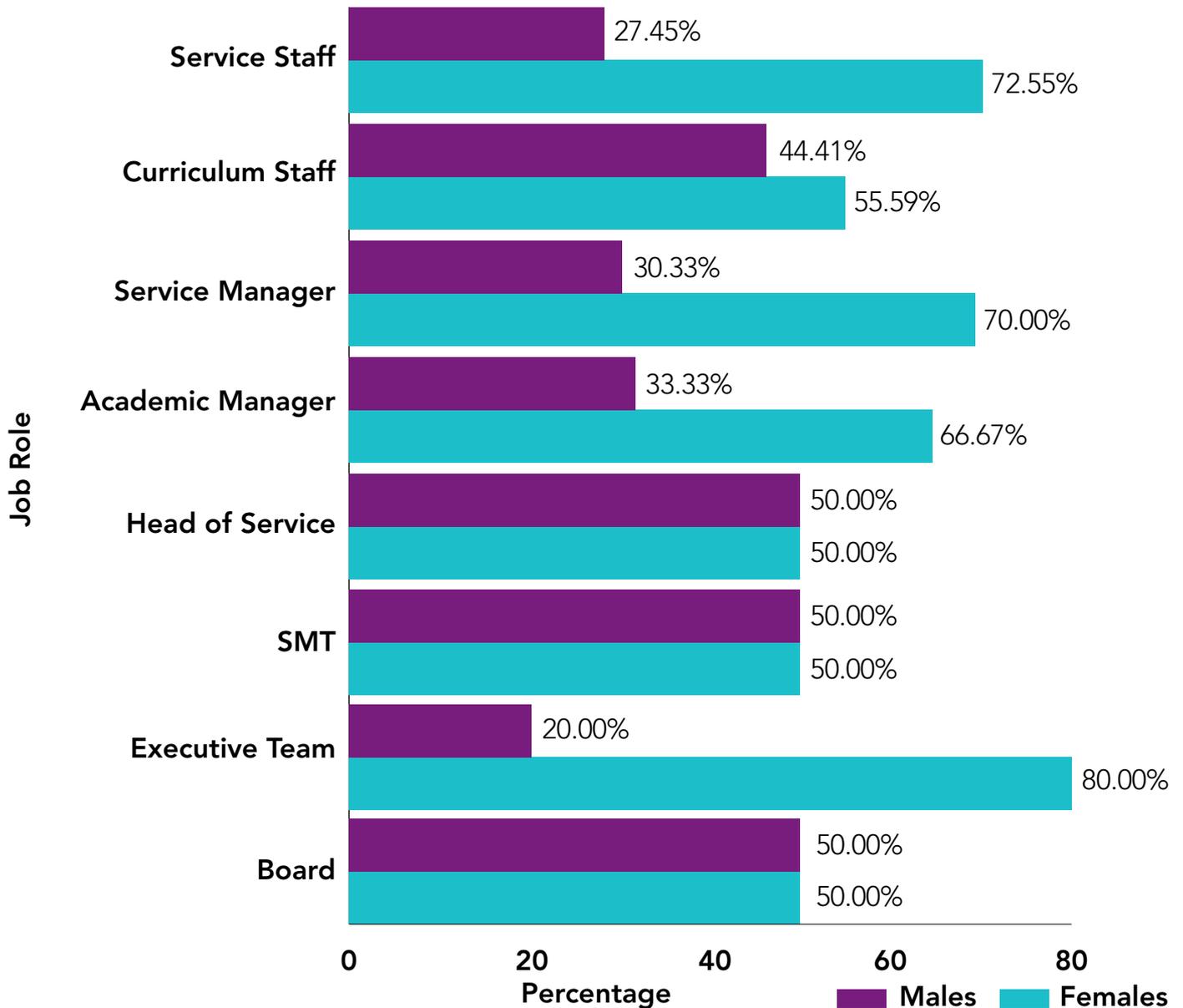
This indicates that on average that both male and female are represented fairly in relation to having a permanent or fixed term contract, with 0.76% more males working on a fixed term contract than females and 0.34 more males working on a bank staff basis than females.

Hours worked by gender profile 2013-14



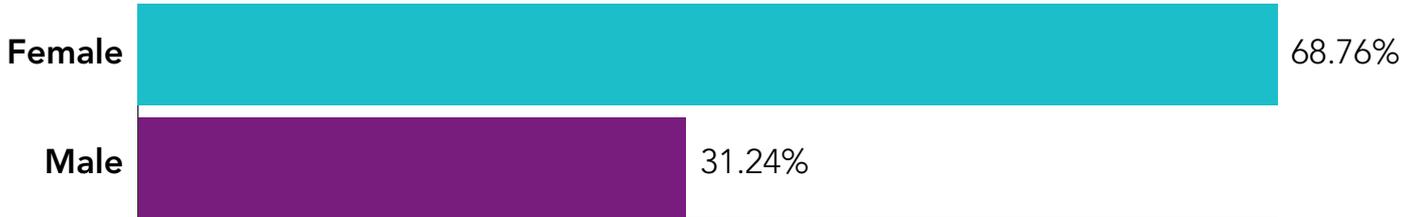
This indicates that 23.87% more males are employed on a full time basis in comparison to females. A greater percentage of female staff (23.47%) are employed on a part time basis than male staff. This is representative of part time working in general where more females are employed on part time basis.

Job role by gender profile 2013-14



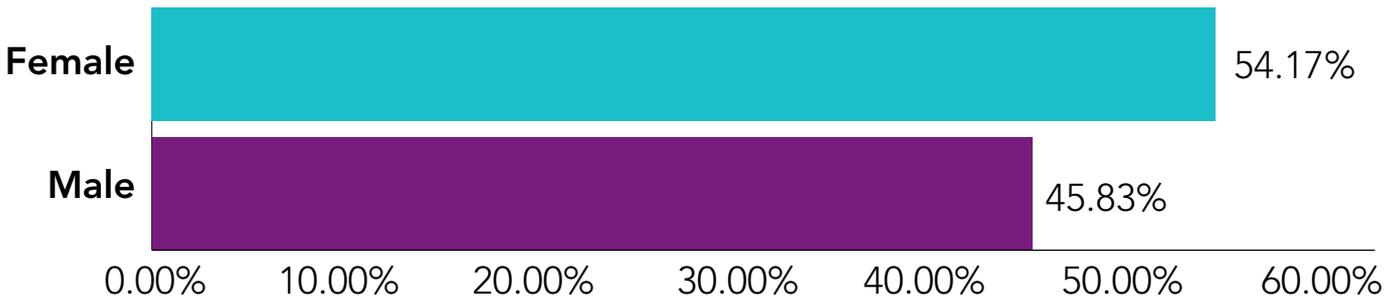
The College has achieved equal representation of males and females in Board, Senior Management and Head of Service roles. Females are the dominant group in all other job roles.

Training and development by gender profile 2013-14



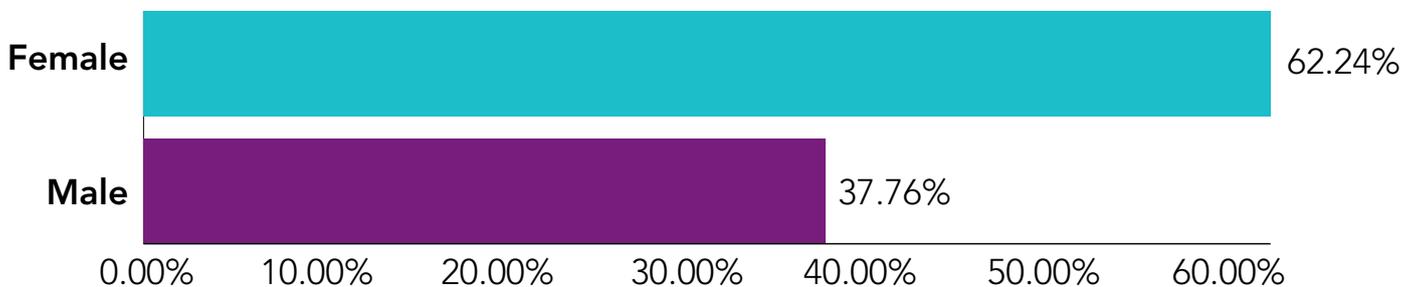
During 2013-14, 68.76% of females and 31.24% of males took up training opportunities. This is representative of the gender profile in the College.

Career Advancement by gender profile 2013-14



During 2013-14 54.17% of females and 45.83% of males were promoted within the College. This is representative of the current gender profile within the College.

Percentage of staff leaving the employment of the College by gender profile 2013-14



During 2013-14 62.24% of females and 37.76% of males were promoted within the College. This is representative of the current gender profile within the College.

Conclusion

Ayrshire College was formed around 18 months ago, during this time significant progress has been made in relation to progressing our equality outcomes against a challenging backdrop of significant change internally and externally within the further education sector.

The College is committed to continuing to mainstream equality within all functions and processes and to develop systems to enable progress to be captured, monitored and evaluated robustly. This will ensure that the College continues to challenge discrimination, advance equality and foster good relations.





Appendix 1: Equality Outcomes Progress Review Summary

Related national outcome(s)	<ul style="list-style-type: none"> > We have tackled the significant inequalities in Scottish society > We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others
Related Scottish funding council outcome(s)	<ul style="list-style-type: none"> > Efficient regional structures > Sustainable institutions
Related education Scotland quality indicator(s)	<ul style="list-style-type: none"> > Leadership > Quality Culture

Outcome 1	Actions	General Equality Duty Need	PC
Ayrshire College is an inclusive organisation which respects and encourages diversity in all of its activities.	The College will have an organisational structure where equality is mainstreamed through effective governance and management arrangements.	All	All

Completed	
Partially Completed	
Not Started	

Indicators	Timescale	Responsibility	Status
Job descriptions for all posts within the College will include accountability for equalities.	April 2015	Vice Principal Organisational Development and Wellbeing	Completed
Person specifications for all posts within the College will include knowledge and understanding of equality and diversity as an essential competency.			
Training and development for all staff on equality and diversity will be a mandatory requirement for all posts.			
Arrangements for conducting equality impact assessments will be established in the new regional college.	August 2014		
Published/visible information on equality leadership and governance.			
Results of targeted staff/student survey questions around awareness of E & D Leadership published/visible.	April 2015		QDP surveys completed with students. Further work is planned for 2015-16 to embed all protected characteristics in QDP analysis.

Related national outcome(s)	> We have tackled the significant inequalities in Scottish society
Related Scottish funding council outcome(s)	> Right learning in the right place > High quality and efficient learning
Related education Scotland quality indicator(s)	> High quality learning, progression and achievement > Management and support of staff

Outcome 2	Actions	General Equality Duty Need	PC	Indicators
Ayrshire College advances equality of opportunity for all students and staff who share particular protected characteristics to participate in College life and achieve positive outcomes.	The data will be reviewed to identify gaps in attainment/ retention and specific work carried out to attract and retain identified groups.	Advancing Equality of Opportunity	All	The College will increase the participation levels of students with protected characteristics where they are underrepresented. The College will increase the retention, attainment and progression levels of students with relevant protected characteristics to the same degree as those without.
			Disability	The number of students disclosing a disability will increase. There will be an increase in the take up of appropriate support for students who have declared a disability.
	Data collection mechanisms will be enhanced to enable the college to track, monitor and analyse staff and student data across protected characteristics and to develop action plans to address areas of inequality.	All	Race	There will be an increase in the number of enrolments from students from black and ethnic minority groups.
			Sexual Orientation/ Gender reassignment	Students who identify as LGBT will feel respected and valued within the College to the same degree as students who do not identify as LGBT.
		Advancing Equality of Opportunity	Age	Students who are looked after and accommodated or identifying as a care leaver will achieve positive outcomes to the same degree as students who are not looked after and accommodated or a care leaver.
			Pregnancy & Maternity	The College will review the support available to students who are or become pregnant or who have caring responsibilities to continue their studies and achieve positive outcomes.
			All	Religion or Belief

Completed Partially Completed Not Started 

Timescale	Responsibility	Status
April 2017 (Review April 2015)	Vice Principal Learning and Teaching	Systems are currently under development to better understand participation levels in relation to protected characteristics
		Data available for ethnicity, age, sex and disability with future plans to include all PCs in relation to student outcomes and retention
		Systems are being developed to capture and analyse trend data in relation to students disclosing a disability.
		High level stats suggest that an equal percentage of students have taken up support who have declared a disability
		This data is currently under development to better understand the needs and support required for black and ethnic minority groups.
		The qualitative data that was gathered from the LGBT conversation Cafes suggests that LGBT students are having an equitable experience in College. Safeguarding, Complaints and Third Party reports also do not indicate any concerns in this area. Plans are in place to collect further data to understand the needs and support required from individuals who are LGBT
		Ayrshire College have achieved the UK Buttle Quality Mark in recognition of its work with young people who are looked after, accommodated or a care leaver. Further work is underway to understand better the needs and support required for care experienced young people.
		Students currently undertake a Pregnancy Risk Assessment and further work is underway to capture student outcomes
Systems are being developed to gather and monitor data to better understand the needs and support required for individuals in relation to religion and belief.		

Related national outcome(s)	<ul style="list-style-type: none"> > We live longer, healthier lives > We have tackled the significant inequalities in Scottish society
Related Scottish funding council outcome(s)	<ul style="list-style-type: none"> > High quality and efficient learning > Sustainable institutions
Related education Scotland quality indicator(s)	<ul style="list-style-type: none"> > High quality learning, progression and achievement > Management and support of staff

Outcome 3	Actions	General Equality Duty Need	PC	Indicators
Students and staff find that positive mental health and wellbeing is promoted and improved within the College.	A 3 year action plan focusing on mental health and wellbeing will be developed and implemented in conjunction with key stakeholders. The College will promote and support wellbeing programmes and interventions for students and staff to maintain positive mental health.	All	All	Overall increase in the number of students and staff disclosing mental ill health.
		Advancing Equality of Opportunity	Sex	Overall trend reduction in the gap between male and female students declaring a mental health need.
	Clear referral pathways for students and staff experiencing mental ill health will be developed.	Fostering Good Relations	All	Uptake/ engagement with wellbeing programmes and interventions for students and staff.
		Advancing Equality of Opportunity	Disability	Overall trend reduction in the gap between students with a mental health need and those without successfully completing their course of study.
				The number of staff receiving support at work during periods of mental ill health will increase.
			All/Sex	Overall relative increase in the take up of College support services, with a trend reduction in the gap between male and female engagement with College Support Services.

Completed 

Partially Completed 

Not Started 

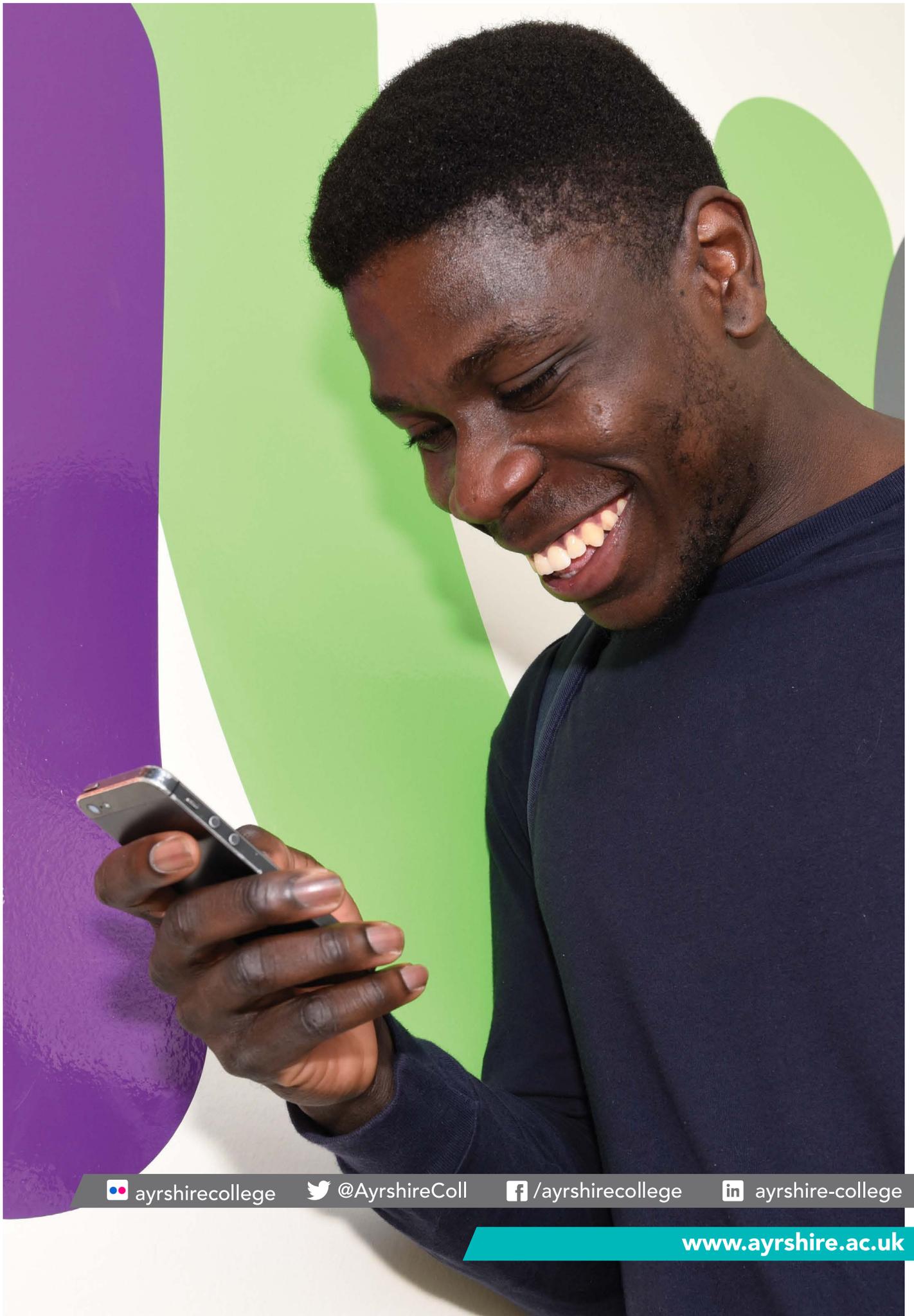
Timescale	Responsibility	Status
April 2017 (Review April 2015)	Vice Principal Learning and Teaching	<p>This data is currently being captured to better understand the needs and support required for staff and students who disclose mental ill health</p> <p>Trend data is currently being gathered to measure the disclosure trends of males and females in relation to mental ill health.</p>
August 2013	Vice Principal Organisational Development and Wellbeing	Trend data is currently being gathered to measure uptake/ engagement with wellbeing programmes and interventions for students and staff.
April 2017 (Review April 2015)	Vice Principal Learning and Teaching Vice Principal Organisational Development and Wellbeing Vice Principal Learning and Teaching	Trend data is currently being gathered to measure this indicator.

Related national outcome(s)	> We have tackled the significant inequalities in Scottish society
Related Scottish funding council outcome(s)	> Right learning in the right place > High quality and efficient learning
Related education Scotland quality indicator(s)	> High quality learning, progression and achievement > Management and support of staff

Outcome 4	Actions	General Equality Duty Need	PC
Male and female student participation is increased in subjects where they are underrepresented.	<p>The College will support and encourage male and female students to pursue subject choices and areas of study out with traditional stereotypes.</p> <p>Gender representation will be increased at all stages of the student journey including recruitment, enrolment, retention, attainment and progression.</p>	Advancing Equality of Opportunity	Sex

Completed	
Partially Completed	
Not Started	

Indicators	Timescale	Responsibility	Status
The College will involve non stereotyped role models at all stages of the learning and teaching experience.	April 2017 (Review April 2015)	Vice Principal Learning and Teaching	This is evident in marketing case studies.
There will be a trend increase in the number of female enrolments in non-traditional subject choices.			Trend data is currently being gathered to measure this indicator.
There will be a trend increase in the number of male enrolments in non-traditional subject choices.			



 [ayrshirecollege](https://www.youtube.com/ayrshirecollege)

 [@AyrshireColl](https://twitter.com/AyrshireColl)

 [/ayrshirecollege](https://www.facebook.com/ayrshirecollege)

 [ayrshire-college](https://www.linkedin.com/company/ayrshire-college)

www.ayrshire.ac.uk