**Meeting of the Business, Resources and Infrastructure Committee
To be held on Tuesday 11 March 2025 at 4.00pm
by Hybrid Attendance at <u>Kilmarnock</u> Campus and via Microsoft Teams**

AGENDA

1 Welcome and Declarations of Interest

2 Apologies

3 Minutes of the meeting held 3 December 2024   Paper 1 (C/P)
- BRIC Action & Decision Tracker   Paper 1a (P)

4 Matters Arising

Part A - For Discussion, Decision and Approval

5 2025-26 Budget Update (17)   Paper 2 (R) (ARi/LW)

6 College Financial Regulations (22)   Paper 3 (R) (LW)

7 SAI Aerospace Training Ltd – Governance   Paper 4 (R) (AC/ARi)

8 Mainstreaming Equality Outcomes 2021-25 and   Paper 5 (P) (DD/CM)
Proposed Equality Outcomes 2025-29 (7)

Part B - Regular Reporting/Monitoring

9 Staff Pulse Survey Analysis and Findings (6)   Presentation (R) (DD/GB)

10 HR & HSW Update Report (Nov 2024 to Jan 2025) (4/5/7/8/10)   Paper 6 (R) (DD/GB/MH)

11 Management Accounts as of 31 January 2025 (18/20)   Paper 7 (R) (LW)

12 Property Update (11/12/14)   Paper 8 (R) (ARi)

13 Transformational Projects Update (12/13)   Paper 9 (R) (ARi/AC/DD)

14 Digital Update   Paper 10 (R) (ARi)

Part C- Risk Management

15 Strategic Risk Register (25)   Paper 11 (R) (ARi)

Part D - For Information/AOB

16 AOB

Date of Next Meeting – Tuesday 3 June 2025 at 4.00pm

(C/P) Confirmed minutes will be published; (P) Papers will be published on the College website; (R) Papers will not be published for reasons of commercial sensitivity or for reasons of personal data confidentiality

Minute of the Business, Resources and Infrastructure Committee
Held on Tuesday, 3 December 2024
Boardroom, Kilmarnock Campus and remotely via Microsoft Teams

Present:

Matthew Wilson	Chair
Tracey Dalling	Non-Executive Board Member * except items 11,12,13,17,18
Michael Ross	Non-Executive Board Member
Lisa Keggans	Elected Member, Service/Support Staff
Darcie Hamilton	Elected Student President

In attendance:

David Davidson	Vice Principal – People, Performance and Transformation
Alan Ritchie	Vice Principal – Finance and Infrastructure
Gillian Brown	Head of HR Services
Martin Hammond	Head of Health, Safety and Wellbeing
Alistair Rodgers	Director of Enterprise Development
Brad Johnston	Director of Digital Infrastructure
Liz Walker	Chief Financial Controller
Hilary Denholm	Board Governance Advisor
June Northcote	Executive Assistant (Minutes)

1. **Welcome and Declarations of Interest**

   The Chair welcomed everyone to the meeting,

   The meeting was confirmed as quorate. Non-Executive Board Member Tracey Dalling had to leave the meeting around 5pm, after which a voting quorum would not be in place, thus Agenda items requiring approval were taken first.

   No declarations of interest were made.

2. **Apologies**

   Apologies were received from Angela Cox, Principal, Elected Member Janette Steele and Non-Executive Board Members Norman Bone and Faroque Hussain. Non-Executive Board Member Tracey Dalling left the meeting at 5.15pm.

3. **Minutes of the Previous Meeting held on 17 September 2024** *(Paper 1) (P)*

   The minute was approved as an accurate account.

   Proposed: Lisa Keggans   Seconded: Michael Ross

3.1 Action and Decision Log *(Paper 1a) (P)*

   The Committee noted all previous decisions and one outstanding action (BRIC27: A01), which was scheduled for completion at this meeting.

4.   Matters Arising

There were no matters arising out with those detailed on the meeting agenda.

6.   Procurement Annual Report *(Paper 5) (P)*

Liz Walker introduced paper 5, as presented.

The Committee received the report, which summarised how the College has performed in its procurement activities and on delivery of its Procurement Strategy during the period 1 August 2023 to 31 July 2024.

The Committee noted:

- The annual report is standard practice and a legislative requirement.
- The continuing progress of the College in relation to the level of collaborative contract spend, raised to 59% (previous year at 45%).
- A balanced approach continues to be applied to APUC procurement, sourcing locally, whenever possible, with 22% of suppliers based in Ayrshire and 55% in Scotland.
- Audit carried out in 2024 by APUC, which reported improvement over all areas, with the College moving from bronze to attain the silver status.
- Proposed adjustments to the Procurement Strategy, which are necessary to secure future performance improvements and to enable the College to respond to local, national and global economic, political, social and financial risks.
- The College's positive social values and actions taken to directly promote community benefits, for example ELT representation on the Ayrshire Community Wealth Building Commission.

The Committee noted and approved the report as presented.

Decision BRIC30-D02: The Committee recommended the 2023-24 Annual Procurement Report to the Board of Management for approval on 19 December 2024.

17.   AOB

The Board were advised of Unisons release of Branch Officers and the return of local Unison Stewards, involved in the national Job Evaluation (JE) process, to their College roles. Ayrshire College have withdrawn the facilities time given to one local Unison Steward who is no longer undertaking JE process duties.

18.   Date of Next Meeting: Tuesday, 11 March 2025 at 4.00 pm held in the Boardroom on Kilmarnock campus and available to join remotely via MS Teams.

(*C/P*)Confirmed minutes will be published on College Website.
(P)   Paper will be published on the College Website.
(R)   Paper is reserved, because it contains data or information of a personal nature, which is restricted by legislation, or because it contains commercially sensitive information, and will not be published on the College Website.

RESERVED ITEMS ON THE NEXT PAGE

Meeting Date	Agenda Item	Reference	Details	Action Owner	Due Date	Action Decision	Open Complete Approved Declined
12.03.24	Business Growth 6-month report	BRIC27: A01	A Stakeholder Engagement Strategy is to be introduced by the next cycle of Board meetings.	A Rodgers	28.05.24 03.10.24	Action	Completed
03.12.24	People Strategy, Infrastructure Strategy & Stakeholder Engagement Strategy	BRIC30: D01	The Committee recommended the People Strategy, Infrastructure Strategy and the Employer Engagement Strategy to the Board for approval on 19 December 2024.	N/A	19.12.24	Decision	Approved
03.12.24	Procurement Annual Report	BRIC30: D02	The Committee reviewed and approved the Procurement Annual Report.	N/A	N/A	Decision	Approved
03.12.24	Health, Safety and Wellbeing Annual Report	BRIC30: D03	The Committee reviewed Health, Safety and Wellbeing Annual Report and recommended to the Board of Management for approval.	N/A	19.12.24	Decision	Approved
03.12.24	Health, Safety and Wellbeing Annual Report	BRIC30: A01	The inclusion of areas being audited within future Annual Health, Safety and Wellbeing Reports.	M Hammond	Dec 2025	Action	
03.12.24	Health, Safety and Wellbeing Policy	BRIC30: D04	The Committee approved the Health, Safety and Wellbeing Policy for submission to the Board of Management.	N/A	19.12.24	Decision	Approved
03.12.24	Health, Safety and Wellbeing Policy	BRIC30: A02	The Committee noted and approved the policy, pending two amendments at sections 2.17 (h) and 2.17 (r).	M Hammond	19.12.24	Action	Completed
03.12.24	Human Resources and Health, Safety and Wellbeing Update Report (August to October 2024)	BRIC30: A03	The two tables presented at section 1.2 of the report to be combined going forward.	D Davidson	19.12.24	Action	

Meeting Date	Agenda Item	Reference	Details	Action Owner	Due Date	Action Decision	Open Complete Approved Declined
03.12.24	2024-25 Management Accounts as at 31 October 2024	BRIC30: D05	The Committee recommended the October 2024 Management Accounts to the Board of Management for approval on 19 December 2024.	N/A	N/A	Decision	Approved
03.12.24	2023-24 BOM Report and Financial Statements	BRIC30: D06	Committee members recommended the 2023-24 Board of Management Report and Financial Statements to the Board of Management for approval on 19 December 2024.	N/A	19.12.24	Decision	Approved
03.12.24	2024-25 Strategic Risk Register	BRIC30: D07	The Committee approved the Strategic Risk Register for submission to the Board of Management.	N/A	19.12.24	Decision	Approved

Ayrshire College *(Paper 5)*

Title of Meeting:	Business Resource and Infrastructure Committee
Date:	11 March 2025
Title:	**Mainstreaming Equality Outcomes 2021-25 and Proposed Equality Outcomes 2025-29**
Purpose:	To provide a report on the College's progress and continued commitment to fostering an inclusive and diverse environment.
Recommendation:	Members are asked to consider the report and recommend to the Board of Management for approval.

1. Executive Summary

This report articulates our commitment to embedding equality and sets out the College's progress in fulfilling its responsibilities in accordance with the Public Sector Equality Duty (PSED). The PSED, under Section 149 of the UK's Equality Act 2010, is a legal requirement for public bodies. It mandates proactive efforts to promote equality and address discrimination in all areas of the College's operations.

This report follows a progress review in April 2023 and an interim report in 2024, focusing on the Equality Outcomes which were set for the period 2021-2025. The report also proposes Equality Outcomes for the period 2025-2029.

In January 2023, the Scottish Funding Council (SFC) introduced a set of National Equality Outcomes (NEOs) for colleges and universities to consider and implement. These NEOs have been aligned with the College's existing Equality Outcomes for 2021–2025, as well as the revised Equality Outcomes proposed for 2025–2029.

2. Associated Risks

The College's Strategic Ambition 2024-2027 has a key focus on ensuring that equality is at the heart of everything we do. Significant equality and inclusion risks have been highlighted within the report, which arise from the effects of intersectionality, the cost-of-living crisis, and the impact of adverse childhood experiences, trauma and deprivation. We continually strive to eliminate all forms of discrimination and support an inclusive and innovative culture that extends beyond the college grounds.

3. Equality and Diversity Impact Assessment (EqIA)

Embedding and advancing equality is the main focus of the paper.

4. Publication

This paper will be published on the College website.

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David Davidson
Vice Principal People, Performance and Transformation
3 March 2025

(Charlotte Mitchell, Equality and Diversity Performance Lead)

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Ayrshire College

Mainstreaming Equality Outcomes 2021-2025 and Proposed Equality Outcomes 2025-2029

April 2025

Empowering People for a changing World

Foreword

As our sixth formal response to our Public Sector Equality Duty, this report highlights the progress we have made and underscores our unwavering commitment to fostering an inclusive and diverse environment.

In the two years since our last formal report in 2023, we have made steady, consistent and measured progress, utilising both local and national data to critically assess our efforts, allowing us to make informed decisions and drive meaningful change. Through good practice examples and data analysis, we offer an insight into life at Ayrshire College.

Looking ahead, expanding on our accomplishments and learnings from the last two years, our focus will be on meeting our new College Equality Outcomes. We will achieve success through a series of strategic and focused actions, further enhancing the diversity of our college and removing barriers that prevent individuals from reaching their full potential, whether in their work or learning journeys. Through mainstreaming equality, we are committed to enriching representation, creating an equitable and supportive environment where everyone feels valued, respected, and empowered to succeed.

Ayrshire College aims to be a facilitator of change in terms of equality, not only through reflecting the diversity of our existing community but also by actively encouraging individuals to live, work and thrive in the area. Together we can leverage our collective strengths and experiences to create a more inclusive and equitable environment.

Angela Cox
Principal
Ayrshire College

About This Report

Ayrshire College recognises the diversity of its students, its staff, the community it serves and those it wishes to attract. Ensuring that equality is at the heart of everything we do, it's important that we consider the effects of intersectionality, the cost-of-living crisis, the effects of adverse childhood experiences, trauma and deprivation. We continually strive to eliminate all forms of discrimination and support an inclusive and innovative culture that extends beyond the college grounds.

This report articulates our commitment to embedding equality and lays out our progress in fulfilling the responsibilities set out by the Public Sector Equality Duty (PSED). The PSED, under Section 149 of the UK's Equality Act 2010, is a legal requirement for public bodies. It mandates proactive efforts to promote equality and address discrimination in all areas of the College's operations.

This report follows a progress review in April 2023. The College is also committed to publishing an interim progress report between formal reporting periods. You can access the 2023 formal report and the 2024 progress report using the links below:

Mainstreaming Report 2023

Mainstreaming Progress Report 2024

In January 2023, the Scottish Funding Council (SFC) introduced a set of National Equality Outcomes (NEOs) for colleges and universities to consider and implement. These NEOs have been aligned with the College's existing Equality Outcomes for 2021–2025, as well as the upcoming Equality Outcomes for 2025–2029. The College has already taken steps, and will continue to do so, to contribute towards achieving these NEOs while considering its unique context, along with the needs of its students and staff.

For information on NEOs click here

Where a NEO has not been aligned to the College's new Equality Outcomes 2025 – 2029, this will be taken through other existing and SFC reporting mechanisms.

In This Report

01 Our People

We strive to ensure that everyone within Ayrshire College is valued and supported as an individual.

Equality isn't just something that's spoken about, it's lived through inclusive approaches, policies, practices and behaviours.

To help us achieve these aims:

We provide mandatory diversity and equality training to all staff on an annual basis.

We provide Equality Matters e-learning available through the staff learning portal. This covers topic areas such as sexual harassment in the workplace and unconscious bias.

We keep staff up to date with information on training and resources through our Equalities Matters and Staff development Newsletters and through our Viva Sharepoint.

Our HR and OD team holds information on the protected characteristics of our staff, which allows us to monitor equality of opportunity and develop opportunities, processes and policies which meet the needs of our workforce.

Staff can view and update their equalities information at any time through the employee self-service portal.

We established a people-focused Staff Voice Group as one of the mechanisms through which staff can give feedback and influence meaningful change.
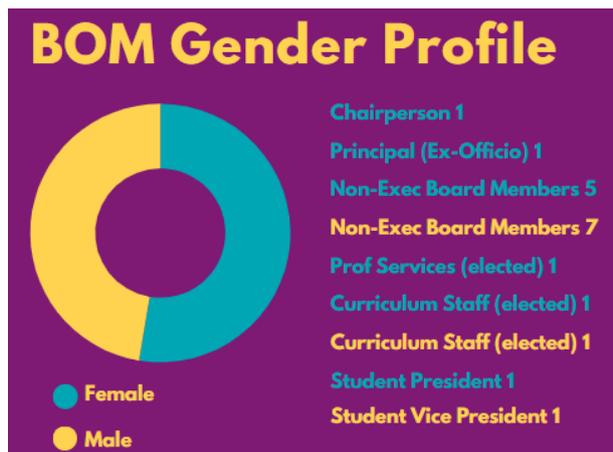
We have a robust governance structure to support embedding equalities into everything we do, headed by the Values Inclusion Equalities and Wellbeing (VIEW) Steering Group.

We have launched our People Strategy that has been developed following the launch of the Strategic Ambition in August.

In order to ensure that we can meet the ever-changing needs of our workforce. It is important that we understand our community.

This section includes the following:

- **Board of Management gender profile**
- **Staff equality profile with accompanying analysis**
- **Our response to workforce diversity**
- **Student equality profile snapshot**

BOM Gender Profile

Chairperson 1
Principal (Ex-Officio) 1
Non-Exec Board Members 5
Non-Exec Board Members 7
Prof Services (elected) 1
Curriculum Staff (elected) 1
Curriculum Staff (elected) 1
Student President 1
Student Vice President 1

- Female
- Male

87.87%

Of our staff reside in Ayrshire

Role Profile

Senior Management 5
Executive Team 4
Heads 18
Curriculum Quality Managers 33
Lecturer 298
Student Association 2
Professional Services Staff 391
Intern 1

Headcount 752

Contract Profile

part-time   full-time

500
400
300
200
100
0
          218   245

- Female
- Total
- Male

Workforce Diversity Profile (shown as a percentage of total staff on payroll as at December 2024)

The highest proportion of staff are in the 51 – 60 age bracket at 36.6%, followed by the 41 - 50 age bracket at 26.20%. This is broadly similar to the SFC College Staffing Data (March 2024) and reflects the Ayrshire population data in Scotland's Census 2022. The age group with the lowest staff representation is under 21 with one employee. In the period from January 22 – December 24, out of 231 staff recruited, 92 were in the 26-40 and 87 within the 41-55 age groups. A total of 37 staff were in the 56-64 age bracket, 9 in the 21 – 25 age bracket and 4 over 65. In the same period, 26-40 and 41-45 also saw the highest number of leavers, at 34 and 34 (out of 89 leavers).

The rate of disclosure has remained consistent since the last report. Staff declaring a long-term health condition is similar to SFC College Staffing Data (March 2024) at 7.5% however, this is not representative of the Ayrshire community, of which 27.45% have declared a long-term health condition which impacts their daily life (Scotland's Census 2022).
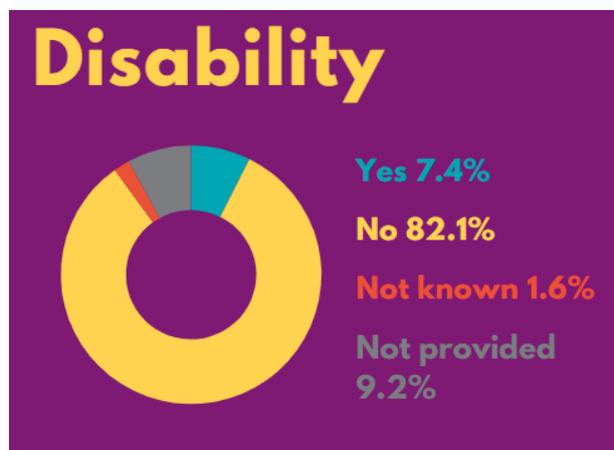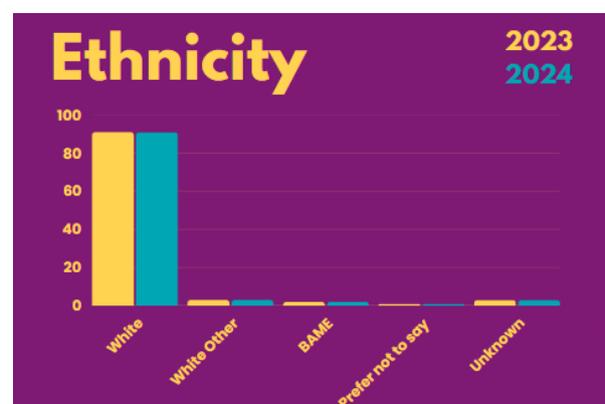

During the January 2022 – December 2024 period, out of 231 staff recruited, 21 declared a disability. During the same period, out of 89 leavers, 7 had declared a disability.

When age and disability are considered together, the greatest proportion of staff declaring a disability are in the 41 – 50 and 51 – 50 age groups. This age range accounts for 60% of staff disclosing a disability. It is known there is a correlation between age and disability and this needs to be considered when supporting an ageing workforce.

As with previous reporting periods, our staff disability profile tells us that staff from the College's professional services areas are more likely to declare a disability, highlighting occupational segregation in relation to disability, and also gender where 65% of staff declaring a disability are females with females occupying 72% of the professional services roles.

Disability & Position

Leadership 11%

Lecturer 24%

Professional Services 65%

Our staff ethnicity profile shows us that the data remained consistent in 2023 and 2024, with the highest proportion of staff having a White UK ethnic origin at 91%, with 3% and 2% respectively identifying as White (other) and BME. The 2022 Scottish Census shows us that 98% of people in Ayrshire identify as

Ethnicity 2023 2024

being White, with 1.8% identifying as BAME (including mixed). SFC College Staffing Data (March 2024) shows us that BME made up 2.6% of all FE headcounts. In the period from January 2022 – December 2024, 2 new Ayrshire College staff members identified as BAME and one preferred not to say. In the same period, 2 BAME staff left the organisation.
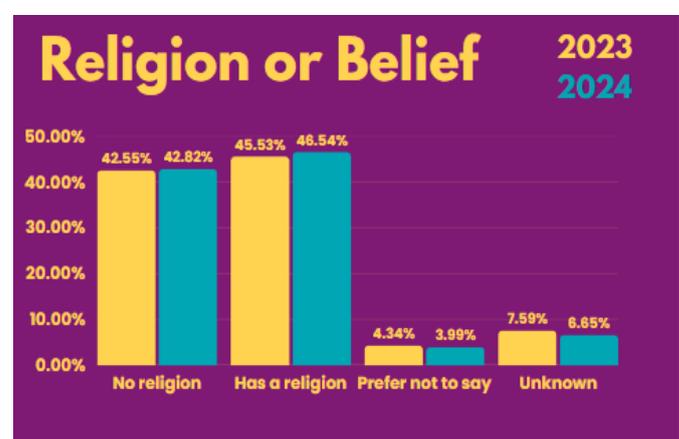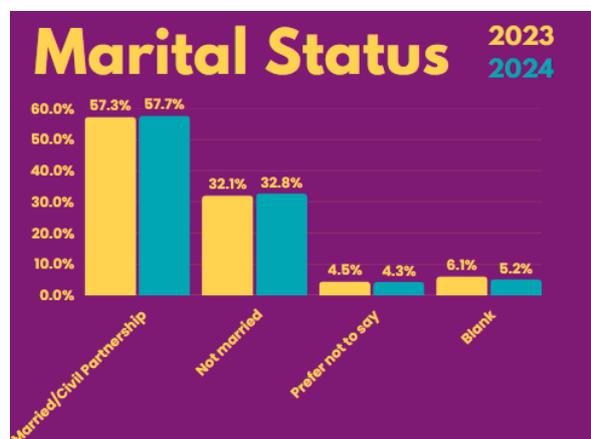
There is an underrepresentation of BAME staff in leadership roles. In the period from January 2022 – December 2024, 2 members of staff in leadership roles identified as BAME, and one preferred not to say. The absence of BAME role models as well as barriers to opportunities for our BAME colleagues should be considered in actions moving forward.

BAME & Position

Leadership 11%

Lecturer 24%

Professional Services 65%

The staff gender split at Ayrshire College has remained consistent across 2023 and 2024 and reflects the SFC College Staffing Data SFC/ST/02/2024, showing females making up 61% of overall headcount in the FE sector. The gender split is also driven by occupational segregation due to the nature of courses at Ayrshire College, therefore, gender parity in terms of staff diversity will remain a key focus moving forward.

Gender December 2024

Female 61.6%

Male 38.4%
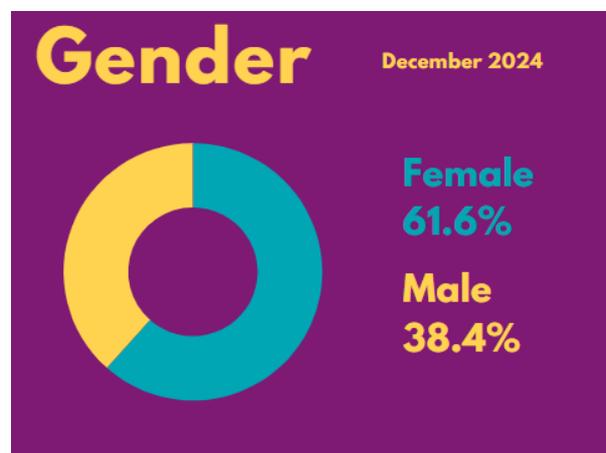
In the period from January 2022 – December 2024, out of 231 staff recruited, 78 were male and 152 were female (one was unknown). During the same period, out of 89 resignations, 32 were male and 57 were female.

Marital Status 2023 2024

- 57.3% / 57.7% — Married/Civil Partnership
- 32.1% / 32.8% — Not married
- 4.5% / 4.3% — Prefer not to say
- 6.1% / 5.2% — Blank

Religion or Belief 2023 2024

- 42.55% / 42.82% — No religion
- 45.53% / 46.54% — Has a religion
- 4.34% / 3.99% — Prefer not to say
- 7.59% / 6.65% — Unknown

Maternity and Pregnancy

From January 2022 to December 2024, 26 members of staff were pregnant or were on maternity leave.

Improving Workforce Diversity: Our response

As a major employer in Ayrshire, the College aims to ensure its workforce mirrors the diversity of the communities it serves, while also bolstering the region's economic health. To achieve this, it is crucial to utilise both local and national data to critically evaluate our progress in enhancing workforce diversity.

To this end, we remain committed to the following:

Renew our dedication to increasing the total number of staff between 16-40 years and to continue to monitor the significance of age and gender in relation to College leadership positions.

If we look at our workforce data in relation to age, in comparison to the Ayrshire population (Scotland's Census 2022), we find that this age group is still underrepresented within the Ayrshire College workforce.

In terms of age and gender in relation to college leadership positions, of the 100 female staff aged16 – 40 years, two are in Curriculum Quality Manager roles. In comparison, of the 60 male staff aged 16 – 40, one is in a Curriculum Quality Manager role, and one is in a Head role.

In terms of divergence in age and gender in relation to College Leadership positions, the 2023 Mainstreaming Equality and Equality Outcomes Progress Report highlighted that this was more apparent in the 41-55 age range. In the period since the 2023 report, there has been a shift in direction, with 23 females now holding Curriculum Quality Manager, Manager, Head, Senior Management or Executive Leadership roles in comparison to 14 as reported in 2023. The figure for males in this age range is now 19 down from the 21 reported in 2023. In terms of senior

leadership within this age range, the number is now 7, up 2 from 2023, with the ratio being 3 females to 4 males.

Refresh our commitment to increasing the total number of staff recruited with a disability and improving the staff disability declaration rate as a specific focus in Equality Outcome 4 (2025-2029).

Actions laid out under Equality Outcome 4 aimed to improve the Colleges disability disclosure rate and encourage those with barriers to employment due to disability to join the Ayrshire College workforce. We know from the Scottish Census 2022 data that 27% of the population of Ayrshire have declared a disability or long-term health condition. As 87.87% of staff reside in Ayrshire, our workforce disability disclosure rate of 7.4%, whilst mirroring the SFC FE Workforce Data figure (7.5%), is still not representative of the community we serve and wish to attract. In addition to this 9.2% of staff do not provide data on disability.

Continuously monitor the total number of Black, Asian and Minority Ethnic (BAME) staff in relation to the diversity profile of Ayrshire and the Further Education Sector and explore how we can identify and break down potential barriers to BAME staff securing leadership roles as a specific focus within Equality Outcome 4 (2025-2029).

The total number of BAME staff as at 2023 was 2%, this figure remained consistent during the reporting period and is comparative to the BAME profile of Ayrshire presented in the Scotland Census 2022 (1.8%). When we look at BAME staff in relation to College position, we find that only 11% of our BAME staff members, which represent 2% of the workforce, are in leadership positions, in comparison to 65% being in professional services positions.

Continue to monitor the number of staff who are lesbian, gay, bisexual, or other, in relation to the diversity profile of Ayrshire and the Further Education Sector

A total of 2.26% of staff declared in 2024 that they are lesbian, gay or bisexual (LGB). This figure has remained steady for the past two years and aligns with the percentage of residents within the three local authorities in Ayrshire, who declared being part of the LGB+ community in the 2022 Census (2.68%). When sexual orientation is considered in relation to college positions, it is shown that LGB+ staff

are not in any College leadership positions. In the period January 2022 – December 2024, out of 89 resignations, 4 were gay men, one was a gay woman 2 were not known, one was other and one preferred not to say.

Continue to monitor the number of staff who are trans and gender diverse in relation to the diversity profile of Ayrshire and the Further Education Sector to inform actions.

In 2024 no staff members disclosed that their gender was different than that assigned at birth. In the period from January 2022 – December 2024, one member of staff declared a gender different to that assigned at birth.

Reflections

Challenges identified in the 2023 Mainstreaming Report, continue to persist here at Ayrshire College, which include:

An ageing workforce with the highest representation from the 41 – 50 and 51 – 60 age groups.

A clustering of male and female staff in traditionally gendered occupations and roles.

A lack of staff diversity in particular roles within the College and in relation to; disability, ethnicity, religion or belief; and sexual orientation.

It is important to note, however, that whilst our workforce closely mirrors the diversity of the community we serve (with the exception of disability), and compared with SFC workforce data, there are still ongoing challenges in achieving fair representation and treatment for all protected characteristics across the sector. This includes issues related to gender, race, disability, and other factors. Colleges Scotland in their Statement of Ambition 2021 – 2026 acknowledges that nearly a third of college students come from Scotland's lowest socio-economic backgrounds, with a supported population of care experienced students. Fifteen per cent of students have a recorded disability and three quarters of those students are studying on mainstream programmes. Advancing social inclusion and delivering equality are a vital part of the impact colleges make, and we need a representative, diverse, culturally competent and equality focused workforce to make that happen.

The impact of the COVID 19 pandemic also exacerbated existing challenges, together with the cost-of-living crisis and a challenging financial environment

In 2021, the College adopted a set of Equality outcomes with Equality Outcome 4 dedicated to improving workforce diversity (see Equality Outcomes Section).

In addition to this, Equality Outcome 2 has a student focus in terms of gender balance within courses, however, it is acknowledged that success in delivering this outcome will impact workforce diversity positively in the future. In the meantime, it is important that there is greater gender balance in terms of teaching staff within gendered curriculum areas to provide a more inclusive learning experience.

As workforce diversity is still a priority as we move into the new reporting period (2025 – 2029), this is reflected in our new Equality Outcome 4.

Steps being taken to improve workforce diversity

Hiring Manager Toolkit

The hiring manager toolkit, introduced in January 2021, is a crucial training resource designed to support college line managers in their recruitment roles. It provides essential guidance on vacancy requests, advertising, shortlisting, selection offers, and pre-employment (onboarding). The training places significant emphasis on legal and equality issues, ensuring managers have a comprehensive understanding of their duties and responsibilities. Additionally, the toolkit includes unconscious bias e-learning, which is vital for managers to recognise and challenge their own biases and assumptions, particularly in the context of recruitment and selection.

Since it was introduced, a total of 96 staff members of staff have completed the hiring manager training. Five of those completing do not have line management responsibilities, however, they completed the training for the purposes of professional development.

Growing Leaders Framework (Aspire)

In 2022 the Aspire programme was introduced as part of the Growing Leaders Framework to enable the aspirations of the Ayrshire College Statement of Ambition 2030 and Refresh and Renew Plan 2021-24. The aim of the programme is to develop the skill set of staff who aspire to succeed in leadership roles across the College.

The programme includes an innovative and unique learning approach, offering our people the chance to practice leadership in a strategic context. This practical management exposure is essential for those aspiring to senior roles to demonstrate the necessary capabilities. The programme focuses on leadership skills, manager resources, a mentor toolkit, candidate resources, tailored workshops, and project brief/toolkit. Additionally, equality and diversity are addressed both as a dedicated workshop topic and integrated throughout the programme.

- **70** applications across both years.

- **20** high performing candidates selected across two cohorts, 10 curriculum and 10 support.

- **55%** of candidates selected were female

- **100%** of all candidates agreed the programme provided them with new knowledge and skills which added value to their current role as well as prepared them for future roles.

- **25%** of Aspire Graduates have since moved into promoted roles.

- We have a thriving pipeline of talent which we will continue to invest in post-programme, adding value now and in the future.

SUSE Scotland Assessment

The Scottish Union of Supported Employment (SUSE) serves as the national representative body for supported employment providers, aiding workplaces in ensuring that disabled individuals and those with long-term health conditions have access to employment opportunities. In March 2024, the College collaborated with SUSE to carry out a user experience employer assessment, focused on accessibility. The assessment evaluated both the physical environment and key processes within the recruitment cycle. From the assessment, the College received positive feedback accompanied by a recommendation for additional staff training, prompting a review of equalities training and training on reasonable adjustment.

Impact

The College is making progress towards improving its workforce diversity, attracting applications from a more diverse pool of candidates and there is a steady increase in staff members who are declaring a disability.

This work needs to be approached with the acknowledgement that inequality extends beyond the key protected characteristics and is further exacerbated by income, wealth, living standards, health, education, labour market participation and life chances.

As an employer, Ayrshire College is committed to advancing equality of opportunity, fostering good relations and eliminating unlawful discrimination. We are committed to having a work environment where all employees are treated as individuals and with dignity and respect.

There is a steady increase in staff members declaring disabilities. This effort acknowledges that inequality extends beyond key protected characteristics and is further influenced by factors such as income, health, education, labour market participation and life opportunities.

Moving forward, through an annual Diversity Monitoring Report, the College will continue to monitor the challenges relating to age, disability, race and sexual orientation with the aim of future actions being informed by this information.

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Student Equality Profile: at a glance:

Academic Year 2023-2024 application and enrolments

13,394 Ayrshire College students enrolled

43% of students are aged 16-19

8% of students are lesbian, gay, bisexual or other

51% of students are male

47% of students are female

1.1% of students are trans or gender diverse

83% of students have a white Scottish background

13% of students have a declared disability

64% of students stated they had no religion or belief

02 Equal Pay

In April 2023, the college reported a gender pay gap between male and female staff as follows:

- a mean gender pay gap of 11.59% (full-time) and 11.70% (part-time)
- a median gender gap of 26.77% (full-time) and 16.07% (part-time)

We acknowledge that occupational segregation exists within the College and are committed to eradicating pay bias.

This section contains the Colleges Equal Pay Statement, the Gender Pay Gap Report and our response with regards to tackling this.

[Quote:] "The gender pay gap is complex and is symptomatic of gender inequality. It is for this reason the College has long taken a whole-college approach to gender equality."

Workforce Gender Breakdown (Snapshot as at 31/03/2024)

38% Male (37%)

62% Female (63%)

Gender breakdown is consistent with the 2023 review and in line with the College Sector as a whole.

Mean gender pay gap based on full-time hours is **10.36%** (11.59%)

Mean gender pay gap based on part-time hours is **7.97%** (11.70%)

Mean hourly rate (full-time) male is **£20.98** (20.79%)

Mean hourly rate (full-time) female is **£18.80** (18.83%)

Mean hourly rate (part-time) male is **£20.01** (20.05%)

Mean hourly rate (part-time) female is **£18.41** (17.71%)

Median gender pay gap based on full-time hours is **29.53%** (26.77%)

Median gender pay gap based on part-time hours is **11.36%** (16.07%)

Median hourly rate (full-time) male is **£23.74** (23.27%)

Median hourly rate (full-time) female is **£16.73** (17.03%)

Median hourly rate (part-time) male is **£22.62** (23.27%)

Median hourly rate (part-time) female is **£20.05** (19.53%)

Disability Pay Gap Review

The mean disability pay gap on the basis of full-time hours is **4.44%**
The mean disability pay gap on the basis of part-time hours is **-3.51 %***

Ethnicity Pay Gap Review

The mean ethnicity pay gap on the basis of full-time hours is **6.31%**
The mean ethnicity pay gap on the basis of part-time hours is **-8.49%***

***** a minus (negative) value indicates that the group being compared is, on average,

paid more than the reference group.

Ayrshire College's Equal Pay Statement

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

The mechanisms which determine pay and conditions of service for curriculum and support staff across the Sector are considered and set nationally through the National Joint Negotiating Committee (NJNC), following the reintroduction of national bargaining across Further Education. During the review period of this report, a framework for job evaluation for all support staff roles was introduced and this work continues through the nationally agreed processes. The College will continue to undertake regular equal pay reviews, publish the outcome of these in relation to gender and take steps to improve occupational segregation in relation to gender, disability and race. Undertaking an equal pay review supports the College to identify and work towards removing any pay gaps which cannot be objectively explained.

The College acknowledges that the existence of any pay gap in relation to gender, disability or race, for example, is underpinned by many factors some of which lie beyond employment practice and policy. These factors may differ in relation to gender, disability and race and the intersectionality of identities may also influence or compound a workplace experience.

The commitment to achieving equal pay therefore, must be seen in the context of the College's wider strategic aims as demonstrated primarily in the College's Strategic Ambition 2024 – 2027 and Equality Outcomes 2025-2029. These strategic frameworks support the College to strengthen its position as an inclusive and diverse organisation and also impact positively on Ayrshire. A modern and diverse workforce, encouraged to use their talents and develop their skills is integral to the success of the College. It is with this understanding, any existing pay gaps will continue to be addressed by proactively tackling, where possible, the causes of a pay gap. The Board of Management, including the Principal, are responsible for ensuring that all staff are treated fairly and equitably. The Vice Principal – People, Performance and Transformation is responsible for ensuring that the College's employment practices

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

Our Response to the Gender Pay Gap

The College is committed to gender parity. This is achieved through the implementation of the Growing Leaders Framework, the offering of funded accreditation, such as the TQFE qualification, and by supporting opportunities to work flexibly wherever possible.

Evolve Leadership Development Programme

In March 2023 the College consulted with staff on future College requirements. One of the key areas of focus identified was to embed outstanding leadership at every level of the organisation. Leadership that is positively impactful and building upon the examples of good practice to enable a high-performing organisation.

Evidence supports that clearly defined leadership competencies, underpinned by a comprehensive programme of development, is central to helping to achieve this. The Ayrshire College Leadership Competency Framework and associated Evolve Leadership Development Programme was established. The Evolve Leadership Programme is for current leaders and managers and sits within the Growing Leaders Academy, alongside the Aspire Growing Leaders Programme for emerging leaders. The programme is designed around 3 new leadership competences; Engages and Inspires Others, Grows People and Teams and Embraces Collaboration. As with the Aspire programme for budding leaders, equality and diversity themes are embedded into the programme and in addition to this, there is a workshop dedicated to Equality Impact Assessment.

Flexible Working Requests

Between April 2023 and January 2024, mirroring the previous reporting period, the College received 9 flexible working requests. Of these requests, none were withdrawn and nine were approved. All requests were made by female college staff with 44% of these related to childcare/dependants/caring responsibilities.

03 Mainstreaming Equality

To mainstream equality is to embed equality into the everyday functions, activities and processes of the College to ensure that we can demonstrate that we are meeting the three needs of the general duty under our Public Sector Equality Duty:

- Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- Advancing equality of opportunity between people from different protected characteristic groups
- Fostering good relations between people from different protected characteristic groups, tackling prejudice and promoting understanding between people from different groups

By mainstreaming equality in this way, the College continually enhances the experiences of students and staff, making a meaningful contribution to the inclusion and wellbeing of the community it serves.

We evaluate the College's progress in mainstreaming equality on an annual basis and the College has remained committed to enhancing the experience of students and staff across all protected characteristics.

Since the April 2023 report, the College has continued to work towards the six mainstreaming focus areas established in 2021:

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

Progress being made to mainstream equality

https://www1.ayrshire.ac.uk/media/9333/ayrshire-college-statement-of-ambition-2030.pdf

The College positioned equality and inclusion as a key ambition in its new Strategic Ambition 2024 – 2027 and has implemented its College Operating and Enhancement Plan (COEP) and Team Operating and Enhancement Plan (TOEP) process to enable continued success, through which teams are asked to align and map their objectives to the current College Equality Outcomes.

In addition to this strategic commitment to equality and inclusion the Values, Inclusion, Equality and Wellbeing (VIEW) steering group oversees five operational sub-groups aligned with our Equality Outcomes 2021-2025.

We have reviewed the Equality Impact Assessment (EqIA) process, focusing on a robust governance process and streamlining with digital tools to enhance support and embed the practice at all levels of leadership. EqIAs are completed for all Board of Management and Committee papers, as required, and for all policies, decisions, and changes across the College, in line with our responsibilities under the Public Sector Equality Duty.

In 2024, EqIA training was rolled out to all levels of management, through the Evolve leadership development programme with over 60 staff members taking part. An EqIA e-learning module will be available through the new staff learning management system which will be introduced in March 2025.

The College is committed to the ongoing and continuous improvement of its physical environment to support inclusion and increase accessibility. This is reflected in the new Willie Mackie Skills Hub at our Kilwinning Campus, an accessible, cutting-edge, low-carbon facility, dedicated to vocational training in both sustainable and SMART technologies, alongside traditional construction trades. The two-storey building features the latest industry-standard tools and equipment, providing students with an exceptional learning experience.

To complement the student counselling service, the College now provides a dedicated counselling room on each campus, designed to offer a comfortable and safe environment for students seeking mental health support, a quiet space for reflection or practicing faith. These rooms are equipped with resources to support a variety of wellbeing activities.

Curriculum Content and/or design

The College continues to support initiatives which were previously reported as examples of how we are embedding Equality into the curriculum. These include Essential Radio, an innovative Ayrshire College Foundation funded College radio station, delivered by students and supported by the Kilwinning Campus Essential Skills team. Essential radio offers practical experience to enhance students' leadership, presenting, numeracy and communication skills and provides the College with an invaluable communication tool, keeping students and staff informed.

The Mental Health United Project continues to enjoy success with over 30 male participants, including students, staff and members of the wider community. The group meets weekly, supported by the Kilmarnock Campus sports curriculum area, for the purpose of tackling isolation and uses football as a vehicle for encouraging males to open up about their mental health. The provision which is supported by students and staff has recently been complemented by the addition of #BeAwsome, a female only mental health sports group.

16 Days of Action

Ayrshire College in partnership with Ayrshire College Student Association and our Police Scotland Liaison Officer delivered a programme of events throughout the 16 Days of Action, which is a campaign to raise awareness of, and call an end to, violence against women and girls. In celebration of our new Willie Mackie Skills Hub, we enlisted the help of the level 4 joinery and plumbing students at Kilwinning to produce wooden placards to be used in the East Ayrshire Reclaim the Night March, hosted at our Kilmarnock Campus on Tuesday 5 December 2023 and supported our partners, The STAR Centre (formerly Rape crisis) to host in December 2024.

To put the project in context for the students the College's Police Liaison Officer, delivered a series of 'Not that Guy' workshops to the students before creating the placards as a practical task and contributing to the success of the campaign.

In December 2024, the Not That Guy workshop was rolled out to classes within trades and construction at Ayr Campus and as a member of the Violence Against Women Partnership in South Ayrshire, our sports Students took part in the White Ribbon Cup football tournament, to raise awareness of violence against women and girls and male allyship.

Good Practice Example: Mummy is a Train Driver

As part of International Women's Month in March 2024, over 60 students from Early Years Level 6 Classes at Kilmarnock Campus welcomed Heather Waugh, former train driver with Scotrail.

Heather has progressed her career and is currently the only female freight train driver in Scotland. The purpose of the visit was to highlight the career paths available to women and girls within the traditionally male dominated rail industry and to address misconceptions about careers that can start at an early age. The presentation highlighted the importance of using non-gendered language and presenting positive role models when interacting in the early years environment.

"Those working in early years can have a real and positive impact on the career choices young people make by ensuring their language is inclusive and that the young people they work with have access to positive examples, inspiring role models and see themselves represented in the resources and learning materials available to them" [Heather Waugh].

Scotrail donated a supply of the Butterfly Book, "My Mummy is a Train Driver," to be used as a resource in preparing our early years practitioners of the future to inspire young people with regard to their future careers.

"It was Inspirational as she was the only woman freight train driver, and it highlights that woman can do anything" [Early Years Student]

Good Practice Example: Building Future Pathways

In March 2023 Ayrshire College committed to ensuring alignment with the Scottish Government's ambition to prevent Adverse Childhood Experiences (ACES) and to support resilience and recovery of all children and adults affected by psychological trauma. Part of the Government's commitment includes investment of over £6 million since 2018, to establish a National Trauma Training Programme, led by NHS Education for Scotland (NES) to support a trauma-informed and trauma-responsive workforce and services across Scotland.

The Building Future Pathways project was a 14-week trauma-informed practice (TIP) based course, led by the Hairdressing, Beauty, Complementary Therapies and Makeup Artistry (HBCM) department. The project focused on students at SCQF level 3/4 who require a more flexible, personalised and nurturing approach to reach their full potential. It ran as a pilot from February 2023 until June 2023 to best support learners who were not ready for an August enrolment date.

The trauma informed practice principles of safety, choice, trust, collaboration, and empowerment were used as the guiding principles for the ethos of the course approach. The course comprised of three non-accredited personal development units and three accredited self-development units. The units integrated delivery of vocational skills, alongside wellbeing/self-development skills for life, learning and work. The reduction in accredited units along with the self-development units

selected, supported flexibility in delivery and integration of vocational skills, alongside wellbeing/self-development skills.

The main aims of the course, which we named Building Future Pathways (BFP) was to develop, connect and empower students to be successful in learning and life at the level appropriate to their current needs.

[Quote] *"We aim to consciously provide a nurturing, personalised, supportive, and safe learning environment which focused on basic vocational practical skills and knowledge in an area of interest, alongside the interpersonal and essential skills required for future progression".*

The project was named the overall winner in the Health and Wellbeing category of the College Development Network (CDN) Awards on 14 November 2024. The CDN awards recognise the talent, innovation and achievement demonstrated by Scotland's colleges, their staff and their learners.

Good Practice Example - LGBT+ Charter Mark

In March 2024, the College was awarded the LGBT Youth Scotland Foundation Charter Mark. The Foundation accreditation, part of LGBT Youth Scotland's Charter Programme, supported by the Scottish Government, is organisation wide and will be held until 2028 at which point, the College aims to achieve the Gold Charter Award. The work to support the accreditation was led through the Colleges VIEW Safe and Included Group, which consists of student representation and staff from both curriculum and professional services areas. Work towards the accreditation involved 81 members of staff undergoing e-learning, with 20 staff members receiving face to face training from LGBT Youth Scotland. The award journey was communicated to staff via the Equality Matters Newsletter and to the Students via the Student Association's LGBTQI Students Group.

Good Practice Example: Menopause Support

Following on from a staff Menopause Support group being established in 2022, the College launched the Staff Menopause Policy in June 2023. It was identified at that time that in order to retain the original purpose of the menopause support group, there needed to be a working group established to develop a menopause action plan and progress the work around menopause therefore, in June 2023, the Menopause Action group, led by staff from across the College, was established.

Menopause Awareness Day in October 2023 was used to launch the Menopause Action Group, promote the menopause policy and raise awareness amongst staff. Activities included inviting male staff to a panel discussion about menopause, which was well attended, with a strong representation from College leadership, and menopause conversation cafes on each campus.

The Menopause Action Group established a network of twelve Menopause Champions who are staff from across the College with lived experience of menopause and who are trained by the NHS to provide support and signposting to staff and students who are experiencing menopause symptoms.

As well as a staff menopause support group, the College has worked with the Student Association to establish a student support group with both support groups offering peer support, information and resources.

In 2024, the Menopause Action Group conducted a consultation with college staff to determine the extent to which Menopause is affecting staff, both those experiencing symptoms and those supporting staff with symptoms.

There were 118 respondents to the survey. 64% of respondents reported experiencing perimenopause or menopause. 60% of respondents who reported having symptoms said that this affected their day-to-day work (to varying degrees).

17% of respondents reporting symptoms said that that these were moderate or severe and 12% said that they had taken time off work due to symptoms.

It was reported that 64% of respondents with line management responsibilities advised that they were only somewhat confident in supporting a staff member with menopause symptoms and 27% of those with line management responsibilities reported that they were not confident at all with supporting a staff member with menopause symptoms.

The results of the consultation have been presented to a College Leadership Forum and actions have been identified which will be reflected in the new Menopause Action plan which is currently under review. Actions include staff training in both supporting staff with menopause symptoms and with regard to reasonable adjustment. The Menopause Action group is also considering Menopause friendly accreditation.

Good Practice Example: Challenging Gender Stereotypes, Secondary School Pan Ayrshire Event

Ayrshire College is committed to ensuring that everyone has the opportunity, no matter their gender, to pursue a course and career of their choice.

In June 2023, we invited our local secondary schools to help us with this by challenging the gender stereotypes that still exist and influence young people's decisions about their subject choices and career progression.

We invited 60 children from each secondary school in Ayrshire (1152 in total) to attend a two-day taster event, where the pupils had the opportunity to take part in a range of curriculum activities that showcased the opportunities available at the College.

Prior to their visit, the College provided schools with a class activity that focused on removing stereotypical career pathway assumptions dependent on individual gender identity. This session included examples and student testimonial videos from across the college to break down misconceptions relating to gender roles.

Students were then timetabled to attend sessions across the following curriculum areas; care, computing, creative, early years, hairdressing and beauty, hospitality, science and engineering, sport and trades ensuring that all students got the opportunity to participate in areas where there is a traditional gender imbalance.

Staff member quotes:

'Pupils had a good look around the College, meet staff and experience aspects of college life. It was a good opportunity to help students engage with the curriculum. It was good to see pupils engage with unexpected subject areas.'

Pupil quotes:

'It was fun to explore different things in science and I liked wearing the coat and glasses.'

Following its success, due to a delay as a result of industrial action, plans for an event in June 2025 are underway. The impact of the project will be monitored on an ongoing basis.

Good Practice Example: Connecting Communities

Connecting Communities is a fully inclusive and sustainable partnership that has been developed between the local government, local employers and Ayrshire College. The Connecting Communities Initiative has been recognised politically in both the Scottish Parliament and in the House of Commons where the impact has received cross-party support, as well as receiving a Green Gown and CDN Award.

In March 2022, the College Development Network (CDN) Research and Enhancement Centre published evidence from a two-year national sector inquiry into the role of colleges in addressing the poverty crisis in Scotland. Much of what was learned derived from the outstanding work delivered at our college in terms of addressing how colleges can tackle the tangible barriers faced by our communities around food poverty, digital poverty, fuel poverty, and period poverty. Working with our communities brings a rich educational experience to our staff, students and employers. On any given day our students enjoy a full range of experiences working with children from pre-school age to hosting our Older Adult Group, designed to improve mental and physical health. In addition to the daily offering of community outreach, we also hosted Ayrshire Sportsability Festival, the largest festival of sport for people with additional support needs in the south of Scotland. Not only does this invigorate our community it provides a range of immeasurable benefits for our students. Connecting Communities links with the Building Better Futures project that has been implemented by the College to develop the skills that people require to lead healthy, productive and successful lives. Our impact on the community is

significant as we are responding to the Scottish and UK Governments' Tackling Child Poverty Delivery Plan, amongst other national policies. Our Connecting Communities initiative redefines the College as a safe space that provides not only national qualifications but also ensures that we are promoting fair access for all.

As well as promoting wellbeing through the delivery of healthy eating and physical activity sessions for families, the initiative encompasses the Mental Health United male-only football-focused mental health support group.

The Connecting Communities initiative was recently recognised at the prestigious Green Gown Awards, receiving the award for Benefiting Society and also winning the Health and Wellbeing award at the College Development Networks award ceremony in November 2023.

Good Practice Example: Black History Month

The Ayrshire Equality Partnership hosted a Black History Month event at Ayrshire College, Kilmarnock Campus, in October 2024, titled, Black History Month – An Ayrshire Perspective. With over sixty attendees, the event was open to students, staff, stakeholders and the public, and explored the rich history and contributions of the Black community in Scotland and Ayrshire through engaging discussions and presentations.

Guest speakers included Dr Trent Kim, University West of Scotland; Pauline Brown, NHS Ayrshire & Arran; Dr Santanu Acharya, NHS Ayrshire & Arran and Felicia Taiwo, Powerful African Women in Ayrshire.

The Ayrshire Equality Partnership consists of Ayrshire College, NHS Ayrshire and Arran, University of the West of Scotland, Police Scotland, the Scottish Fire Service, East, South and North Ayrshire Councils and the Terrence Higgins Trust, and exists to apply a collaborative approach to equality and diversity across Ayrshire.

The event was important for the area as it acknowledged that the erasure of Black history from European teachings is a longstanding issue, deeply rooted in colonialism, racism, and Eurocentric biases. This erasure has minimised the visibility of Black communities' contributions. The event provided an excellent insight into black history from an Ayrshire perspective, with every contributor adding their own

unique stories, experiences and perspectives. It highlighted how interwoven Black history is with Scotland and Ayrshire and to appreciate the rich diversity of our local history, we need to acknowledge and celebrate the contributions and achievements of our black communities.

"Scotland and India share a rich history, which wasn't always rosy, but demonstrates a connection born out of an interest in trade in cotton, muslin, and other textiles, tea, architecture and engineering. Influences from this relationship are still evident today in both countries". Dr Santanu Ancharya, Consultant Gynaecologist and Obstetrician, NHS Ayrshire and Arran.

04 Equality Outcomes

In April 2021, the College published a set of four Equality Outcomes, designed to address identified, data-driven equality needs. These outcomes serve as a framework to tackle the most significant and persistent inequalities affecting individuals at Ayrshire College. They represent the greatest opportunity to impact positively the lives and experiences of those disproportionately affected by inequality due to their protected characteristic(s).

In addition to the College's Equality Outcomes, the Equality and Human Rights Commission (EHRC) and the Scottish Funding Council (SFC) established a strategic partnership to strengthen leadership and oversight in addressing systemic inequalities in the tertiary education sector. This partnership led to the development of National Equality Outcomes (NEOs), with the expectation that educational institutions across Scotland would contribute to these as part of their Public Sector Equality Duty.

The College aligned the NEOs with its 2021–2025 College Equality Outcomes (CEOs) and will continue to integrate these with the 2025–2029 CEOs. This ongoing commitment reflects our dedication to fostering an inclusive culture and environment—one where opportunities are accessible to all, and diversity is recognized, respected, and celebrated.

Success of our Equality Outcomes 2021 - 2025

As reported in the April 2023 **Mainstreaming Equality 2021-2023 and Equality Outcomes 2021-2025 report**, and the Mainstreaming Equality 2021-2023 and Equality Outcomes Review in February 2024, the College has progressed actions across the College's four equality outcomes.

When measuring progress, it's important to remember that any advancements in supporting and enhancing equality occur against a backdrop of persistent societal and cultural injustices. Our aspirations must be measured and steady, with the understanding that sustained and meaningful impact takes time. The College's key priority is to create an environment where all staff understand their role in advancing equality and where impactful change can happen.

Equality Outcome 1

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

Aligned to National Equality Outcomes:

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

The College set itself the following indicators to measure success:

- Improved awareness and analysis of the student experience in relation to safety and inclusion
- Improved student and staff uptake in accessing support
- Improved student awareness of hate crime and the support available
- Improved staff awareness of hate crime and support available

We have:

2016 students from 149 classes have taken part in workshops delivered by the Police Liaison Officer (from June 2023 – June 2024)

479 Students have taken part in Hate Crime Workshops (from April 2023)

60 students took part in a presentation by the Muslim Women's Resource Centre on the experiences of Hate Crime and the Muslim Community

44 Students took part in the I AM ME, disability hate crime workshop

6 dedicated Hate Crime events were held across three campuses during Hate Crime Awareness week 2023 and 2024, including pledge signing and Hate Crime Drop in sessions

Delivery of staff information session on the changes to Hate Crime Legislation which came into effect in April 2024.

Promoting the Equality Matters e-learning modules across all protected characteristics and continuing to develop the Equality Matters section on the Staff Learning portal

Known Impact:

90% of students believe all students at the College are treated fairly by staff. This is an increase of 2% on previous AY and 2% above the rate of all FE respondents (SSES AY 2023/24)

88% of students feel like they are part of the college community. This is a 2% increase from the previous year (SSES AY 2023/24)

97% of students are satisfied with their college experience (an increase of 3% from the previous 2 years (SSES AY 2023/24)

0 Staff grievances during the reporting period on the grounds of harassment or bullying based on a protected characteristic

In AY 2023 – 2024, there were no Safeguarding concerns recorded in relation to hate crime, bullying, discrimination and harassment based on protected characteristics

In AY 2023-2024, **40** complaints were recorded that mentioned a protected characteristic. None of these complaints related to hate crime. The highest number of these complaints mentioned a disability. Out of the 40 complaints, 14 were upheld, 15 were not upheld, 10 were resolved with no further action and one was withdrawn. It is important to add that whilst a complaint may mention a protected characteristic, this does not necessarily mean that the complaint relates directly to the protected characteristic.

From April 2023 to January 2025 there have been **46** reports submitted through Report and Support, 18 reports were in respect of one or more protected characteristic. 16 required no further action, 25 required further action and 5 were referred to the College's complaints process.

Equality Outcome 2

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

Aligned to National Equality Outcome

- Institutions will have regard to significant imbalances in courses and take action to address it

We have:

- Set annual priority actions through Team Operation and Enhancement Plans
- Reviewed the Gender Leadership Group with a view of tackling gender imbalance in those curriculum areas affected and delivering preventative work to address curriculum areas or individual courses within gender balanced curriculum areas.
- Delivered the Gender Leadership Schools Event which involved **1152**, S1 school pupils from across Ayrshire's secondary schools taking part in a two-day event with a specific focus on challenging stereotypical career pathway assumptions dependent on individual gender identity.
- Committed to hosting the Gender Leadership Schools Event annually.
- Delivered the Below the Surface event, promoting career pathways in hair, beauty therapy, complementary therapy, barbering and makeup artistry with a focus on making these as accessible as possible to non-traditional applicants.

Known Impact:

The number of females enrolled on **Construction, Technology & Trades** courses has remained consistent at 6% from AY 2022-2023 to 2023-2024. In AY 2023-2024, 14% of female students withdrew in comparison to 8% in 2022 – 2023. In AY 2022-2023, 88% of female students attained, compared to 83% in 2023 – 2024, representing a **5%** decline in female attainment on the courses.

The number of females enrolled on **Aeronautical Engineering** courses has increased by 3% from AY 2022-2023 to 2023-2024. In AY 2023-2024, 10% of female students withdrew in comparison to 12% in 2022 – 2023. In AY 2022-2023, 82% of female students attained, compared to 87% in AY 2023/2024, representing a **5%** improvement in female attainment on the courses

The number of females enrolled on **Engineering & Renewables** courses has increased by 1% from AY 2022-2023 to 2023-2024. In AY 2023-2024, the withdrawal rate doubled to 16% of females in comparison to 8% in 2022 – 2023. In AY 2022-2023, 82% of female students attained in comparison to 61% in AY 2023-2024, representing a **24%** decline in female attainment on the courses.

The number of females enrolled on **Computing** courses decreased by one from AY 2022-2023 to 2023-2024. In AY 2023-2024, 14% of female students withdrew in comparison to 15% in 2022 – 2023. In AY 2022-2023, 77% of female students attained in comparison to 79% in AY 2023-2024, representing a **2%** improvement in female attainment on the courses

The number of females enrolled on **Games Development** courses has increased by 3% from AY 2022-2023 to 2023-2024. In AY 2023-2024, 11% of female students withdrew in comparison to 9% in 2022 – 2023. In AY 2022-2023, 83% of female students attained in comparison to 80% in AY 2023-2024, representing a **3%** decline in female attainment on the courses

The number of males enrolled on **Early Years Education** courses has remained consistent at 4% from AY 2022-2023 to 2023-2024. In AY 2023-2024, 33% of male students withdrew in comparison to 40% in 2022 – 2023. In AY 2022-2023, 57% of male students attained in comparison to 47% in AY2023-2024, representing a **10%** decline in male attainment on the courses

The number of males enrolled on **Hairdressing, Beauty, Complimentary therapies & Make Up Artistry** courses has increased by 1% from AY 2022-2023 to 2023-2024. In AY 2023-2024, 30% of male students withdrew in comparison to 46% in 2022 – 2023. In AY 2022-2023, 66% of male students attained in comparison to 78% in AY 2023-2024 representing a **12%** improvement in male attainment on the courses

The number of males enrolled on **Health & Social Care** courses has increased by 2% from AY 2022-2023 to 2023-2024. In AY 2023-2024, 42% of male students withdrew in comparison to 19% in 2022 – 2023. In AY 2022-2023, 74% of male students attained in comparison to 66% in AY 2023 – 2024, representing an **8%** decline in male attainment on the courses

Equality Outcome 3

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

Aligned to National Equality Outcomes:

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

Known Impact:

Delivered **26** Cocaine Awareness workshops to **311** students in the STEM curriculum area since April 2023 in conjunction with Suicide Prevention input to highlight the link between substance use and suicide amongst young males and raise awareness of a package of support.

Hosted a Pathways of Hope, Suicide Prevention Event on each campus.

Delivery of **18** Hope for Tomorrow workshops to **187** students since April 2023 to discuss suicide and reduce the stigma of suicide. These sessions largely focused on male-populated classes.

The introduction of male mental health drop-ins throughout AY 2023 – 2024, hosted by the Student Association's Men's Officer who was a qualified Men Matter Scotland support worker.

Reviewed and refreshed the Student Mental Health agreement

AY 2023/24 saw an increase in counselling sessions by **31%. 60%** (124) of the student referrals started counselling, attending 597 counselling sessions. **56%** of students starting counselling fully completed the recommended therapeutic course.

90% said they felt better after their treatment compared to before. **93%** said they would recommend the Counselling Service to fellow students.**15%** of those using the service in 2023/24 were male. **100%** of respondents felt they were listened to, and their concerns were treated seriously.

2% of male students in AY 2023/2024 declared a mental health condition. This was consistent with the declaration rates in 2023/2024 (2%).

Over the reporting period the retention rate of male students with a declared mental health condition has increasedfrom 26% in 2022/23 to **28**% in 2023/2024.

Equality Outcome 4

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

National Equality Outcome

- Where representation is not proportionate to the relevant population, increase the representation of disabled staff in the workforce and in the College.

Known Impact

The total number of staff with a disability is **7.4%**. This has remained consistent with the last reporting period.

The SUSE assessment, commissioned in 2024, gave the college positive feedback in terms of accessibility, with a recommendation to build upon our good work by widening staff training around disability.

The Aspire programme also includes an HR workshop focusing on recruitment and supporting candidates to understand unconscious bias with particular relevance to those applicants who declare a disability at the application stage.

The introduction of the Evolve Growing Leaders programme which is delivered to staff members already in a leadership role.

Continued our commitment to accessibility and inclusion by renewing our Disability Confident Employer status.

Setting our new Equality Outcomes (2025 – 2029)

As we prepare our new Equality Outcomes for 2025–2029, we aim to reflect on and build upon the progress achieved with the previous outcomes. Our goal is to continue driving meaningful change and deliver tangible results by 2029.

Following on from a VIEW Steering group meeting, dedicated to considering the themes for the new College Equality Outcomes we embarked on a College wide consultation to which all staff were invited, along with the Student Association. Over 350 staff took part in the consultation, and through a process of discussion and feedback, the new Equality outcomes were set.

Through evidence gathering and consultation, it became clear that the themes underpinning the 2021–2025 Equality Outcomes of safety, gender balance, mental health and staff diversity, remain critical priorities for the College moving forward.

While we have seen some partial success in these areas, we are committed to maintaining momentum by building on our achievements so far.

The new **College Equality Outcomes** and their alignment with the **National Equality Outcomes** are available in **Appendix II**.

Concluding Remarks

This report demonstrates progress in relation to mainstreaming equality and delivering on our Equality Outcomes in respect of the earlier reporting cycles up to 2025.

During this period, significant work has taken place over a range of equality initiatives and mainstreaming activities. Whilst this report needs to be considered against a backdrop of a challenging economic landscape, the cost-of-living crisis and persistent societal inequality, we appreciate that there are encouraging areas of positive change which we will build upon moving forward.

Our Investors in People review demonstrated a clear commitment from staff to equality and diversity and this was demonstrated in the engagement with the new College Equality Outcome consultation, in which over 350 staff took part in an interactive session, discussing priorities for the College and giving meaningful feedback.

Looking forward to the next two years of the new reporting cycle, our work will continue with a focus on areas of persistent challenge, delivering on a robust action plan which supports the College Equality Outcomes and aligns with the National Equality Outcomes. Student mental health will continue to be a priority area, alongside gender diversity across all curriculum courses, with a particular focus on retention and attainment. Staff diversity continues to be a priority, not only in terms of recruitment but to work towards greater parity with regard to occupational segregation and leadership roles. Finally, we acknowledge the importance of feeling safe at College, what this means for students and staff and how this can be measured. We will use this outcome to continue to improve on the effectiveness and accessibility of our reporting systems as well as the support offered to those who report incidents of hate crime, bullying and harassment.

We acknowledge that it will require a collective effort of all our staff and stakeholders, however, we believe that our new Equality Outcomes and mainstreaming initiatives over the next four years, will give us the best opportunity of achieving this and look forward to making a real difference to the lives and experiences of our people and the communities we serve.

David Davidson, Vice Principal, People, Performance and Transformation

Equality Outcome1	PC	Indicator	Action	Time	Responsible	Progress
Students and staff with protected characteristics most likely to experience hate, report that they feel safe while engaged in study or work at Ayrshire College **Aligned To NEOs** Disabled staff and students report feeling safe in the tertiary system Trans staff and students report feeling safe to be themselves in the tertiary system Staff and students feel supported and safe and are confident that complaints of harassment or bias on	Disability Gender reassignment Race Religion/Belief Sexual orientation	• Improved awareness and analysis of student experience in relation to safety and inclusion • Improved student and staff uptake in accessing support • Improved student awareness of hate crime and support available • Improved staff awareness of hate crime and support available	Collect and analyse student feedback related to hate crime through existing student consultation processes and mechanisms	April 2023	Head of Quality Enhancement, Student Association Advisor and Equality and Diversity Lead	Progress has been made in that all complaints have a PC assigned to them, where a PC has been mentioned within the complaint. so that all potential existing student consultation processes and mechanisms are specific to hate crime or/and related behaviours. In the Student Satisfaction and Engagement survey AY 2023/2024, 90% of students agreed with the statement 'I believe all students at the college are treated equally and fairly by staff'. In the Student Satisfaction and Engagement survey AY 2023-2024, 88% of students agreed with the

the grounds of race will be dealt with appropriately because complaints procedures are fit for purpose and offer effective redress. Students and staff report that they have confidence in institutional report and support mechanisms because they are fit for purpose. Trans staff and students report feeling safe to be themselves in the tertiary system Institutions can evidence approaches that prevent and respond to violence, harassment and abuse. Lesbian, Gay and Bisexual staff and students report that						statement 'I feel that I am part of the college community'.
			Implement a Report and Support tool and use the information gathered to develop targeted College initiatives and policies	April 2023	Assistant Principal of Human Resources and Organisational Development, Head of Student Experience, and Equality and Diversity Lead	Following on from the implementation of Report + Support, a product from Culture Shift. In 2024 the College moved its reporting tool from the Culture Shift platform to a bespoke internal platform. Report and Support is an online reporting tool enabling students and staff to report, including anonymously, to the College incidents related to, for example, hate crime, racism and GBV. From April 2023 to January 2025 there have been 46 reports submitted through Report and Support, 18 reports were in respect of one or more protected characteristic. 16 required no further action, 25 required further action and 5 were

| they feel safe being 'out' at university and college. | | | | | | | referred through the complaints process

The highest number of incidents reported related to bullying and harassment (27)

The lowest number of incidents reported related to GBV, hate crime, and racism. The outcome for 25 of these reports was support to all involved |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | | Develop and implement a mandatory Level 4 workshop focused on hate crime and support delivery across other Levels of study | April 2023 | Head of Student Experience and Police Liaison Officer | | From April 2021 to January 2023, 82 classes = 994 students at Level 4 had a mandatory hate crime workshop delivered by the College's Police Liaison Officer. 479 Students have taken part in Hate Crime Workshops (from April 2023)

6 dedicated Hate Crime events were held across |

						three campuses during Hate Crime Awareness week 2023 and 2024, including pledge signing and Hate Crime Drop Ins 44 Students took part in the I AM ME, disability hate crime workshop
			Develop and implement an annual College campaign focused on promoting diversity, equality and inclusion	April 2023	Equality and Diversity Lead	The #WeAreAyrshireCollege campaign was launched in February 2022 as part LGBT History Month. In October 2022, the College launched a hate crime pledge and through the VIEW Safe and Included group is progressing this work.
			Achieve 'Keep Safe' accreditation in all Campuses and develop mechanisms to support its usage across the College	April 2023	Head of Student Experience and Equality and Diversity Lead	In July 2021, Ayr, Kilmarnock and Kilwinning campuses achieved Keep Safe status – 70 staff have been trained to support its success.

| | | | Develop staff learning and development resources and training on hate crime and related behaviours | April 2025 | Staff Learning and Development Advisor and Equality and Diversity Lead | The College has in place e-learning modules across all protected characteristics and continues to develop its Equality Matters section on the Staff Learning Portal.

In March 2022, the College partnered with Borders College, Dumfries and Galloway College, and UWS to host a session with Nil by Mouth. This was part of a series of student and/or staff sessions called 'Conversation to Change' which were rolled out further in AY 2022-2023.

As part of the TransEdu Community of Practice, a small event (41 participants) for Sector staff was held in June 2022. |
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						In October 2022, students and staff were part of the 120 delegates in attendance at the Empowering communities in Ayrshire to end hate crime Conference at Kilmarnock campus.
						In March 2023, on the International Day of the Elimination of Racial Discrimination, the College hosted a Pan Ayrshire Senior Leadership Event on behalf of the Ayrshire Equality Partnership. The purpose of the day was to explore a joint vision in response to racism. Since the event, the partnership has developed a set of joint anti-racism actions. This work is ongoing.
						In June 2023, 71 people took part in LGBT+ Conversations Cafes, organised by the College

						Equality and Diversity Performance lead on behalf of the Ayrshire Equality Partnership. In November 2024 the Glasgow Muslims Women's Association (Amina) delivered a Hate Crime and Muslim Women presentation to 62 Students.
			Explore opportunities to develop a pilot student Equality Ambassador model	April 2025	Equality and Diversity Lead and Student Association Advisor	The Student Executive Committee has increased the number of equality and related student Officer roles. These Officers have been invited to join the VIEW Safe and Included group.

Equality Outcome 2	PC	Indicator(s)	Action(s)	Time	Responsibility	Progress
Curriculum areas with courses that have a male or female student gender imbalance greater than a 75:25 ratio have improved **Aligned to NEO** Institutions will have regard to significant imbalances on courses and take action to address it.	Sex	• Priority actions related to gender imbalances fully embedded into operational team working and quality-related processes including team evaluation process	Relevant Curriculum teams will identify and action priority actions to tackle gender imbalances as part of their operational delivery	April 2023	Assistant Principal – Curriculum, Heads of Learning and Skills, Head of Schools, Access and Engagement, and Equality and Diversity Lead	Relevant Heads identified and set annual priority actions as part of their TOEP for AY 2023-2024 and these are being aligned to the COEP.
		• Increased applications from underrepresented genders in identified Curriculum areas with the most persistent and significant gender imbalances • Improved retention and attainment for	Student Services and Curriculum teams will work together, through Retention meetings, to identify, monitor and support the retention and attainment of minority gender students	April 2023	Head of Student Experience and Heads of Learning and Skills	Retention meetings are ongoing.

		minority gender students	Re-establish the purpose and scope of Ayrshire Connects to improve minority gender students' recruitment, retention and attainment	April 2025	Assistant Principal – Curriculum, Heads of Learning and Skills, Head of Schools, Access and Engagement, and Equality and Diversity Lead	Ayrshire Connects was re-launched on International Women's Day 2022 through an event with invited speakers. The event was online and open to students and staff. Following this, as a result of discussions in the Gender Leadership Group, the decision was made to have a singular Ayrshire Connects opposed to separate curriculum ones – this piece of work has still to be progressed.

In June 2023 a Gender Leadership Schools Event took place in the College which involved 1152, S1 school pupils from across Ayrshire's secondary schools took part in a two-day event with a specific focus on challenging stereotypical career pathway assumptions |

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

Equality Outcome 3	PC		Indicator(s)	Action(s)	Time	Responsibility	Progress
The rates of disclosure, retention and attainment of male students with a mental health condition have improved **Aligned to NEO** The success and retention rates of college and university students who declare a mental health condition will improve Men (students and staff) know how to access mental health support (recognising intersectionality within that group)	Disability Sex		• Improved student awareness of positive mental health and wellbeing strategies and support available • Improved staff awareness of mental health and wellbeing and ways to support students positively	Implement a mandatory mental health student input for students studying Engineering and Science programmes at Levels 4 and 5	April 2023	Head of Engineering and Science and Head of Student Experience	In AY 2021-2022, Semester 2, a suicide prevention and awareness input, focusing on mental health and cocaine, delivered by the College's Mental Health Liaison Officer and Alcohol and Drugs Liaison Officer, was piloted with students studying STEM at Level 4 and 5. In AY 2022-2023, Semester 1, this workshop was delivered to 29 classes = 378 students. Delivered 19 Cocaine Awareness workshops to 222 students in the STEM curriculum area since April 2023 in conjunction with Suicide Prevention input to educate regarding the link between substance use to suicide amongst young males. Delivery of 18 Hope for Tomorrow workshops to

					187 students since April 2023 to discuss suicide and break down the stigma of talking about suicide. These sessions are targeted at male-populated classes. In 2024 we renewed our Mental Health Agreement in partnership with the Student Association.
			Develop a College suicide awareness/ prevention campaign	April 2023	Mental Health Liaison Officer and Equality and Diversity Lead	In September 2021, the S Word campaign was launched supported by a series of activities including a Sway and Rockpool Podcasts special episodes 'Let's Talk…' with the College's Mental Health Liaison Officer. In AY 2022-2023, the VIEW Promoting Wellbeing Group held a student Feel Good Festival in Ayr, Kilmarnock and Kilwinning Campuses. The Feel Good Festival included keynote speakers Brian

			Develop and deliver a staff learning and development programme focused on student mental health for STEM and related staff	April 2023	Staff Learning and Development Advisor and Equality and Diversity Lead	Costello, Headstrong, and Dr Punam Krishnan, GP, Lifestyle Medic, Tutor, Author, and BBC Morning Live Presenter.
						The Staff Learning Portal enables all staff to improve their skills, knowledge and understanding of mental health and wellbeing through a range of e-learning modules. Further progress is required to advance this action.
			Further develop the 'Wear it on your sleeve' initiative including the recruitment of additional student and staff champions	April 2025	Student Association Advisor and Equality and Diversity Lead	The Student Association, in partnership with the VIEW Promoting Wellbeing Group, facilitate a male mental health support forum exclusively for students who identify as male, where students and staff come together to share support information on male mental health and help break down the stigma of talking about mental health. Currently there over 30 student members of this group'

					In AY 2023/2024, the introduction of male mental health drop-ins hosted by the Student Association's Men's Officer who is a qualified Men Matter Scotland support worker. Re-launch of the Mental Health United men's group at Kilmarnock Campus. hosted by the sports curriculum area and volunteers from the Samaritans. Open to students and staff and the wider community
			Explore opportunities to implement a mandatory mental health student input for students studying Construction and Trades programmes and Computing programmes at Levels 4 and 5	April 2025	Relevant Heads of Learning and Skills and Head of Student Experience	In AY 2022-2023, Trades Level 4 students received a suicide prevention and awareness input. The College's Mental Health Liaison Officer is also working to deliver a planned programme of activity to Computing and Games Development students.

Equality Outcome 4	PC	Indicator(s)	Action(s)	Timescale	Responsibility	Progress
The recruitment and disclosure rates of staff with a disability have improved **Aligned to NEO** Where representation is not proportionate to the relevant population, increase the representation of disabled staff in the workforce and on college Boards and University Courts	Disability	• Increased applications from disabled candidates • Improved staff awareness of reasons and benefits of sharing their protected characteristics information • Improved line manager awareness on ways to support staff with a disability or long-term health condition	Develop and implement a College employer recruitment campaign including the further development of the 'Work for us' section on the College website	April 2023	Head of HR Services, Equality and Diversity Lead, and Digital Marketing Team Leader	The #WeAreAyrshireCollege campaign has been adopted, with staff images being utilised to brand staff recruitment adverts on the College social media platforms, with the next stage being a video series of staff, with a key focus on working at the College and the range of job roles available.
			Develop an internal staff campaign focused on the reasons and benefits of sharing protected characteristic information	April 2023	Head of HR Services and Equality and Diversity Lead	The Equality and Inclusion newsletter 'Equality Matters' has supported this through the sharing of personal staff experiences within the workplace. This area will be further developed with staff encouraged to share their experiences with colleagues in the future.

| | | | Undertake a review of the College Recruitment and Selection Procedures to identify and remove, where possible, potential barriers for disabled applicants | April 2023 | Head of HR Services | Through the VIEW Positive about Disability group, staff who support those with a disability and staff with a disability undertook an exercise where they tested the College's application process through the lens of potential applicants with a disability to enable an understanding of any barriers that may be experienced. The feedback from this exercise is being considered to support future development of the recruitment application process.

The commission of a SUSE report in 2024 to look at accessibility in terms of the Colleges recruitment processes and actioning the recommendations.

We piloted at the interview stage, applicants to receive a |
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					copy of the interview questions, in advance of the interview, to explore the impact of this on the selection process.
			Explore opportunities to establish a staff disability support network	April 2023	Equality and Diversity Lead	The VIEW Positive about Disability group met with staff who identified as having a disability and were part of the staff disability forum Teams page, to develop and support a structured support network and staff disability advisory group. This group were open to participating in an advisory network for the College and identified the need for greater awareness raising and support to encourage and enable an increased network of support. The feedback from this will be considered and actioned.
			Further develop guidance and resources for line managers	April 2023	Head of HR Services, Equality and Diversity Lead,	Through the Equality Matters section on the Staff Learning Portal, line managers can access a

			in relation to supporting staff with a disability or long-term health condition		and Staff Learning and Development Advisor	range of e-learning modules related to disability including managing employees with a disability. A disability e-learning pathway will be further developed and rolled out to managers across the College, to broaden their knowledge and understanding.
			Explore opportunities to further develop the Growing Leaders programme	April 2025	Head of HR Services and Staff Learning and Development Advisor	In August 2022, the Aspire Growing Leaders programme was introduced, with a specific workshop focusing on Equality and Diversity, being developed and led by the Equality and Diversity Lead. This was further supported by the HR workshop which focused on recruitment and supported candidates to understand unconscious

					bias with particular relevance to those applicants who declare a disability at application stage. This was the first cohort of this programme and although there was a low number of candidates with a declared disability applied for or succeeded in participating in the first cohort, this is an area of focus for future cohorts to understand and consider any potential barriers.
			Explore opportunities to develop and implement an employee passport scheme which supports a member of staff throughout their employment journey at Ayrshire College	April 2025	Head of HR Services	The VIEW Positive about Disability group supported the development of an employee journal, which will be utilised to support staff returning to work from long term sick leave, where they have a long term health condition or disability. The journal was part of an initial pilot during

					March and April 2023 with a view to supporting an employee passport, based on feedback received.

Ayrshire College Equality Outcomes

Set out below are the new College Equality Outcomes for 2025-2029

'PC' denotes 'protected characteristics', 'GD' denotes 'General Duty' and NEO denotes National Equality Outcome. The inclusion of these is to show the focus of the Equality Outcome, which need of the General Duty it is meeting and what National Equality outcome/s it is aligned to.

The three needs of the General Duty are:

1. eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
2. advance equality of opportunity between people from different protected characteristic groups
3. foster good relations between people from different protected characteristic groups, tackling prejudice and promoting understanding between people from different groups

The College will report its progress on meeting these Equality Outcomes by 30 April 2027.

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

Equality Outcome 1	PC	GD	NEO
Students and staff with Protected Characteristics at Ayrshire College have confidence that reports of harassment and bullying are dealt with appropriately	Age Disability Gender reassignment Maternity & pregnancy Race Religion or belief Sex Sexual orientation	1,2,3	Disabled staff and students report feeling safe in the tertiary system Trans staff and students report feeling safe to be themselves in the tertiary system Staff and students feel supported and safe and are confident that complaints of harassment or bias on the grounds of race will be dealt with appropriately because complaints procedures are fit for purpose and offer effective redress. Students and staff report that they have confidence in institutional report and support mechanisms because they are fit for purpose. Trans staff and students report feeling safe to be themselves in the tertiary system Institutions can evidence approaches that prevent and respond to violence, harassment and abuse. Lesbian, Gay and Bisexual staff and students report that they feel safe being 'out' at university and college.

Equality Outcome 2	PC	GD	NEO
All curriculum areas use their gender equality data to develop actions to achieve greater gender balance with regard to student recruitment, retention, and attainment.	Sex Gender Reassignment	1,2,3	Institutions will have regard to significant imbalances on courses and take action to address it.
Equality Outcome 3	**PC**	**GD**	**NEO**
Recruitment, retention, and attainment of all students with a declared mental health condition have improved.	Disability Sex	123	The success and retention rates of college and university students who declare a mental health condition will improve. Men (staff and students) know how to access mental health support (recognising intersectionality within that group).
Equality Outcome 4	**PC**	**GD**	**NEO**
Our staff and Board of Management represent the diversity of the community that Ayrshire College serves, with a particular focus on disability and race, to support a more inclusive and innovative College community.	Age Sex Race Disability Gender reassignment Sexual orientation	1,2,3	Where representation is not proportionate to the relevant population, increase the racial diversity of Court members and address any racial diversity issues in college Boards. Where representation is not proportionate to the relevant population, increase the racial diversity of teaching and non-teaching staff to align with student representation in the sector. Where representation is not proportionate to the relevant population, increase the representation of disabled staff in the workforce and on college Boards and university Courts.