



Mainstreaming Equality
and Equality Outcomes 2021-2025
Progress Report

February 2022

In this progress report:



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Introduction

In April 2021, the College published its [Mainstreaming Equality 2019-2021](#) and Equality Outcomes 2021-2025 report. The College is legislatively required through the Public Sector Equality Duty (PSED) to report, mainly, its progress on workforce diversity, equal pay, mainstreaming equality, and equality outcomes. We also published a set of four new equality outcomes for the reporting period 2021-2025, which we felt provided us with the best opportunity to tackle the most significant and persistent inequalities and to enable us to secure long-term, sustainable change in the College.

We are in the business of making a positive difference to the lives and experiences of our students and staff. The ongoing Covid-19 pandemic continues to crystallise this. We must support the inclusion and wellbeing of our people and the social and economic recovery and future prosperity of our local communities. The current circumstances we find ourselves in matters only to the urgency of achieving our equality outcomes and indeed, positions equality and inclusion for all as a key College ambition. As always, collective determination and efforts will enable the College to fulfil such an ambition and already we are making some good progress towards this.

The College will next be legislatively required to report on its progress by April 2023. To improve our monitoring, accountability and transparency in meeting these requirements, the College has committed itself to publishing an annual Mainstreaming Equality and Equality Outcomes progress report. Such a change reflects a broader commitment made to enhance the College's strategic approach to equality and inclusion as well as encourage increased student and staff engagement with its equalities agenda.

This report provides a summary of progress towards delivering on our Equality Outcomes 2021-2025 and on mainstreaming equality across the College.



01

Our People

In April 2021, we identified the following challenges in regards to College workforce diversity:

- an ageing workforce with the highest number of staff in the age bracket 41-55 years and the lowest number of staff in the age bracket 16-25 years
- a low representation from minority groups in relation to disability, ethnicity, religion or belief, and sexual orientation
- a clustering of male and female staff in traditionally gendered occupations and roles

In addition, a potential concern emerged when gender and age are considered together in relation to college leadership positions. In this context also, we know, the economic impact of the ongoing Covid-19 pandemic is disproportionately affecting women more than men, requiring us to look to opportunities that support continued female employment and progression within the College.

“We want our people to reflect the diversity of the local communities in which we serve and to work and develop in an inclusive, supportive culture and environment.”

Improving workforce diversity is, therefore, a key priority for us. We want our people to reflect the diversity of the local communities in which we serve and to work and develop in an inclusive, supportive culture and environment. We recognise that a modern and diverse workforce, encouraged to use their talents and develop their skills, is integral to the success of the College.

The approach being taken to achieve this key priority is one which considers the full employee journey. This means, we are taking steps to improve recruitment and selection; staff learning and development opportunities; and through actions outlined in Equality Outcome 1 and Equality Outcome 4. Moreover, while the focus of Equality Outcome 2 is on student male and female imbalances on courses where under-representation exists, we have long known the College’s position as both an employer and educational institution is intertwined; that if we advocate for and bring about change to enable current and future students, no matter their gender, to enrol on courses of study that reflect their interests and career aspirations, this will reflect positively in the workforce of the future.



10 months in numbers

April 2021-January 2022

806
Ayrshire College Staff



8%
of part-time staff
are **male**

an increase to
1.3%
of staff aged 16-26 years

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

total of
13%
of disabled or long-term
health condition applicants

Reducing number of
Prefer Not to Say
for Lesbian, Gay and
Bisexual applicants

total of
3%
of BAME applicants

total of
3%
of non-Christian
faith applicants

Steps being taken to improve workforce diversity

1. Kickstart Scheme

The Kickstart Scheme is a government-funded employability initiative designed to improve the employment opportunities of young people aged 16-24 years who are in receipt of Universal Credit.

The College is participating in this Scheme and is currently recruiting to 19 vacancies across several different roles.

The funding provided for training and development will allow the College to create bespoke employability training to meet the needs of the cohort of young people who take up the positions. This will provide opportunities for skills development with the aim of increasing the likelihood of gaining further employment following the placement period.

2. Hiring Manager Toolkit

The Hiring Manager Toolkit was launched in January 2021 as a training tool to support College line managers in carrying out their role and functions within the recruitment cycle.

The training sets out guidance on vacancy requests, advertising, shortlisting, selection, offer and pre-employment (onboarding). Specific reference is made to legal and discrimination issues to ensure that line managers have a detailed understanding of their duties and responsibilities.

The toolkit also includes an unconscious bias e-learning course to enable managers to recognise and challenge their own unconscious bias and assumptions, particularly within the context of recruitment and selection.

3. #WeAreAyrshireCollege campaign

The #WeAreAyrshireCollege campaign aims to celebrate diversity and promote the inclusion of Ayrshire College students and staff. The initiative has been introduced recently and will continue to evolve. It will feature the faces and voices of students and staff as a means to support the promotion of an inclusive College culture; one that values, respects and welcomes diversity. As such, it has the potential to be used as a recruiting brand for the College as a place of both learning and working. The #WeAreAyrshireCollege campaign began with LGBT History Month this year with the release of a collection of student and staff photographs and quotes. This was followed by another set as part of International Women's Day in March 2022. A defined College staff recruitment campaign will use #WeAreAyrshireCollege as part of its marketing brand. This will campaign will build a portfolio of resources which supports the College to be promoted as an employer of choice.

#WeareAyrshireCollege

“Improving workforce diversity requires a series of sustained, inter related actions to bring about sustainable change.”

Progress being made

Early indications suggest the College is making some progress towards improving its workforce diversity; we are attracting external applications from diverse candidates and we are also continuing to experience an upwards trend in relation to staff disability declaration. More stubborn trends, such as those related to gender, require a longer-term input and outlook. We recognise the current complexities of the labour market and indeed, the economic fragility of the Ayrshire region and how people with particular protected characteristics and minority groups may suffer most from any economic and related fallout. We are remaining vigilant to any emergent issues and their ability to become a pressing equality need.

The College’s current workforce diversity across many of the protected characteristics is on par with or exceeds its public sector counterparts in Ayrshire and in the Further Education Sector. That said, we want to better understand a staff member’s employment journey with us, to help inform further improvements, and for this reason, we will, for example, be enhancing the College Exit Interview process this academic year to better understand any potential retention patterns or concerns. Improving workforce diversity requires a series of sustained, inter related actions to bring about sustainable change.



02 Equal Pay

In April 2021, the College reported a gender pay gap between male and female staff as follows:

- a mean gender pay gap of 12.67% (full-time) and 13.90% (part-time)
- a median gender gap of 30.52% (full-time) and 31.53% (part-time)

We reaffirmed our commitment to the principle of equal pay and also, took responsibility in acknowledging occupational segregation exists in the College and set out priority actions to address this in order to help improve our current gender pay gap and any emergent pay gaps in relation to ethnicity and disability.

“Providing both opportunities and enabling our staff to succeed in their career development, is critical to addressing occupational segregation.”

Growing Leaders Framework

One of the most significant developments, because of its potential to create and sustain a long term inclusive leadership talent pipeline, has been the development of the Growing Leaders Framework (GLF) and the continued encouragement of, for example, female, Black, Asian, and Minority Ethnic (BAME), and disabled staff to take part in the programme. The GLF equips managers/leaders with the necessary knowledge, skills, and tools to respond effectively to the demands of their role. It provides a common language to talk about all aspects of leadership across the College with mainstreaming equality and equality outcomes central to this conversation.

The Framework has three defined learning pathways – Growing Self; Growing Others; and Growing Organisation. Each pathway is designed to reflect the diverse needs of all managers/leaders and signposts to a wide range of resources which we believe underlines the College’s commitment to investing in its people.

The Growing Others course is enjoying the highest level of engagement with 44 courses completed since April 2021 followed by Growing Self at 33 and Growing Organisation at 14. Across all of these, currently, more female line managers in comparison to all others genders have completed these courses. The GLF is also open to all staff aspiring to the role of manager if this is captured through their personal development planning.

By providing both opportunities and enabling our staff to succeed in their career development, is critical to addressing occupational segregation. And this is why, the College is continuing to invest in its people through, for example, the development of Aspire – Growing Leaders programme and the offering of funded accreditations as well as supporting, where possible, opportunities to work flexibly.

ILM Leadership and Management Award

The 2021 Flexible Workforce Development Fund (FWDF) was utilised to deliver leadership and management development in the form of the ILM qualification (SCQF level 6) for curriculum managers and team leaders new to the role. The course supports participants to: understand different leadership styles and impact; have an awareness of their own behaviours through self-assessment and feedback from others; know how to identify development needs (self and others); and adopt effective problem-solving techniques. To date, 9 Curriculum Managers (5F, 4M) have completed the ILM with 4 Curriculum Managers (2F, 2M) and 4 Team Leaders (3F, 1M) who completed the Award in February 2022.

Coaching for the Future

9 managers (6F, 3M) participated in a Coaching for the Future programme delivered by College Development Network (CDN). This group coaching programme provided 3 x 90-minute group coaching sessions on practical approaches to addressing work challenges, supported by a professional coach, designed to leverage the resources and knowledge of leaders from across the sector, and to observe and practice their coaching skills and work with recognised coaching models.

Application for Advanced Qualification Funding Support

A new process for requests for advanced qualifications was launched to provide a consistent, transparent approach to this development support. The process involves completion of an application form, supported by the manager, which is reviewed by a Panel consisting of members of the senior leadership team. 7 staff (2M, 5F) received funding support in 2021 to undertake studies to further their education and in turn apply their learning to support the strategic objectives of the College.

Flexible working requests

Between April 2021 – Jan 2022, the College received a total of 9 flexible working requests; 2 were withdrawn and 7 were approved. All requests were made by female College staff with 56% of these requests 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 so that we can show we are:

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

In this way, equality becomes part of the fabric of 'who we are' as an organisation; that the value placed on inclusion and diversity are more than words and instead, a way of being. Mainstreaming equality is, therefore, an action that all of us in the College are responsible for and contribute to.



“The value placed on inclusion and diversity are more than words and instead, a way of being. Mainstreaming equality is, therefore, an action that all of us in the College are responsible for and contribute to.”

In April 2021, we assessed the College to be making good progress in mainstreaming equality and at the same time set ourselves new ambitions, including the introduction of mainstreaming themes 2021-2023 for the first time, to strengthen our efforts for the betterment of our students and staff across all protected characteristics. To demonstrate progress, we identified the following six focuses and reported against each of these in April 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



[Click to view
Ayrshire College Statement of
Ambition 2030 and a Refresh and
Renew Plan 2021-2024](#)

Progress being made to mainstream equality

To assess where we are currently, a short summary of key mainstreaming activity(ies) is provided against three of these focuses followed by an update on our mainstreaming themes 2021-2023.

Strategic vision, approach and governance

The College now has in place a Statement of Ambition 2030 and a Refresh and Renew Plan 2021-2024 which outlines the College's ambitions and its strategic objectives to deliver on these ambitions. The College has explicitly positioned equality and inclusion as a key ambition through Ambition 1 and Ambition 2 and as a stated strategic objective:

Embed diversity and inclusion in all decisions, and support staff and students by providing accessible opportunities to learn, work and develop

To support the achievement of the Statement of Ambition 2030 and Refresh and Renew Plan 2021-2024, the College is introducing a new College Operating and Enhancement Plan (COEP). The College's mainstreaming equality duties and Equality Outcomes 2021-2025 have been mapped within this plan. The COEP reflects College teams objectives identified through individual Team Operating and Enhancement Plan (TOEP). Through this process, College teams were asked to align and map their objectives to the College's current Equality Outcomes.



Our learning, teaching, and student engagement strategy 2021-2024, 'Empowering, supporting, and inspiring success', includes Equality Outcome 1, Equality Outcome 2, and Equality Outcome 3, as measures of success against relevant stated aims.

Such changes demonstrate the College's commitment to embedding equality and inclusion. In April 2021, it was noted this was a required step to strengthen the way in which the College approaches mainstreaming equality and to succeed in achieving its equality outcomes.

Good practice example:

Values, Inclusion, Equality and Wellbeing (VIEW) Steering group

The VIEW steering group, which provides strategic leadership to mainstream equality and support the achievement of the College's equality outcomes, was identified as a good practice example in April 2021.

Since that time, the VIEW steering group has:

- Improved VIEW sub-group accountability with each sub-group reporting their progress through a relevant action plan
- Established a new sub-group called 'Safe and Included' to support the achievement of Equality Outcome 1
- Established a new sub-group called 'Positive about Disability', previously only a working group, to support the achievement of Equality Outcome 4
- Supporting the re-establishment of the Accessibility group and re-defining its reporting line to the VIEW steering group
- Supporting the re-establishment of the Gender Leadership group under the leadership of a College Assistant Principal



EARLY YEARS
Conversation Cafe

21st March 2022 | 4 - 5pm

With Ayrshire College (Early Learning and Childcare) and Khadija Mohammed (University West of Scotland)

Signup via [Eventbrite](#).

ONLINE EVENT

Ayrshire College 

Curriculum content and/or design

In April 2021, the College shared several key highlights and two good practice examples to emphasise the many ways in which equality is being embedded in curriculum content and/or design. It was noted then, that a considerable step change had been the inclusion of mental health and wellbeing units and awareness raising activities through curriculum delivery. This step change is continuing and in many ways is being made possible by the Student Mental Health Fund which has enabled a number of initiatives and also supported the recruitment of three new Mental Health and Wellbeing Champions.

Innovative approaches to learning and teaching, especially at this time of the ongoing Covid-19 pandemic, with their clear benefits in terms of advancing equality of opportunity, is also continuing within the College.

An example includes the introduction of Early Years Conversation Cafes this Academic Year 2021-2022. The Early Years Conversation Cafes, led by the Early Years and Childcare Curriculum area, are monthly 1 hour sessions with an invited speaker(s) and/or themed discussion relevant to early learning and childcare (ELC) open to anyone with an interest in ELC. Invited speakers have included, for example, Dr Khadija Mohammed, Senior Lecturer at University of West of Scotland (UWS), speaking about Equality and Diversity in Early Years.

The Early Years Conversation Cafes are enhancing student knowledge and understanding of current practice and provide also the opportunity for them to network with students from other colleges, practitioners and professionals from the ELC sector and related organisations.

As we move forward, the further embedding of equality into curriculum delivery is a key aim, which will be a key focus of the 2023 Mainstreaming report.



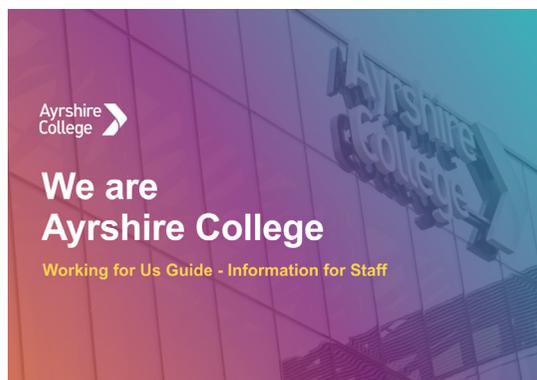
 [Click here to listen to Rockpool Podcasts](#)

Good practice example: Rockpool Podcasts

Rockpool Podcasts was previously identified as a good practice example of raising awareness in April 2021 because of the unique, engaging platform it provided to a range of equality and related issues such as race equality, LGBT+ inclusion, mental health, women’s rights, and gender-based violence (GBV).

Since that time, it has continued to evolve and is now fully embedded in Music and Sound Production courses. Originally, Rockpool Podcasts, named after the College’s state of the art recording and rehearsal facilities – Rockpool Studios, was an idea born out of lockdown to give Music and Sound Production students a creative outlet to showcase their talents. It has gone on to become an important asset when the pandemic disrupted College life, helping to provide community cohesion and a sense of belonging.

Rockpool Podcasts won the College Development Network (CDN) Inclusive College award in December 2021. This is the first time the College has won this category and was a recognition by CDN that Rockpool Podcasts is an excellent example of mainstreaming equality as it supports the advancement of equality and fosters good relations.



[Click to view](#)
[We Are Ayrshire College](#)
[Working for Us Guide](#)

Supporting staff success

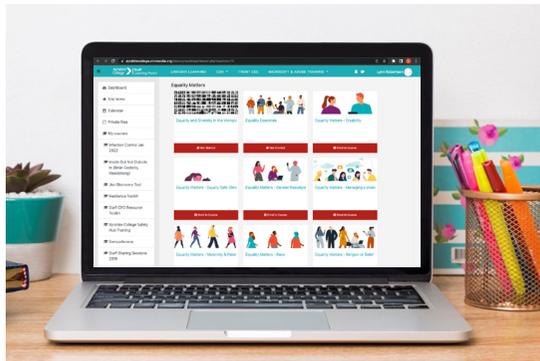
The inclusion and wellbeing of staff remains a College priority. In April 2021, staff wellbeing support and initiatives were identified as a good practice example because of the range of activities being offered and delivered. Staff are continuing to engage positively with available support including PAM Assist, our employee assistance service, as well as the Staff Wellbeing Teams page and monthly Staff Wellbeing Conversation Cafes.

Moreover, College teams are being encouraged to use the Equality Impact Assessment (EqIA) process to support staff transition to the Hybrid Model being piloted from March 2022-June 2023.

To support new staff to the College, Corporate Induction has been refreshed and now, the online course includes a section on Equality and Inclusion and on the importance of sharing equality information for the purposes of support. A 'Working for Us' guide is also now available containing key 'need to know' information on working for the College, including information on the VIEW steering group and signposting to the Mainstreaming Equality and Equality Outcomes reports and other key equalities statements and guidance.

Further changes such as a 'Managing Induction' guide for line managers and a new Manager/ Team Leader checklist for those new to the role, provide evidence of the priority given to advancing equality and the determination to support inclusion.

The VIEW steering group sub-group, Positive about Disability, is supporting the further development of the Staff Disability forum to enable members to have their voices represented more fully in College decision-making which impacts disabled staff. A Menopause group, supported by the Health, Safety and Wellbeing team, and a Staff LGBT+ group, supported by the Equality and Inclusion Advisor, are also in the early stages of development, following staff feedback. The purpose of these particular groups are to provide peer support, however, moving forward, this may extend to a College advisory function.



Click to view our [Equality Matters E-Learning Modules on the Staff Learning Portal](#)



Good practice example:

Equality Matters on the Staff Learning Portal

To support staff knowledge and understanding, the College invested in a comprehensive suite of new equality, inclusion, wellbeing and related e-learning modules. These e-learning modules include content on all of the protected characteristics as well as topics of importance such as sexual harassment and Allyship.

These e-learning modules are in a discrete Equality and Inclusion section called 'Equality Matters'. Staff are encouraged to visit this section regularly to access information and resources over and above the available e-learning modules. Moreover, a 'Managing a diverse workforce inclusively' area has been established for line managers with e-learning modules on, for example, race bias.

In February 2022, to coincide with LGBT History Month, a new staff 'LGBT+ Inclusive' digital badge was launched. Following this, an 'Inclusive Leader' digital badge will be launched.

Staff are being encouraged to display these digital badges in their email signatures. The aim of these initiatives is to promote increased completion, but, also, for these digital badges to act as a visual representation to students, staff, and others of the College's commitment to equality and inclusion. This may be of particular benefit to relevant protected characteristics groups.



Mainstreaming themes 2021-2023

In April 2021, we introduced three mainstreaming themes 2021-2023 because we felt each of these required particular focus in order for them to be successfully embedded in the College by April 2023.

Equally Safe - Gender-based violence (GBV)

- In December 2021, a new GBV staff policy was approved. The [GBV staff policy](#) outlines the College's position, provides support to staff experiencing any form of GBV, provides guidance to line managers, and introduces a provision for 10 Safe Leave days for staff. To support the successful introduction of the Policy, a Guide will be available and training for line managers is planned
- Equality Matters section on the Staff Learning Portal includes an 'Equally Safe' area with information, resources and an e-learning module on sexual harassment. The 'Managing a diverse workforce inclusively' includes the e-learning module 'Managers Guide: Sexual Harassment'
- STAR Centre facilitated student group 'Gender Equality Group'; is an inclusive group open to Ayrshire College students
- Awareness raising activities through, for example, the Equality and Inclusion newsletter, Equally Matters, and the promotion of the campaign #EraseTheGrey during 16 days of action
- Improving capturing and monitoring of student GBV incidents through College processes, such as Safeguarding, and tools, such as Report + Support



 [Click to watch the Ayrshire Connects relaunch video](#)

Student participation in College feedback processes

The Student Association are continuing to build a strong Student Executive Team and are supporting the further development and facilitation of several student groups ensuring these diverse voices are represented in the College. As a member of the VIEW steering group sub-group, Safe and Included, the Student Association, following student feedback, successfully advocated for the inclusion of student and staff pronouns in email and Teams displays. They are also working with the Learning Resource Centre (LRC) to apply for the NUS 'Think Positive' fund to enable the LRC to have more LGBT+ resources available to students and staff.

Female staff progression

Over and above the actions outlined in the Equal Pay section, for International Women's Day 2022, the College will have a programme of events including the re-launch of 'Ayrshire Connects' with invited speakers such as Marie Macklin CBE; a special Rockpool Podcasts episode with Elaine Hutton, Assistant Principal – Curriculum, on her career journey; and an Early Years Conversation Café on gender equality.



04

Equality Outcomes 2021-2025

One way to describe equality outcomes is, they are the means in which an identified, evidenced equality need is being addressed. In April 2021, the College made it clear, it would use its new set of equality outcomes to tackle the most significant and persistent inequalities being experienced and that we would take the opportunity over the next four years to make a difference to the lives and experiences of those most beset by inequality on the basis of their protected characteristic(s). We knew then, that for lasting impact, realistically, our current equality outcomes needed to reflect the journey that the College had already started with its previous equality outcomes. In other words, our current equality outcomes seek to build on our progress and achieve real change by April 2025. If we are successful in achieving these equality outcomes, we will have taken another significant step forward in truly stating that the College is a safe, inclusive and diverse place in which to learn, work and develop.

Progress being made to achieve our Equality Outcomes

Across the College's four Equality Outcomes 2021-2025, some good progress is being made and we remain confident that by April 2023, the College will have completed the actions set for this deadline and aim to be in a position where we are progressing actions set for completion by April 2025. We are, however, measured in our aspirations given that our current Equality Outcomes reflect the deep societal and cultural injustices and contradictions of our times – hate crime; gender imbalances; male mental health; and staff disability declaration – and, therefore, impact will take time. The key priority for the College is to create and influence change within itself.

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

We have:

- implemented [Report + Support](#), an online reporting tool for students and staff of Ayrshire College to reports incidents related to hate crime; gender-based violence; racism; bullying, harassment and discrimination on the basis of protected characteristic(s). A small number of student reports have been received since implementation in October 2021; however, the College Report + Support webpage has been accessed regularly, which indicates relevance and value as a support tool. In November, the webpage had been accessed 192 times and in November and January, this reduced to a range between 71-76 times (EO action: April 2023)
- developed and implemented a mandatory Level 4 hate crime student workshop; 41 classes and 474 students have engaged with this, with excellent feedback given which indicates attitudinal impact (EO action: April 2023)
- developed and are implementing the #WeAreAyrshireCollege campaign with a launch in LGBT History Month featuring the faces and voices of some students and staff (EO action: April 2023). The Safe and Included group are supporting this campaign and have also been involved in the development of activities to mark key national or international dates or campaigns. They have, for example, with the student LGBTQ+ group, developed an LGBTQ+ A-Z resource which is being promoted on College social media and plasmas

- launched a new College Hate Crime pledge in October 2021, to coincide with both Hate Crime Awareness week and Black History Month, with students and staff encouraged to add their own action(s) to the pledge to demonstrate a whole-college approach to tackling and ending hate crime (related to EO action: April 2023)
- supported the College Hate Crime pledge, through a number of awareness raising activities - Hate Crime Conversation Cafes for students and staff; provided campus and online drop-in sessions for advice and guidance on hate crime; filmed an interview between Chief Superintendent Faroque Hussain and PC Claire Bysouth which was made available to students and staff; and PC Claire Bysouth wrote the Equality and Inclusion newsletter 'Equality Matters' in January 2022 focusing on hate crime (related to EO action: April 2023)
- progressed a partnership with Borders College, Dumfries and Galloway College, and UWS to deliver student and/or staff sessions related to equality, inclusion and wellbeing called 'Conversation to Change' with the first session in March 2022 by Nil by Mouth (related to EO action: April 2023)

Equality Outcome 2:

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

We have:

- re-established the Gender Leadership group, under the leadership of an Assistant Principal, with progress being made on the development of Curriculum and relevant Service team gender action plans in which priority actions are identified to tackle gender imbalances (EO action: April 2023)
- continued to develop 'Ayrshire Connects' to enable our Construction and STEM female students and staff to connect with each other and employers to support the recruitment and retention of girls and women into Construction and STEM courses and careers. Discussions are also underway with local authority leads responsible for STEM with the purpose of promoting 'Ayrshire Connects' to school pupils and teachers. This provides the College with an opportunity to attract interest and thus increase recruitment of girls and women into these courses and careers. 'Ayrshire Connects' will officially be re-launched on International Women's Day in March 2022 (EO action: April 2025)

Equality Outcome 3:

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

We have:

- piloted mental health and cocaine awareness workshops with STEM students studying at Levels 4 and 5 between November and December 2021 with excellent student and staff feedback provided (related to EO action: April 2023)
- implemented, for Trades courses, a mandatory mental health student workshop at level 4 and ongoing discussions at how this can be delivered at Levels 5 and 6 (EO action: April 2025)
- planned, for Computing and Games Development courses, a programme of student workshops to be delivered in Semester 2 of Academic Year 2021-2022 (related to EO action: April 2023)
- developed a new College suicide awareness and prevention campaign called the 'S Word' - the 'S' standing for 'suicide' and 'stay' to reflect the message of the campaign (EO action: April 2023)

Equality Outcome 4:

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

We have:

- established Positive about Disability as a VIEW steering sub-group with its own defined action plan for Academic Year 2021-2022 and through this Group, been able to review current recruitment and related processes to support improvements (related to EO action: April 2023)
- started to develop a new College employer recruitment campaign, under the banner of #WeAreAyrshireCollege, and progress is being made to improve the 'Work for Us' section on the College website (EO action: April 2023)
- started to support the further development of the Staff Disability forum as an advisory network, which can provide guidance as to what improvements can be made to impact positively on disabled staff (EO action: April 2023)