University of the Highlands and Islands
Moray College

Gender Action Plan
2017-2021

Acknowledgements

Highlands and Islands Students Association (HISA) & Moray College UHI Class Representatives

A huge thank you must go to Moray College UHI's two local officers, Alan Simpson (left), Moray College Vice President of Education and Mark Harshaw (right), Moray College Vice President of Activities and Welfare.

These two active officers were instrumental in arranging an open forum meeting with Rosemary McCormack Equalities and Diversities (E&D) lead for the college and the Class Representatives of the college to discuss the Gender Action Plan.

During the forum meeting, the two officers and the class representatives undertook a four-task (see below) engagement with the E&D lead, looking at how the college could embed gender equality throughout the college on a daily basis.

Task 1: Stating in single words, can you highlight how the college can be ambitious and bold in their course choices to address gender imbalance?

Task 2: What societies/groups do you think the college could approach to help discuss and work with positively to address gender imbalance on the course you are studying? Say which course and why this society/group.

Task 3: Thinking of the gender ratio on your course, what barriers do you think are there, adding to a gender imbalance issue?

Task 4: How do you think you can help the college progress its work towards 2021, in reducing the gender imbalances on all courses by 5%?

Within the engagement of these tasks, some really positive and fruitful discussions took place. It was encouraging to see how positive and pro-active the group were in engaging with the benefits of having a Gender Action Plan.

The officers and class representatives coming up with key words they thought of in task 1, when considering the impact of a GAP achieved the word cloud, set within the cover of this Gender Action Plan (GAP).

Further discussions took place on creating a student focussed Equalities group, incorporating the positive and forward thinking approaches to working towards the 2030 milestone of achieving no less than 75:25 ratios of the entire servery affected courses in gender inequality.

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1. Introduction

The Scottish Funding Council (SFC) published a Gender Action Plan (GAP) in August 2016 and highlighted their intention to tackle gender imbalance across all colleges in Scotland. Within the SFC's own GAP, they identified three key aims and milestones specifically for colleges to address and achieve, these were:

	Aim	Milestone
1	By 2021, increase by 5% the minority gender share in each of the 10 largest and most imbalanced 'super classes[1]' amongst 16-24 year olds	Increase by 4.2% by 2019-20
2	By 2030, no subject has an extreme gender imbalance (75:25)	50% reduction in the number of college subjects in this category by 2025
3	By 2030, the gap between male and female participation in undergraduate study is reduced from 15.4% gap to 5%	We will look to have reduced this gap to 13.6% in 2019-20

Research commissioned by the SFC examined how institutions were already tackling gender imbalances across Scotland. It suggested a provisional framework for tackling gender imbalances based on the key underlying criteria for, and design features of, a successful and sustainable approach to tackling gender imbalances in institutions' activities. There were five broad themes identified:

1. Infrastructure
2. Influencing the influencers
3. Raising awareness and aspiration
4. Encouraging aspirations
5. Supporting success

This GAP sets out to undertake the requirements set out by the SFC:

- Agree and set the key ambitions of the college to tackle gender imbalances at subject levels, focusing specifically on the subjects with the greater gender imbalances.
- Identify where there is an imbalance between male and female students within completion in a particular subject area and outline outcomes
- Outline how we are proactively promoting gender equality in relation to staff
- Describe how we are addressing gender imbalances at senior academic level
- Show evidence of how we are working towards eliminating the gender pay gap

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[1] The SFC defines super classes as subject areas in the college sector with severe imbalances (greater than 75% of one gender).

2. What we are currently doing to address Gender Equality

2.1 Regional Outcome Agreement

The University of the Highlands and Islands (UHI) and partner colleges, which Moray College UHI is one of, are working collaboratively to produce evidence-based GAPs, in accordance with the Scottish Government's ambitions for colleges and universities to address gender imbalances at subject level and as outlined in the Developing the Young Workforce Strategy. These plans will demonstrate the approaches and mechanisms, which the university and individual partner colleges need to continue to develop and implement to best address gender imbalance, including subject level identified through student data analysis.

2.2 Schools and College Links

The college has robust links with the schools in Moray. All education activity from 3-18 address GAP priorities. Staff members from college attend Parent Evenings and Careers Events. All literature is non-gender specific and all marketing materials for school and college links are non-gender specific. The DYW Implementation Group has ownership of an action plan, which addresses the GAP priorities for all 3-24 year olds.

2.3 Equality Outcomes

Within the set of Equality Outcomes published in April 2017, Equality Outcome 6 highlighted a strategic objective: the college will develop and publish a Gender Action Plan (GAP) as set by the Scottish Funding Council. In addition, an operational point: the college will implement a Gender Action Plan (GAP) that incorporates all actions set by the SFC for inclusion into their GAP. The Equality and Diversity Practitioner is currently monitoring this outcome for the College.

2.4 Career Advice and Marketing

The college has given full commitment to ensure that all programmes promoted for choice, are done so to both genders. We also dispel perceptions of stereotypical career choices influenced by one specific gender, where at all possible. Examples of how this is achieved are by means of school visits, career guidance and by utilising role models within any college publications.

2.5 Partnership Working

College partnerships with public sector groups e.g. Moray Council and Skills Development Scotland are aware of Equalities legislation and all joint projects are developed to ensure compliance. In instances where private industry partners are involved, clear governance is agreed at the outset to highlight this legislation and to provide a framework to ensure compliance.

2.6 Staffing

The college has for some years, monitored the staffing profile and activities such as recruitment, career progression, leavers by gender and taken action where this is considered necessary. When compared against the local population the college has a larger proportion of female staff. This is reflected through many different areas in the college and at many levels. This data is used as part of the impact assessment process for HR policies and practices and in relation to employment practices. The college offers a wide range of flexible working options and the terms and conditions offered are considered to support those with caring responsibilities in particular. There is ongoing consideration of this an also of the representation of genders at all levels.

3. The 5 Key Themes

As a college, we discuss how we intend addressing gender imbalance within the five themes set and how we plan to address the clear headings set within the five themes by means of an evidence based approach:

Externally: information, advice and guidance: marketing and recruitment; outreach and;

Internally: student support; co-curricular activities; learning and teaching environment and learning and teaching practices.

We have also examined what is already in place, how gender imbalances are currently being addressed and made suggestions of what needs to be considered and set in place to address that gender imbalance (see GAP actions and progress in section 8).

We strongly support better collection and disaggregation of gender-specific data. The percentage of the population in Scotland according to Equality Scotland figures who are non-binary is somewhere between 0.005% and 0.3% so this is not large enough to cause statistically significant impact on comparisons of gender disaggregated data for men and women. For our Gender action plan purpose, we have not included the college statistics for non-binary people. Going forward we will ensure the collection of all data relating to all genders in order that we learn more about non-binary people, who have so frequently been entirely excluded from data collection and reporting previously.

Below is an overview of what Moray College UHI already undertakes or is planning to undertake, to address gender imbalance and gender related disparities and the potential outcomes from the aims undertaken. There are several areas of the college activity relating to these:

1. Infrastructure	
1.1 Systems	
We currently incorporate or plan to: I. Incorporate gender equality into policies, processes, strategies, leadership and current reporting mechanisms II. Efficient and effective systems and physical infrastructure for design, delivery and evaluation of approaches to ensure gender equality	**Potential outcomes:** ▪ Strong leadership ▪ Built into Mission, Values and Vision ▪ Embedded within Strategic Plans, policies and accompanying documentation

III. Gather and analyse (evaluate) comprehensive subject, institutional, regional and sector qualitative and quantitative data on which to base approaches	▪ Senior management and Board of Management oversight of and involvement in Equality and Diversity committees and initiatives ▪ Commitment to gender equality explicit within equality outcomes
1.2 Humans	
We currently incorporate or plan to: I. Embed in staff recruitment, retention and development processes II. Embed in staff reward and recognition processes III. Embed student awareness of gender bias and imbalances	**Potential Outcomes:** ▪ Increasing staff and student capacity through training and continuous professional development (CPD) (internal and external, on-line and face to face) ▪ Emphasis on unconscious or implicit bias training, particularly in admissions and recruitment ▪ Build into staff review process
1.3 Resources	
We currently incorporate or plan to: I. Plan for the carrying out of the research including the time that will be required and the longitudinal funding and physical support (cross institutional teams with the capacity, ability and desire to create change) that will be needed to support the planning, delivery and evaluation of approaches	**Potential Outcomes:** ▪ Longitudinal funding that can support the effective planning, delivery and evaluation of approaches e.g. Sector Funding, Institutional Funding, Collaborative Funding ▪ Cross-college action gender groups ▪ Developing knowledge and expanding the evidence base via reports, research etc. ▪ Sharing of best practice
1.4 Relationships	
We currently incorporate or plan to: I. Collaborate with internal and external networks	**Potential Outcomes:** ▪ Schools, colleges and universities including UHI ▪ Articulation hubs and networks ▪ Sector agencies such as Skills Development Scotland (SDS), College Development Network (CDN) and Equate Scotland ▪ Local and national Science, Technology, Engineering and Maths (STEM) strategic groups

2. Influencing the Influencers

2.1 Educators and Careers Advisors

We currently incorporate or plan to:	Potential Outcomes:
I. Embed training, CPD and resource creation	- Teacher Qualification for Further Education (TQFE) and Higher Education (HE) - Professional Development Award (PDA) Advancing Equality and Diversity through Inclusiveness (a new award due late 2017) - General Teaching Council for Scotland (GTCS) registration - Professional Standards for College lecturers - Links with school careers and guidance teachers - Careers fairs, workshops, twilight[2] events for teachers

2.2 Parents

We currently incorporate or plan to:	Potential Outcomes:
I. Raise awareness and provide support	- Continue to attend parents evenings and career events in schools - Communications targeted at parents/carers - Open days for parents and carers - Taster events

2.3 Current Students

We currently incorporate or plan to:	Potential Outcomes:
I. Embed gender equalities in the curriculum and co-curricular activities II. Liaise directly with parents in the future III. Consider how we can influence our current and future students	- Embedding gender equality within the curriculum for all students - Looking at students as workforce and parents of today and tomorrow with particular emphasis on early years practitioners

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[2] Twilight – a class or event running between the times of 4pm and 8pm

IV. Have an opportunity to influence our students' parents at college events e.g. prize giving and graduation V. Raise awareness and provide training	▪ Student campaigns around gender issues such as gender based violence ▪ Campaigns and events on gender specific issues (e.g. International Women's Day) ▪ Partnership working with students' associations

3. Raising Awareness and Aspiration

3.1 Outreach

We currently incorporate or plan to:	**Potential Outcomes:**
I. Provide workshops, taster programmes, clubs, talks, bespoke programmes, competitions, school visits etc. II. Aim to raise awareness and understanding of, and interest in, subjects and careers so as to influence the educational and career choice process III. Use role models, single-sex activities, thematic foci and media campaigns	▪ Workshops, taster events and talks ▪ Site visits ▪ A Day in the Life of…. ▪ Use of videos and social media ▪ Role models and student ambassadors ▪ School visits/school college partnership work and working with youth clubs

4. Encouraging Applications

4.1 Recruitment

We currently incorporate or plan to:	**Potential Outcomes:**
I. Ensure equitable admissions II. Support the recruitment process III. Tackle attainment disparities	▪ Equitable admissions ▪ Unconscious bias training ▪ Equality impact assessments

4.2 Marketing

We currently incorporate or plan to:	**Potential Outcomes:**
I. Embed gender equality and counter-stereotyping within prospectuses, websites and open-day activities	▪ Embedding gender equality in prospectuses and websites ▪ Using counter-stereotypical imagery and case studies ▪ Positive statements on gender equality ▪ Use of videos, news stories, blogs, social media to promote gender equality ▪ Single sex information and networks

4.3 Course Packaging	
We currently incorporate or plan to I. Design courses to attract non-traditional students II. Utilise access programmes	**Potential Outcomes:** ▪ Gender specific only courses ▪ Targeting gender interests based on research ▪ Using access programmes

5. Supporting Success

5.1 Creating Gender Inclusive Environments	
We currently incorporate or plan to: I. Audit for and tackle environmental and structural barriers II. Develop gender inclusive environments	**Potential Outcomes:** ▪ Auditing of course and classrooms: how gender-friendly are they? ▪ Tackling gender imbalances in using support services ▪ Family-friendly timetabling

5.2 Enhancing the Student Experience	
We currently incorporate or plan to: I. Encourage student mentoring II. Develop student networks III. Raise awareness and support for progression into counter-stereotypical careers	**Potential Outcomes:** ▪ Student mentoring ▪ Student networks ▪ External mentoring ▪ External networks ▪ Work/industry experience and placements ▪ External speakers and visits ▪ Using alumni positively ▪ Links with employers and industry ▪ Coaching and career advice ▪ On-campus career awareness raising ▪ STEM job clubs

4. Responsibilities for the Gender Action Plan

4.1 The Equality and Diversity Lead for the College

The Equality and Diversity lead for the college is the person responsible for the writing of the GAP. The plan must be written in a timeously fashion following a set time-line. The Equality and Diversity lead must engage with and input information into the GAP from all areas of the college, its staff, its students, external stakeholders and Board of Management.

Completion of the GAP must also be in co-ordination with the requests set by the SFC Liaison with the assigned person to be maintained throughout. The Equality and Diversity lead is responsible for the publication of the GAP on the college website and for sharing, the GAP with the SFC once completed.

4.2 The Board of Management

All members of the Board of Management at Moray College UHI are responsible for ensuring that the college and its staff implements and complies with the GAP. This obligation is part of the college's wider responsibilities to ensure that we meet all of our duties under equality legislation and delivers on our Equality Outcomes and related action plan.

4.3 The Principal

The Principal of the college is responsible for the high profile leads on gender issues, the promotion of gender equality internally and externally of the college, ensuring the GAP is implemented and the impacts of this are measured and continually reviewed. The Principal also has cross-college responsibility for ensuring that the college's ambitions and set targets for all equality related activities are developed, implemented, monitored and reviewed.

4.4 The Senior Management Team (SMT)

The leadership team of the college has responsibility for putting the GAP into practice. Their role is to ensure that all staff are aware of their responsibilities in relation to the GAP and that support and guidance is received to enable the fulfilling of their responsibilities. The SMT must also ensure that required resources are available to ensure delivery of the GAP. Overseeing its development, implementation, monitoring and review is also the responsibility of the SMT.

4.5 Line Managers

Line managers will lead by example and challenge staff and students where inappropriate behaviour occurs. They are responsible for embedding a culture that embraces gender equality. Positive action to address gender inequality where needed is also a responsibility line managers must adhere to. Line managers responsible for curriculum must ensure that gender equality is embedded within the curriculum and that recruitment, transitions and retention processes include the monitoring of gender. For support managers, they are also responsible for ensuring that gender practice is embedded in the activities of their teams. Positive actions of the teams managed by line managers is to be taken to eliminate gender specific disadvantage and gender segregation.

4.6 Human Resource (HR)

The HR team are responsible for taking a positive gender action process in the recruitment of staff and promotion of employment opportunities in both academic and support roles to the gender minority within specific vocational areas this would relate to.

4.7 Staff

All staff have an obligation and personal responsibility to ensure that gender related discrimination and stereotyping is challenged and removed. They should ensure that they attend training to enhance their understanding in gender equality and implementation of such. Good use of opportunities to promote an understanding of gender equality amongst students and stakeholders.

4.8 HISA

HISA are responsible for promoting gender equality within the student body of the college. Particularly, the HISA President and Vice-President are responsible for the GAP being communicated and understood within the student population of the college.

4.9 The Students

All students have a responsibility to help eliminate gender discrimination and to promote gender equality. Students should always ensure awareness of gender-equality issues within their area of study and within the curriculum and practice of their lecturers. The student population of the college should at all times maintain the positive promotion of gender equality and good practice.

5.   The Board of Management of the College

A variety of approaches is used to encourage applications from as diverse a range of applicants as possible. – Opportunities to become a Board member and Chair are advertised in:

College Development Network Website	Press Local and North East	Chamber of Commerce Website
Flyers to Local Businesses	College Website	Public Appointments Website
Social Media Facebook, Twitter & LinkedIn	Emails Public, Private & Third Sector Organisations	

Scottish Government Ministerial Guidance states that, *"A regional strategic body should aim for an assigned incorporated college board to have a membership: which, as far as possible, reflects the diversity of the people in the region and comprises at least 40% men and 40% female".* The advertisement for Board Members includes a statement that the College embraces diversity and welcomes expressions from all areas in the community.

During the latter half of 2017, the College made a conscious decision to try to address the gender imbalance by actively recruiting more female members. This proved successful and as a result the current composition of the Board of Management consists of a total number of 15 Board members (16 including the Principal) of which 8 are male (53%) (9 including the Principal) and 7 (47%) are female.

Addressing the gender balance became a high priority. As a college, our approach on how information on the protected characteristics of the Board has, or will be, used to improve and sustain diversity amongst members is as follows.

The application form to become an Independent Board Member now includes Equal Opportunities Monitoring Information including information on Protected Characteristics. Going forward this information will be used to try to improve diversity amongst Board members. This will be done by including in the advertising, a statement that the College embraces diversity and would welcome expressions from all areas in the community.

6.   The Staff of the College

6.1 The Moray College UHI Staffing Profile

The following table provides information in relation to the Moray College Staffing by Gender for AY 2016/17.

	Moray College Profile % of all contracted staff over session 16/17	% of Applications	% of Internal Staff Promotions (Acting Allowances)	% of total New Starts	% of total Leavers	% of total Leavers FTE
Gender						
Male	27.4	23.8	12.5	32.3	18.4	30.7
Female	72.6	76.2	87.5	67.6	81.6	69.3

The ratio between men and women employed within the College has not significantly altered over an extended period with higher proportions of females being employed. This is perhaps reflective of the types of posts offered and the part time, term time and fixed term nature of many of the college posts, which would traditionally be more suited to those seeking flexibility for caring and other responsibilities. It is also the case that the distribution in subject areas of male and female staff reflects those areas, which are traditionally gender stereotypes (e.g. female staff in childcare, hairdressing, beauty therapy, male staff in construction and engineering)

It is interesting to note that this ratio has translated through to the appointments made in a greater way than has been the case in previous years, although the figures would still suggest that of the lower proportions of males applying for posts, a higher proportion were likely to be appointed. The figures suggest that males are far less likely to have internal promotions, which is positive to note in terms of the consideration of any potential barriers to female career progression.

 It should be stated however, that the number of internal promotions might be too low to be of statistical relevance. When considering the posts that were advertised over the corresponding period, a large number of those would be posts which are traditionally associated with occupational segregation and would be deemed through this to be mainly undertaken by females (e.g. clerical, cleaning, catering, Beauty Therapy Lecturer, Child Care Lecturer) and this will have contributed to the higher proportion of female appointments.

It is also considered that a useful further analysis of the recruitment process is how applications translate to interviews, i.e. an analysis of shortlisted candidates. This would support an investigation of whether there is any unintentional bias in the shortlisting process. It has been determined that this information shall be gathered and presented for the next reporting period.

Generally, the proportion of leavers by gender reflects the college population. As can be seen the headcount of leavers shows a higher proportion of female leavers and this is likely to be consequent upon the high level of part time contracts within the college which are, in general, more attractive to females.

6.2 Moray College Pay and Grading Information

Further information on the college pay and grading structure and the gender balance within that structure can be found within the College Equal Pay Statement. The College pay and grading structure was developed following a cross college Job Evaluation Project in 2010/2011. The key focus of this project was to support the College's commitment to Equal Pay and the development of the consequent pay and grading structure addressed specific matters which can have a detrimental impact on females in particular such as experience only based salary placement rules and lengthy grades. The college therefore does not have any gender pay gaps within grade. There is however an overall gender pay gap when considering all roles and grades. This gender pay gap has decreased and is now 12%. This compares favourably against the 2016 provision results for the gender pay gap in Scotland of 14.9% as reported in the Annual Survey of Hours and Earnings.

6.3 National Bargaining

Moray College UHI became a signatory to the National Joint Negotiating Committee in 2015 and, as such, pay awards and amendments to relevant terms and conditions are now determined through National Bargaining. Whilst agreed pay awards have to date allowed the maintenance of the grading structure within Moray College UHI, this too will be dictated by National Bargaining where separate negotiations happen at side tables for teaching and support staff. This may impact upon future considerations and equal pay reviews as separate grading structures may be arrived at through National Bargaining. It is the case that the outcome of these negotiations will be subject to Equality Impact Assessments.

6.4 Living Wage Accreditation

Whilst Moray College UHI has implemented the Living Wage for employees for some years, the College became an Accredited Living Wage Employer during 2016. The impact of the implementation of the Living Wage, which to date has ensured a more generous percentage increase to those posts evaluated on the lowest scale point in the pay and grading structure than those scale points above, can be seen in relation to the improving overall gender pay gap of the College.

6.5 Gender breakdown of staff by grade

As stated in the College Equal Pay Statement, an analysis carried out in relation to genders and grades within Moray College UHI in 2013 identified that four out of the seven Principal's Planning Group (PPG) members were female and four out of eight Assistant Directors were female. At this time whilst the ratio of females to males (8:7) was determined to be improving in the respect of becoming closer to the staff profile (and was in line with the local population profile as reported in the 2001 census), the 'gender imbalance' (when compared to the staffing profile) had not yet been fully addressed.

The profile at these levels in Feb 2017 was that five out of the nine PPG members are female and five out of the seven Assistant Directors are female. The ratio has therefore moved closer to the college staffing profile at 10:6.

It is a slowly improving picture and the rate of improvement is likely to be contributed to by the small number of posts and level of turnover at that level rather than the existence of barriers, deliberate or otherwise, to the progression of females.

6.5.1 Gender breakdown as a percentage of total staff in grade

Grade and SCP/SM	Females	Males
Grade 1, SCP 1	7.3%	1.6%
Grade 2, SCP 2 - 5	4.1%	0.3%
Grade 3, SCP 6 - 9	2.9%	1.3%
Grade 4, SCP 10 - 13	11.7%	1.0%
Grade 5, SCP 14 - 17	10.5%	4.4%
Grade 6, SCP 18 - 21	0.6%	1.9%
Grade 7, SCP 22 - 25	3.2%	0.6%
Grade 8, SCP 26 - 29	24.4%	16.2%
Grade 9, SCP 30	2.2%	0.3%
Grade 10, SCP 31	1.6%	1.0%
Grade 11, SCP 32	0.6%	0.3%
Grade 12, SM3	0.6%	0.3%
Grade 13, SM2	0.3%	0.3%
Grade 14, SM1	0.0%	0.3%

When comparing the percentages of males and females in each grade it is clear that there are higher percentages of females in all grades except grade 6 (where there are a small proportion of staff and the more traditionally more male dominated posts of Computer Technologists are included) and grade 14 (where there is one male post holder). There are far fewer post holders above grade 8, but it should be noted that the percentages of females in these grades suggests that of an improved picture. There are far fewer opportunities above grade 8 and turnover, particularly at that level in Moray College UHI, is low.

6.6 Aligning actions with work to tackle obstacles for career progression of female staff
- We are proactively promoting gender equality in relation to staff (including progress with addressing gender imbalances at senior academic level and how we are working towards eliminating the gender pay gap)
- A further analysis of the recruitment process in relation to how applications translate to interviews, i.e. an analysis of shortlisted candidates. This would support an investigation of whether there is any unintentional bias in the shortlisting process. It has been determined that this information shall be gathered and presented for the next reporting period

- The provision of specific staff development programmes to support those involved in the recruitment and management of staff and particular consideration of the inclusion of unconscious bias training to ensure that recruitment decisions are based on merit
- Consideration of the further use of social media in recruitment to support positive action in attracting males in job advertising
- Further analysis of data within the staff journey to better inform the impact assessment process
- Roll out of college Values to staff to ensure that these are embedded into an inclusive working environment and behaviours reflect these Values
- Reports and updates provided in line with the Equality Act 2010 (Specific Duties)(Scotland) Regulations 2012 to assess the impact of the activities

7. The Students of the College

7.1 Data Gathering
The college currently gathers data on gender. The areas where particular attention and data gathering in relation to gender is within:

- Recruitment and enrolments
- ESR
- Retention overall
- Withdrawal
- Attainment/success

7.2 Utilisation of the Data
Utilising the data generated enables rich and fruitful discussions within course monitoring, reviews and future curriculum opportunities. It provides a starting point, for which the college sets its actions, targets and future vision in relation to gender equality and monitoring.

7.3 'Superclass' Areas
The data also highlights the areas deemed as being the 'superclass' areas and consists of:

Engineering	Hospitality	Beauty Therapy
Hairdressing	Sport	Complementary Therapies
Health	Social Care	Childcare
Building Services	Vehicle Maintenance	IT

7.4 Enrolment versus, Early Withdrawals, Further Withdrawals and Success Percentage
Set within the superclass codes are specific groupings of areas. These areas are highlighted in chart number 1. The college gathers data in relation to enrolments, withdrawals, retention and success rates/successful outcomes. Data has been collected and collated for sessions 2014/15, 2015/16 and 2016/17. This data provides us with a baseline from which to set some of our actions within the GAP.

7.5 Student Recruitment against Gender Target
A planned action to address the requirement of the SFC between now and 2021 and then finally into 2030, has been completed and added below in chart 2. A starting point was for us to understand and be clear on where the data was at currently in session 2016-17. From there, we have factored in a 5% increase by 2021 and 2030; our milestone is to have no subject area with an extreme gender imbalance of more than 75:25.

The factoring in of ratio and percentage into 2030 is a hopeful vision and plan, however, as a college we recognise how difficult this is going to be to physically achieve.

Our action plan will help to support a focused approach being implemented to address sustained and severe gender inequality within the FE curriculum.

7.5.1 Enrolments, Withdrawals and Success Percentages

Chart 1

Superclass Code	Gender	Enrolments			Early Withdrawals			Early Withdrawals %			Further Withdrawals			Further Withdrawals %			Success %		
		2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
Building Services	Female	1	5	3	0	0	0	0.00%	0.00%	0.00%	0	0	0	0.00%	0.00%	0.00%	100.00%	20.00%	33.33%
	Male	194	237	265	97	0	0	50.00%	0.00%	0.00%	3	1	0	1.55%	0.42%	0.00%	37.11%	36.71%	19.62%
Built Environment (General)	Female	1	1	3	0	1	0	0.00%	100.00%	0.00%	0	0	1	0.00%	0.00%	33.33%	100.00%	0.00%	66.67%
	Male	27	31	53	4	1	4	14.81%	3.23%	7.55%	2	6	13	8.70%	20.00%	26.53%	55.56%	45.16%	35.85%
Child Care Services	Female	152	138	148	3	9	5	1.97%	6.52%	3.38%	24	18	35	16.11%	13.95%	24.48%	76.32%	68.84%	49.32%
	Male	10	9	13	0	0	0	0.00%	0.00%	0.00%	4	2	4	40.00%	22.22%	30.77%	50.00%	66.67%	30.77%
Construction (General)	Female	2	5	4	0	0	0	0.00%	0.00%	0.00%	0	0	0	0.00%	0.00%	0.00%	100.00%	80.00%	25.00%
	Male	242	257	265	1	1	1	0.41%	0.39%	0.38%	3	6	7	1.24%	2.34%	2.65%	42.56%	46.30%	38.11%
Engineering/Technology (General)	Female	3	4	1	0	0	0	0.00%	0.00%	0.00%	1	0	0	33.33%	0.00%	0.00%	66.67%	100.00%	100.00%
	Male	53	47	39	1	2	6	1.89%	4.26%	15.38%	16	8	3	30.77%	17.78%	9.09%	50.94%	70.21%	43.59%
Hair / Personal Care Services	Female	311	269	235	15	13	5	4.82%	4.83%	2.13%	40	32	43	13.51%	12.50%	18.70%	71.06%	73.61%	65.96%
	Male	8	6	5	0	0	0	0.00%	0.00%	0.00%	0	1	0	0.00%	16.67%	0.00%	75.00%	83.33%	60.00%
IT: Computer Science/Programming Systems	Female	0	4	0	0	1	0	0.00%	25.00%	0.00%	0	0	0	0.00%	0.00%	0.00%	0.00%	75.00%	0.00%
	Male	14	8	8	2	1	0	14.29%	12.50%	0.00%	0	0	3	0.00%	0.00%	37.50%	42.86%	87.50%	62.50%
Mechanical Engineering	Female	3	3	2	0	0	0	0.00%	0.00%	0.00%	0	1	0	0.00%	33.33%	0.00%	100.00%	66.67%	100.00%
	Male	53	36	42	3	0	2	5.66%	0.00%	4.76%	18	7	7	36.00%	19.44%	17.50%	50.94%	75.00%	64.29%
Vehicle Maintenance/Repair	Female	2	2	2	0	0	0	0.00%	0.00%	0.00%	1	1	0	50.00%	50.00%	0.00%	0.00%	50.00%	100.00%
	Male	13	12	10	0	2	1	0.00%	16.67%	10.00%	3	1	0	23.08%	10.00%	0.00%	76.92%	58.33%	90.00%
Total		1089	1074	1098															

7.5.2 Recruitment against Target & Planning of Milestones into 2021 & 2030

Chart 2

Curriculum Area	Hospitality M	Hospitality F	Hairdressing M	Hairdressing F	Beauty Therapy M	Beauty Therapy F	Healthcare M	Healthcare F	Childcare M	Childcare F	Construction M	Construction F	Motor Vehicle M	Motor Vehicle F	Engineering M	Engineering F	Sport M	Sport F	Art M	Art F	Computing M	Computing F	Complementary Therapies M	Complementary Therapies F	Social Science M	Social Science F
Recruitment 2016/17	83	83	5	111	7	185	5	51	6	91	636	10	21	3	89	3	51	12	4	18	82	8	4	96	11	63
Ratio	1:1		1:22.2		1:26.4		1:10.2		1:15.2		63.6:1		7:1		29.7:1		4.3:1		1:4.5		10.3:1		1:24		1:5.7	
Percentages	50.0%	50.0%	4.3%	95.7%	3.6%	96.4%	8.9%	91.1%	6.2%	93.8%	98.5%	1.5%	87.5%	12.5%	96.7%	3.3%	81.0%	19.0%	18.2%	81.8%	91.1%	8.9%	4.0%	96.0%	14.9%	85.1%
2021 Milestone: increase by 5% the 'super classes' aged 16-24																										
Recruitment 2016/17 (16-24)	35	28	1	59	2	78	2	24	3	60	371	7	9	1	60	3	37	6	3	4	66	6	0	1	3	29
Ratio	1.3:1		1:59		1:39		1:12		1:20		53:1		9:1		20:1		6.2:1		1:1.3		11:1		0:1		1:9.7	
Percentages	55.6%	44.4%	1.7%	98.3%	2.5%	97.5%	7.7%	92.3%	4.8%	95.2%	98.1%	1.9%	90.0%	10.0%	95.2%	4.8%	86.0%	14.0%	42.9%	57.1%	91.7%	8.3%	0.0%	100.0%	9.4%	90.6%
Increase 5% 2021	51.6%	49.4%	6.7%	93.3%	7.5%	92.5%	12.7%	87.3%	9.8%	90.2%	93.1%	6.9%	85.0%	15.0%	90.2%	9.8%	81.0%	19.0%	47.9%	52.1%	86.7%	13.3%	5.0%	95.0%	14.4%	85.0%
2021 Target Ratio	1:1		1:14		1:12.3		1:6.9		1:9.2		13.5:1		5.7:1		9.2:1		4.3:1		1:1.1		6.5:1		1:19		1:5.9	
2030 Milestone: no subject to have an extreme gender imbalance more than 75:25																										
Target 2030	60%	40%	25%	75%	25%	75%	25%	75%	25%	75%	75%	25%	75%	25%	75%	25%	75%	25%	40%	60%	75%	25%	25%	75%	25%	75%
Target Ratio	3:2		1:3		1:3		1:3		1:3		3:1		3:1		3:1		3:1		2:3		3:1		1:3		1:3	

8. The Gender Action Plan

Theme	Projected Outcome/s	Action/s	Owner (Job Role)	Timescale	Progress [RAG]
INFRASTRUCTURE	To introduce a more rigorous strategic and operational approach and training in relation to gender equality and imbalances across the entire college	**Systems**: embedding into strategies; operations; policies; processes and leadership			
		Inclusion of Gender Equality in the Strategic Plan and Operational Plan for Moray College UHI	BoM Principal	June 2018	
		Include an annual review of GAP within SMT meetings	SMT E&D Lead	July 2019	
		Publication of GAP on Moray College UHI website	Head of Marketing & External Relations E&D Lead	May 2018	
		Address BoM and SMT membership gender imbalance	BoM BoM Clerk SMT	May 2018	
		Gender equality to be embedded within approvals process	Quality Team ADs	Dec 2018	
		Establish an Equality and Diversity committee, chaired by the E & D Lead. Membership to include members from the SMT and BoM	Principal SMT E&D Lead	Aug 2018	
		GAP reference to be included in all department EREPs	Director Learning and Teaching ADs	Sept 2018	

Humans: embedding into CPD for staff			
CPD superclass areas in mentoring to support female students in specific subjects	ADs HR Director	June 2019	
Engagement by opposite gender in gender specific events and marketing material	Marketing Department ADs	Sep 2018	
Equality statements within HR and BoM recruitment processes	HR Director BoM Clerk	June 2018	
All Staff and Board members to undertake on-line Equalities training module	All staff BoM members	June 2018	
Introduce unconscious bias training to support teams who have a front facing role	HR Director	Dec 2018	
Review the opening hours of the college nursery, in relation to later opening hours, to support staff and student participation	SMT Nursery Manager	June 2018	

Resources: development of knowledge base, expanding on this via reports, research etc.			
Critical research into the cultural bias that men are better at STEM subjects. Then present at L&T Conference 2019	E&D Committee ADs	June 2019	
Research into the subject choices made by 2nd year female school pupils to inform recruitment activity	ADs Schools Co-Ordinator	June 2019	
Staff representation initiative into current mentoring schemes which support women in subjects such as computing and engineering	ADs RIKE Team	June 2019	
Relationships: networking both internally and externally			
Engagement with school pupils in 1st and 2nd year to highlight non-traditional routes	School Co-Ordinator ADs	Sept 2018	
To publish 5 case studies highlighting non-traditional gender routes	ADs Business Development	June 2019	
Commitment to a bi annual event, initiating a positive interaction between the college and partnership with The Moray Council in relation to Developing the Young Workforce (DYW)	SMT ADs	Dec 2018	

Theme	Projected Outcome/s	Action/s	Owner (Job Role)	Timescale	Progress [RAG]
INFLUENCING THE INFLUENCERS	Schools engagement to ensure the tackling of gender stereotypes and gender imbalances

To enhance CPD and training opportunities for staff responsible in educating across Moray | **Educators and Career Advisors**: professional training & CPD; registration; links and events | | | |
		Improve links with SDS to better inform careers advisors of the superclass areas and opportunities within the sector; engagement with schools career advisors	SMT ADs Schools co-ordinator	July 2018	
		Sharing of the GAP with partners regionally, inclusive of guidance and career teachers in schools, SDS to enable key stakeholder engagement, to address gender imbalances in application and recruitment	E&D Lead SMT Schools Co-Ordinator	June 2019	
		Parents: informing, communication and support			
		Development of a Focus Group at all open evenings to engage with parents and carers to discuss and gauge stereotyping in course choices	Head of Marketing & External Relations Student Advice Manager	July 2019	
		Promotion of modern and foundation apprenticeships specific to super class areas	Head of Marketing & External Relations Student Advice Manager Foundation Apprenticeship Co-0rdinator	July 2019	

		Engagement with parents at open parents events at school to raise awareness of gender imbalances on specific programmes	Schools Co-Ordinator E&D Lead	June 2019	
		Specific gender equality and enhancement marketing materials on the college website to highlight opportunities for the senior phase	Head of Marketing & External Relations	Dec 2018	
		Have an online presence for subject areas such as computing and digital media, with links to the many women/girls in computing websites such as The Ada Project – which offer guidance and funding; include a link to gender equality resources on course information pages	Head of Marketing & External Relations ADs	June 2018	
		Raising awareness of STEM subjects by running a STEM open day at college	Head of Marketing & External Relations STEM Lead	June 2019	

		Current Students: embedding into the curriculum; creating awareness; study; training and partnership setting			
		Liaise and include SPARQs and HISA in the development and completion of the GAP	E&D Lead	May 2018	
		Include current successful male and female learners in marketing and pre-start activities in superclass areas	Curriculum Areas HISA	April 2018	
		Ensure that there is no gender and equality bias in current curriculum materials within team meeting monthly agenda	ADs Academic staff	June 2018	
		Introduce ambassadors and champions to enhance student engagement and understanding related to gender imbalances, inequalities and to encourage non-traditional gender applications	HISA Student Advice Manager	April 2018	
		Introduce a Equality and Diversity Competition and awareness week	E&D Lead Student Advice Manager	June 2019	
		Promotion of International Women's Day. Highlighting gender imbalanced courses	Head of Marketing & External Relations	March 2019	

Theme	Projected Outcome/s	Action/s	Owner (Job Role)	Timescale	Progress [RAG]
RAISING AWARENESS & ASPIRATIONS	Improved career awareness and reduction in gender stereotyping, gender imbalance and unconscious bias	**Outreach**: workshops; tasters; visits; social media; partnership work and activities			
		Review all of our on-line and outward facing marketing and promotional materials for potential unconscious bias	Head of Marketing & External Relations	Aug 2018	
		Run taster events for groups of balanced gender composition in conjunction with primary schools and secondary schools	School Co-Ordinator ADs	June 2019	
		Run career events in conjunction with partners which challenge stereotypes and include promotion of gender equality issues	Head of Marketing & External Relations ADs	June 2019	
		Deliver single sex workshops in identified subject areas with severe gender imbalance	Head of Marketing & External Relations ADs	June 2019	
		Work externally with the Youth Café based in Elgin and local youth clubs to promote our courses and highlight gender specific courses for application	Head of Marketing & External Relations ADs Curriculum Teams	June 2019	

Theme	Projected Outcome/s	Action/s	Owner (Job Role)	Timescale	Progress [RAG]
ENCOURAGING APPLICATIONS	To target awareness raising and information to potential atypical applications Develop interest in gender imbalanced subject areas and encourage potential students to progress interest to application Reduction of barriers to application	**Recruitment**: equitable admissions; recruitment process support and attainment disparity			
		Ensure a guaranteed interview for underrepresented genders for specific programmes with a severe gender imbalance	SMT ADs Course Teams	June 2018	
		Ensure all interviewers are sufficiently trained to prevent gender bias when recruiting	SMT ADs	Sept 2018	
		Analysis of conversion rate from application to enrolment to tackle gender underrepresentation	SMT ADs	Aug 2018	
		Marketing: embedding gender equality in prospectus, websites and social media; counter stereotyping; imagery and open events			
		Develop a co-ordinated marketing and social media campaign to promote atypical gender success stories and achievements linked to career and course opportunities	Head of Marketing & External Relations	Aug 2018	
		To identify and make use of atypical current or former students in promotional activities and more targeted events	Head of Marketing & External Relations	Aug 2018	
		Ensure gender neutral wording in all advertising	Head of Marketing & External Relations	June 2018	

		Conduct a review of advertising on the website, prospectus, and other publications and during open days to mitigate against gender bias	Head of Marketing & External Relations	June 2018	
		Course Packaging: design of course to engage and attract gender imbalances; men/women courses; utilisation of access courses			
		Commission pilot market research in programmes where severe gender imbalance exists to identify potential barriers to engagement on full time programmes. For example, timetabling, economic factors or child care issues	Head of Marketing & External Relations SMT ADs	Jan 2019	
		Where there is severe imbalance, consider repackaging of courses to attract non-traditional students. For example: Men into Care Women into Engineering Men into Hairdressing	ADs Course Teams	June 2018	
		Introduce short access courses in the severely affected gender imbalance areas, i.e. the 'superclass' areas	ADs Course Teams	Aug 2018	

Theme	Projected Outcome/s	Action/s	Owner (Job Role)	Timescale	Progress [RAG]
SUPPORTING SUCCESS	To enhance student involvement to tackle gender imbalances Shared and adoption of effective practice High levels of student retention and success on an equal basis irrespective of learner characteristics	**Creating Gender Inclusive Environments**: auditing of courses and classrooms; gender equity in support services			
		Develop a newsletter to highlight our work on our Equality Mainstreaming Report, Equality Outcomes and Gender Action Plan documentation and the emphasis on gender actions	E&D Lead Head of Marketing & External Relations	Sept 2018	
		Insurance of auditing of all curriculum materials via the QELTM process	ADs Curriculum Teams	Aug 2018	(orange)
		Embedding UHI Changing the Culture Action Plan within our policies and practices – institutional approach to tackling violence against women	SMT ADs	July 2019	
		Share practice identified through outcomes of the Equality Challenge Unit (ECU) Consultancy Programme by means of a SMT paper	SMT E&D Lead ADs	Dec 2018	

		Enhancing the Student Experience: student mentoring and networks; external mentoring and networks; external influencers; placement provisions			
		Staff Development plans to raise awareness of those delivering learning and teaching to engage actively with the principles of tackling gender imbalances	ADs Curriculum Teams	June 2019	
		Complete project activities and generate learning for subject areas involved in the wider curriculum	ADs Curriculum Teams	June 2019	
		Monitor actions taken within subject areas with the highest levels of gender imbalance and identify/share areas of success and good practice	ADs Curriculum Teams E&D Lead	June 2019	
		Maintain high levels of student success irrespective of gender, thus ensuring the reduction of attainment gap based on gender percentage below 1%	ADs Curriculum Teams	June 2019	