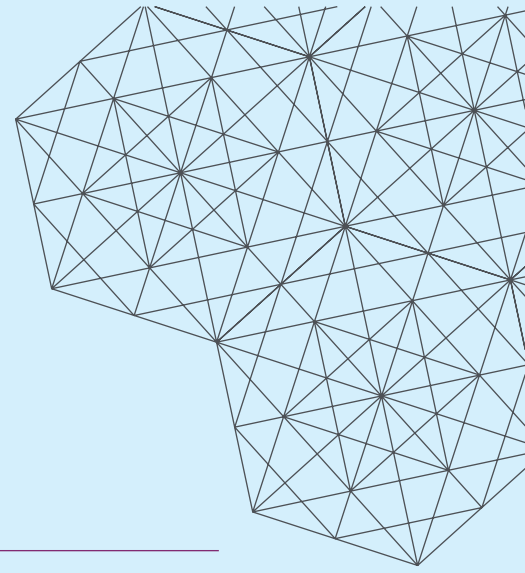
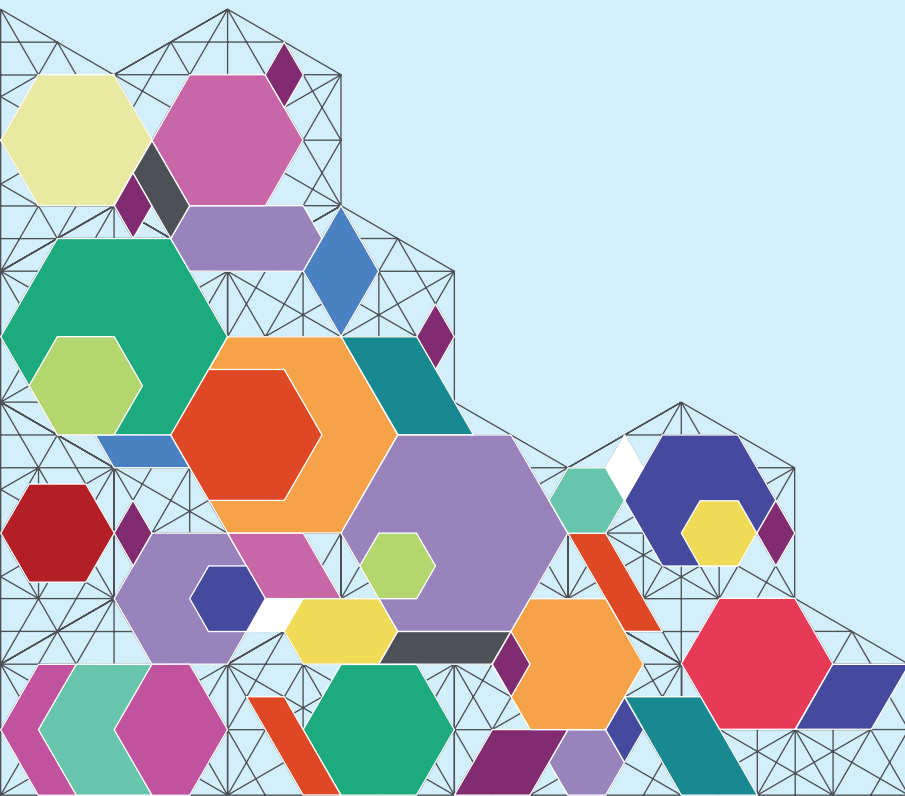


START
TOMORROW
TODAY



Gender Action Plan 2017-2020



University of the
Highlands and Islands
Inverness College

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Introduction and Context

Inverness College UHI regards the creation of a Gender Action Plan (GAP) as an important strategic step in increasing equity and equality across the College both as an education provider and as an employer. Our GAP will become an essential tool in supporting our continued commitment and success in relation to reducing gender imbalances throughout our operations and activities. The purpose of our GAP is to:

- Report on progress in mainstreaming the general duty from the Equality Act 2010 into all functions;
- Outline a framework for ensuring equality and equity of opportunity, supporting inclusion and celebrating diversity within the College community and beyond;
- Act as a tool to support positive change that will impact on both students and staff;
- Enable stake holders associated with the College to have a clear understanding of our commitment to reducing severe gender imbalance and how we plan to do this;
- Facilitate on-going monitoring and evaluation of progress, both internally and externally;
- Identify resources for the effective implementation of activities required to reduce gender imbalance

Our GAP reflects our commitment to the principles of equality and diversity; of equity of opportunity; and to encouraging all staff and students to reach their potential. Our plan is for 2017-20 but is intended to be an interactive live plan, regularly informed, reviewed and updated by developments both within and external to the College on an annual basis. Our GAP takes account of our FE students and our staff. Our HE students are encompassed with the UHI GAP which dovetails with that of each individual academic partner.

Our approach to the GAP has been informed by the Scottish Funding Council's Guidance, and by our legal responsibilities as outlined in the Equality Act 2010. Our vision is to –

Be recognised as a centre of excellence, working with partners to deliver a coherent education system founded upon:

- *Inclusive practice that encourages participation and closes the attainment gap;*
- *Courses of excellent quality that respond to industry demand;*
- *Seamless pathways through all levels of education;*
- *Research that informs teaching and drives regional innovation.*

Our GAP takes account of a range of different strands and influences in Scottish Education both locally and nationally, such as –

- Regional Outcome Agreement 2017
- Delivering Excellence and Equity in Scottish Education
- Education Scotland new Quality Framework for Inspection and Review 2017
- IC UHI Framework for Excellent Learning and Teaching
- Developing the Young Workforce
- Teaching Scotland's Future
- Scottish Attainment Challenge
- Inverness College Access and Inclusion Strategy

Intersectionality with Access and Inclusion

Although there is necessarily a focus on gender, it is recognised that other protected characteristics and other measures of inequality are equally important and will intersect with gender. The College recognises that male and female students are not two homogenous groups with uniform identities, rather individuals and groups within these categories have different backgrounds which influence their access to, and experience of College.

To this end, our GAP and our Access and Inclusion Strategy will develop alongside each other and have some overlap.

Partnership Working

The College works very effectively with other organisations both regionally and nationally. Regionally, the College works closely with a large number of schools across the Highland Council area. We visit all local secondary schools on an annual basis to provide a formal presentation of the options for young people entering the Senior Phase and also provide a separate session for year groups S4, S5 and S6 in each school on possible career choices / College options. The College also responds to bespoke requests from individual schools where possible. During session 2015-16 and 2016-17 the College has worked with some local primary schools in providing expertise around the STEM and Developing the Young Workforce agendas, something which will be central to our GAP.

The College is currently leading a research project on gender and the impact that gender has upon subject choices. This is very much a partnership approach whereby we are working closely with the six secondary schools in our immediate catchment area.

In addition to our work with the Highland Council, the College also sits on the Community Planning Partnership for Inverness. This is a valuable group to consult with and much of our work around equalities is discussed at this forum. This includes our Access and Inclusion

Strategy; our Corporate Parenting Plan; and our Gender Action Plan. We also consult from time to time with national equality specialists such as the Equality Challenge Unit and College Development Network.

Gender Equality among Staff and among our Board

The College has strong infrastructures, in particular for the development of equality and diversity initiatives in relation to leadership, systems and processes as well as staff development. However, our GAP will help us to address any imbalances particularly within curriculum, but also at departmental level for services to support learning.

Data in relation to Gender, Age, Declared Disability and Ethnicity of staff employed by the College has been monitored since academic year 2008-09 and is reported to the HR Committee of the Board of Management on an annual basis. At the point of application, the College collates information in relation to Age, Gender, Ethnic Origin and Disability. Applicants can also choose to disclose Sexual Orientation and Religion or Belief. It is acknowledged that this data is not always complete.

Annual management information reports including these characteristics have been reported to the HR Committee of the Board of Management since 2009-10. Analysis of the data has centred on the diversity of staff by age, gender, ethnicity and disability in the following areas:

- College staff employed
- Starters
- Leavers

The College also collects data on our core staffing complement to help us analyse trends. This provides us with a useful starting point for the purpose of the GAP.

Senior Management Team Gender 2013 - 2017

Gender balance within the senior management team has seen a positive variance towards female representation over our last equalities reporting period.

Year	Male	Female	Vacancies
April 2013	3	5	0
April 2014	3	5	0
April 2015	2	6	0
April 2016	2	6	0
March 2017	1	6	1

Staffing across College

In 2015-16 the proportion of staff across the College divided by gender was 62% female and 38% male compared to 60% female and 40% male in 2011/12.

In 2015-16 the gender split in the curriculum staff group is 51% female and 49% male. In 2011-12 the split was 51.6% female and 48.3% male.

However, in 2015-16, there remain prominent and distinct gender patterns associated with specific teaching faculty areas as per the table below:

Curriculum Area	Male	%	Female	%	Total
Business and Computing	7	32%	15	68%	22
Care Practice	3	13%	20	87%	23
Construction Craft	21	100%	0	0%	21
Cultural and Creative Industries	8	35%	15	65%	23
Education	1	4%	22	96%	23
Engineering and Building Technology	20	87%	3	13%	23
Engineering Craft	19	100%	0	0%	19
Forestry, Science, Maths and Aquaculture	10	67%	5	33%	15
Hairdressing, Beauty and Sport	7	32%	15	68%	22
Hospitality	7	37%	12	63%	19

*The above table includes Academic Management.

The College are aware of the strong representation of females in the curriculum areas of Business and Computing (68%), Care Practice (87%), Education (96%), and Hospitality (63%). Hairdressing, Beauty and Sport is 68% female which appears encouraging. However

of the male staff only 1 delivers in Hair and Beauty. Of the 7 staff delivering in Sport only 2 are female.

In contrast to this there continues to be strong representation of males in what may be considered traditionally male dominated curriculum areas of Construction Craft (100%) and Engineering Craft (100%). However, in the faculties of Engineering and Building Technology (87%), and Forestry, Science, Maths and Aquaculture (67%) there is an improving picture of gender equality. As part of our GAP, the College will examine any related positive impact on female student recruitment, retention and successful outcomes.

It seems apparent that in some areas this is a long standing trend. Consideration of further actions for specific curriculum areas are captured in our individual curriculum area GAPs and within our overall College action plan.

Services to Support Learning Staffing

Services to Support Learning	Male	%	Female	%	Total
Access and Progression	1	7%	14	93%	15
Admissions and Student Funding	0	0	9	100%	9
Business Development/Contracts	3	38%	8	72%	11
CREATE	1	20%	4	80%	5
Early Years and Childcare Services	0	0	18	100%	18
Facilities/Estates and Campus Services	7	64%	4	36%	11
Finance	2	17%	10	83%	12
Front of House and Administration Services	1	6%	15	94%	16
ICT Services	6	86%	1	14%	7
Organisational Development	2	29%	5	71%	7
Library and Learning Resource Centre	2	33%	4	67%	6
Quality	0	0%	4	100%	4
Research	5	62%	3	38%	8
SMT	2	29%	5	71%	7
Student Records	0	0%	7	100%	7

In 2015/16 the gender split in the support staff group is 78% female and 22% male. There remain prominent and distinct gender patterns associated with specific services to support learning as per table below. Of particular note are the areas of Front of House and Administration Services where 94% of the staff group are female and also Early Years and Childcare Services where 100% of the staff group is female. In the traditionally male dominated area of Estates and Campus Services there is a male majority of 67%.

Within the services to support learning roles, the gender balance has significantly shifted and shows 78% (116 posts) of the support roles occupied by females and 22% (33 posts) by males. This compares to 70% female and 30% male for 2011/12.

The table below shows each grade broken down in to gender percentages.

Of the 174 posts at Grade H, 52.87% of them are occupied by female staff and 47.13% are occupied by male staff.

Grade	Female %	Number	Male %	Number	Total in Grade
A	84.62%	11	15.38%	2	13
B	50.00%	2	50.00%	2	4
C	85.29%	29	14.71%	5	34
D	50.00%	9	50.00%	9	18
E	77.78%	35	22.22%	10	45
F	72.00%	18	28.00%	7	25
G	62.50%	5	37.50%	3	8
H	53.11%	94	46.89%	83	177
I	71.43%	5	28.57%	2	7
J	50.00%	9	50.00%	9	18
K	100.00%	1	0.00%	0	1
L	50.00%	1	50.00%	1	2
M	50.00%	2	50.00%	2	4
N	100.00%	1	0.00%	0	1
O	100.00%	1	0.00%	0	1

Part time working across the College

Of the 359 staff working at Inverness College for 2015 -16 36% (132 staff) of them work part time. Of those, 74% are female and 26% are male. Of the 132 staff who work part time, 45% (59 staff) are teaching staff and 55% (73 staff) are support staff.

- 14% of male teaching staff work part time contracts
- 17% of female teaching staff work part time contracts
- 11% of male support staff work part time contracts
- 26% of female support staff work part time contracts

In 2015-16 the percentage of females on Fixed Term Contracts was 9.5% (21/223). The percentage of males on Fixed Term Contracts was 11.8% (16/136).

98% of female part time workers are employed in grades A to H and 2% are employed in management grades I to O.

94% of male part time workers are employed in grades A to H and 6% are employed in management grades I to O.

In future, the College will begin to use this trend data to inform our future staffing.

Proactively Promoting Gender Equality

In relation to staff recruitment, the College consider the diversity of candidates who have applied for vacant positions with the College in terms of Gender, Age, Declared Disability and Ethnicity. Encouraging 100% disclosure of ethnicity, gender and age is something which we are aware we will need to address to ensure more accurate reporting in the future.

Actions in relation to this include:

- Promotion activity to encourage disclosure on recruitment website and material;
- Review on-line recruitment 'forced response' monitoring of equality data in relation to protected characteristics to ensure a more accurate reflection of data and potential gaps / process / procedure issues;
- Ensure that system captures census classifications for diversity data;
- Update CRO recruitment software;
- Review all equality data fields to ensure a forced response and include non-disclosure as an option;
- Review classification for sexual orientation, religion or belief in line with census and student data fields;
- The use of Social media, namely twitter and Facebook to appeal to and engage with diverse groups.

Pay and Remuneration

The College has reviewed (February 2017) the average hourly rates of pay by gender and given further consideration to both core teaching / support staff roles. Actions in relation to this include:

- Finalise work in relation to hourly paid staff;
- Review the pay gap bi-annually;
- Increase male representation in key areas / jobs of: Hospitality – Food Services Assistants, Early Years and Childcare Services – Childcare Practitioner; Admissions and Student Services; College Support Administration; Student Engagement.

Training and Development

The College collates information in relation to training and development. Actions in relation to this include:

- Continue to develop reporting capability providing analysis in respect training and development in terms of gender to include:
 - Staff who access training;
 - Staff who request training and are declined;
 - Staff who participate in coaching/mentoring;
 - Staff who are identified for internal development programmes;

Board of Management

Gender balance within the Board of Management has seen a positive variance towards female representation over our last equalities reporting period –

Year	Male	Female	Vacancies
June 2013	8	7	1
June 2014	7	8	1
June 2015	5	10	3
June 2016	8	8	2
May 2017	9	9	0

This is not a current focus within our GAP but something which the College will continue to monitor.

Committee Representation

Committee Title	No of Male Members	No of Female Members	Total	% Male	%Female
Senior Management Team (<i>SMT</i>)	1	5	6	17 %	83%
Academic Standards & Quality Committee (<i>ASQC</i>)	6	11	17	35%	65%
Academic Planning & Development Committee (<i>APDC</i>)	5	10	15	34%	66%
Business Development Committee	3	7	10	30%	70%
College Management Team (CMT)	6	23	29	21%	79%
Research Committee	8	11	19	42%	58%
Health & Safety Committee	7	5	12	58%	42%
Staff Development Committee	4	11	15	27%	73%
ICT Steering Group	7	10	17	42%	58%
Equality & Diversity Committee	5	9	14	36%	64%
Student Support Committee	4	10	14	29%	71%
Academic Management Team (<i>AMT</i>)	6	8	14	43%	57%
Total	62	120	182	34%	66%

Current Curriculum Diversity of Students

Whilst our GAP recognises the importance of a gender balanced staff and the potential interconnection between staff gender and student recruitment, retention and successful outcomes, our plan predominantly focuses on our students. The College gathers data on gender in relation to enrolments (recruitment), withdrawal / retention and success rates / successful outcomes, as outlined in Appendix 1 –

- Amber indicates potential gender inequity
- Green indicates potential increased equity or indications of equal likelihood of success between male and female students in this curriculum area.

This data provides us with a baseline from which to set our actions. It is clear that although Building/Construction and Engineering/Technology appear to be slowly increasing in terms of diversity, the gap between male and female enrolment numbers in the other identified curriculum areas would seem to be either increasing or static. Most areas indicate equity between the genders in terms of likelihood of success, apart from Building Services, Childcare Services, IT and Vehicle Maintenance. There were no females reported in the Mechanical Engineering curriculum area in 2015-16.

It is clear from our data, the majority of imbalance in terms of gender equity within the College lie within the FE curriculum, and that at this level there has been no marked change in the balance between male and female applicants, under the age of 18, to each curriculum area (Appendix 2). Where there has been a decrease in the gender gap, it is normally due to an increased number of older applicants. Equally, where the gender gap would appear to be decreasing (e.g. Engineering/Technology), there is an associated increase in younger applicants from the non-traditional gender. This suggests that, despite a considerable programme of engagement with schools, still more work is required to work with them to challenge preconceptions around career pathways. This is included in GAP.

With regards to work already underway nationally, it is clear that encouraging and supporting more females to study STEM subjects is by far the most dominant. There are some projects underway to tackle male under-representation in Care / Childcare, Hairdressing, Nursing, Education and Vet Science, but to a much lesser extent. It has yet to be determined if the approaches used in STEM subjects would work in these areas, or whether different approaches are needed. Our GAP will encompass the sharing of practice to recognise that different approaches will be required for different curriculum areas.

Appendix 1 – FE Enrolments, withdrawal and success in key curriculum areas ¹

SUPERCLASS CODE	GENDER	ENROLMENTS			EARLY WD %			FURTHER WD %			PARTIAL SUCCESS %			SUCCESS %		
		2013/14	2014/15	2015/16	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
Building Services	FEMAL	2	1	4	0%	0%	25%	0%	0%	0%	0%	0%	25%	100	100	50%
	MALE	185	180	218	1%	1%	2%	3%	3%	2%	2%	1%	2%	92%	88%	94%
Building/Construction	FEMAL	7	14	13	0%	0%	0%	0%	0%	0%	0%	0%	0%	43%	100	100
	MALE	60	44	42	7%	5%	0%	12%	9%	2%	0%	0%	10%	72%	84%	88%
Child Care Services	FEMAL	97	121	144	3%	1%	1%	13%	4%	3%	7%	7%	21%	77%	88%	73%
	MALE	3	5	3	0%	0%	0%	0%	0%	0%	33%	0%	33%	67%	100	67%
Construction (General)	FEMAL	39	23	19	5%	9%	0%	8%	17%	11%	8%	13%	0%	79%	61%	89%
	MALE	331	311	329	5%	4%	4%	6%	8%	7%	7%	5%	4%	81%	73%	85%
Electrical Engineering	FEMAL	5	6	6	20%	0%	0%	0%	0%	0%	40%	17%	17%	40%	67%	83%
	MALE	198	290	192	2%	1%	2%	6%	4%	9%	7%	1%	3%	81%	79%	86%
Engineering/Technology	FEMAL	5	4	11	0%	0%	0%	20%	0%	18%	20%	0%	0%	60%	100	82%
	MALE	128	109	122	3%	4%	2%	4%	6%	7%	11%	10%	7%	82%	81%	82%
Hair / Personal Care	FEMAL	277	266	252	6%	6%	9%	16%	17%	15%	8%	5%	4%	68%	71%	72%
	MALE	6	5	5	17%	20%	20%	17%	20%	0%	0%	20%	0%	67%	20%	80%
IT: Computer Science	FEMAL	3	6	10	33%	33%	0%	0%	0%	50%	0%	0%	10%	67%	67%	40%
	MALE	45	65	96	11%	9%	4%	31%	20%	20%	11%	9%	21%	47%	62%	55%
Mechanical Engineering	FEMAL	3	1		0%			0%			33%			67%		
	MALE	21	44	31	19%	5%	16%	0%	11%	13%	10%	7%	6%	71%	77%	65%
Vehicle Maintenance	FEMAL	6	7	8	17%	14%	25%	17%	14%	25%	0%	14%	0%	67%	57%	50%
	MALE	91	92	92	11%	7%	5%	15%	5%	10%	1%	4%	4%	73%	82%	80%
Grand Total		151	1594	1597	5%	4%	4%	9%	8%	9%	7%	4%	7%	77%	78%	80%

¹ Due to internal data quality improvements the recording of outcomes for part-time students has improved over the period 2013/14 to 2015/16, which means the %'s will not always add up to 100% in years prior to this.

Appendix 2 - FE Enrolments by age group in key curriculum areas

	AGE	FEMALE			MALE		
		2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
Building Services	U18				22	25	36
	18-20			1	39	55	58
	21-24	1	1	2	16	23	15
	25+	1		1	108	77	109
	TOTAL	2	1	4	185	180	218
Building/ Construction Operations	U18		2	1	14	3	4
	18-20	2	3	3	22	17	16
	21-24	1	2	5	10	13	8
	25+	4	7	4	14	11	14
		7	14	13	60	44	42
Child Care Services	U18	14	13	18		1	
	18-20	12	12	16	1	1	1
	21-24	10	16	20	2	3	2
	25+	61	80	90			
		97	121	144	3	5	3
Construction (General)	U18	14	5	5	168	126	136
	18-20	3	7	6	81	107	120
	21-24	2	1	2	42	43	50
	25+	20	10	6	40	35	23
		39	23	19	331	311	329
Electrical Engineering	U18	1	3	2	37	47	30
	18-20	1		4	81	95	75
	21-24	1	3		36	43	42
	25+	2			44	105	45
		5	6	6	198	290	192
Engineering/ Technology (General)	U18	3	2	6	45	42	23
	18-20		2	2	49	43	63
	21-24	1		1	26	16	20
	25+	1		2	8	8	16
		5	4	11	128	109	122
Hair/ Personal Care Services	U18	107	132	120	2	2	3
	18-20	57	56	52	1	3	
	21-24	45	23	26	2		2
	25+	68	55	54	1		
		277	266	252	6	5	5
IT: Computer Science/ Programming/ Systems	U18	1		3	16	19	49
	18-20		3	2	14	24	19
	21-24			1	5	9	12
	25+	2	3	4	10	13	16
		3	6	10	45	65	96
Mechanical Engineering	U18	1			8	14	13
	18-20	1	1		7	17	14
	21-24				2	4	1
	25+	1			4	9	3
		3	1		21	44	31
Vehicle Maintenance/ Repair	U18	3	2	5	52	46	45
	18-20	1	4	1	25	32	31
	21-24	1	1	2	5	8	8
	25+	1			9	6	8
		6	7	8	91	92	92

Current student recruitment against gender target

In order to plan effectively, it is important to be clear in both our targets and starting point. As can be seen in Appendix 3, the gender gap in our FE courses can be as high as 54:1 males to females (Mechanical Engineering) to the 2030 target with a male to female ratio of 3.2:1 (Building / Construction Operations). It is clear that some areas will need to have more applied initial focus on attracting non-traditional applicants, than others. Our GAP therefore takes account of the need for a differentiated approach in terms of the level of intervention required.

Our action plan will help to support a focused approach being implemented to address sustained and severe gender inequity within our FE curriculum. It is also very likely that changes at FE will lead to changes at HE which will feed into the UHI GAP.

Class Representatives by Gender

The College monitors the gender balance of class representatives on an annual basis and, although we do not experience a severe gender imbalance in this aspect of College life, we will continue to monitor class representatives by gender as part of our GAP.

Session 2016 - 2017

Male	113	48%
Female	120	52%

Session 2015 - 2016

Male	125	53%
Female	113	47%

Appendix 3 - The gap between FE male and female student numbers, against target

Curriculum Area	Building Services		Building/ Construction Operations		Child Care Services		Construction (General)		Electrical Engineering		Engineering/ Technology (General)		Hair/ Personal Care Services		IT: Computer Science/ Programming		Mechanical Engineering		Vehicle Maintenance / Repair	
LEADS	Paul Moody		Paul Moody		Heather Keyes		Paul Moody		Iain King		Iain King		Sharon Macfarlane		Nicola Macdonald		Iain King		David Gavin	
Gender	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
ENR. (15/16)	4	218	13	42	144	3	19	329	6	192	11	122	252	5	10	96	0	31	8	92
Ratio	1: 54.5		1: 3.2		48.0 :1		1: 17.3		1: 32.0		1: 11.1		50.4 :1		1: 9.6		N/A		1: 11.5	
Percentages	1.8	98.2	23.6	76.4	98.0	2.0	5.5	94.5	3.0	97.0	8.3	91.7	98.1	1.9	9.4	90.6	0.0	100	8.0	92.0
Milestone: By 2021 Increase by 5% the minority gender share in each of the 10 largest and most imbalanced super classes in those aged 16-24																				
ENR. 16-24 (15/16)	3	109	9	28	54	1	13	306	6	147	9	106	198	5	6	80	0	28	8	84
Ratio	1: 36.3		1: 3.1		54.0 :1		1: 23.5		1: 24.5		1: 11.8		39.6 :1		1: 13.3		N/A		1: 10.5	
Percentages	2.7	97.3	24.3	75.7	98.2	1.8	4.1	95.9	3.9	96.1	7.8	92.2	97.5	2.5	7.0	93.0	0.0	100.0	8.7	91.3
Inc. 5% 2021	7.7	92.3	29.3	70.7	93.2	6.8	9.1	90.9	8.9	91.1	12.8	87.2	92.5	7.5	12.0	88.0	5.0	95.0	13.7	86.3
Target Ratio 2021	1: 12.0		1: 2.4		13.7 :1		1: 10.0		1: 10.2		1: 6.8		12.4 :1		1: 7.3		1: 19		1: 6.3	
Milestone: By 2030 no subject has an extreme gender imbalance of more than 75:25																				
Target 2030	2	75.0	40.0	60.0	75.0	25.0	25.0	75.0	25.0	75.0	30.0	70.0	75.0	25.0	30.0	70.0	25.0	75.0	30.0	70.0
Target Ratio	1: 3.0		1: 1.5		3.0 :1		1: 3.0		1: 3.0		1: 2.3		3 :1		1: 2.3		1: 3		1: 2.3	

Building internal capacity to implement the plan effectively

The College will raise awareness of our GAP by taking a top down approach across the organisation. Information will be disseminated through our management committee structure and managers and team leaders made aware of the action plan and the specific role they and or their team/s will play.

In our strategic planning we recognise the importance of actively promoting, delivering and reviewing equality, diversity and inclusion, in all our activities. Our approach to equality and diversity is all-encompassing and focuses not just on the need to comply with the wide ranging legislation but also on identifying best sectoral practice and in applying this flexibly across all our services. Our long-term aim is to ensure that equality issues become part of mainstream thinking and delivery.

Evaluating and Reporting

The College are aware of the need for ongoing monitoring of our GAP which will also enable us to share any best practice. The plan will be informally monitored on a bi-annual basis and formally on an annually basis through our committee structure. This is similar to the approach the College takes to Corporate Parenting. The progress we make on our GAP during 2017-18 will inform us of our future priorities with our students, staff and stakeholders to help further support our work on gender imbalance.

This document will be updated on an annual basis and targets reviewed incrementally.

Structure of our Gender Action Plan

The Inverness College UHI GAP focuses on the five key areas of influence and development priorities as detailed in SFC guidelines:

- Infrastructure
- Influencing the influencers
- Raising awareness and aspirations
- Supporting student success
- Encouraging applications



Our plan comprises of a College wide high level action plan which will filter into individual actions which are at team level. The College's GAP sets out an ambitious but achievable plan for action, ensuring that we meet our general and specific duties for equality, and that we work effectively to meet the needs of our diverse workforce, student population and the communities served by the College. The College has set actions for session 2017-18 and will review as a live document updating for session 2018-19 to ensure our actions set remain ambitious.

THEME	Projected Outcome/s	Action	Owner	Timescale	Progress
		Systems - incorporating into policies, processes, strategies, leadership and current reporting mechanisms			
INFRASTRUCTURE	To enhance strategic oversight of tackling gender imbalances at institutional level	Raise awareness of the GAP at appropriate committees to ensure engagement – Senior Management Team, College Management Team, AMT, Equality & Diversity, Student Support, Board of Management	SMT	June '17	
		Establish formal progress reporting on an annual basis to committees – Senior Management Team, College Management Team, AMT, Equality & Diversity, Student Support, Board of Management	SMT	Nov '18	
		Conduct a review to identify potential severe gender imbalance within College committee structure	SMT	July '17	
		GAP to be published on College website	Marketing Manager	July '17	
		Curriculum team evaluation templates to be reviewed to ensure greater scrutiny of gender, among other protected characteristics, in terms of recruitment, retention and successful outcome	SMT Quality Manager PDMs	June '18	
		High level monitoring of progress <i>across</i> curriculum following curriculum area evaluations to gather what's working well	SMT Quality Manager PDMs	Dec '17	
		Review and update Transgender Guidance for students and staff	SMT Student Records Student Funding Student Guidance	Aug '17	

		Review enrolment process to ensure the College begin to gather data on transgender / non-binary gender	SMT Student Records Team Leader MIS Manager	Aug '18	
		Engage with UHI EO to discuss impact / next steps of Athena Swan Charter	SMT	Oct '17	
Humans - embedding in staff CPD, and reward and recognition processes					
		Equality, Diversity and Inclusion are reviewed in-depth throughout the PDA <i>Teaching Practice in Scotland's Colleges</i> through formative and summative assessment.	Professional Development Manager	Aug '17	
		Embed Equality and Diversity training with staff induction for new staff and for new Board members to improve understanding and awareness of severe gender inequality. Care to be taken that the training is relevant and contextualised to each area to ensure positive engagement.	Professional Development Manager College Secretary	Aug '17	
		Unconscious bias training to be provided to front facing teams as part of a rolling programme - Admissions, Guidance and Marketing – to support staff in tackling gender underrepresentation in curriculum areas	Professional Development Manager	June '18	

		Review opening hours of the Early Education and Childcare Centre to support student participation at College	SMT Early Learning and Childcare Services Manager	Dec '17	
		Review conducted of how to engage positively with male role models within the Early Education and Childcare Centre – guest speakers for example	SMT Early Learning and Childcare Services Manager	Dec '17	
Resources - research and understanding, developing knowledge base and evidence					
		Create a portal for sharing relevant publications; best practice; good news stories around gender equality to staff – IConnect / Initiatives	SMT Professional Development Manager HR Manager	Dec '17	
		Dedicate research time on career choice and how gender influences that	Research and Scholarship Scheme	Oct '17	
Relationships - internal and external networks for collaboration					
		Continue to develop our relationships with schools and employers to promote non-traditional routes – Women into Engineering; Men into Childcare; Women into Forestry	Schools Team	Ongoing	

		<p>Conduct a focus group to share success for PDM areas where there is a severe gender imbalance to consult and share thinking on –</p> <ul style="list-style-type: none"> - Reasons / background / challenges - Share thoughts on best practice / reversing gender trends / attracting applications <p>To include staff from across College</p>	SMT PDMs	Dec '17	
		<p>Establish a working group who will review the progress of the GAP, alongside the Access and Inclusion Strategy, on bi-annual basis.</p>	SMT	Oct '18	

INFLUENCING THE INFLUENCERS	To engage with schools to tackle gender imbalance earlier and to tackle gender stereotypes	Educators and Career Advisors - training, CPD and resource creation			
		Develop a school engagement strategy, which will seek to combine school activity into one coherent offering covering advice, pathways, taster sessions and bridging programmes.	SMT Access and Progression Manager Schools Team Marketing Manager	Aug '18	
		GAP to be shared with regional partners, including school careers and guidance teachers and SDS, to ensure coherence of message and engagement with key stakeholders around student recruitment / gender imbalances	SMT Access and Progression Manager Schools Team	Annual – Oct '17	
	To enhance support for those involved in student educational choice processes to enable them to impact on gender imbalances.	Working with careers advisers (SDS; schools; internally) to promote STEM subjects to females	Access and Progression Manager Schools Team	Ongoing	
		Links made with the key contact/s at Highland Council staff responsible for teaching staff development to scope out opportunities for shared CPD	Staff Development Manager Access and Progression Manager	June '18	
		Where possible, when effective speakers or training have been identified for IC UHI staff, an 'after school ' session to be offered for teachers from local schools – with VC links to partners.	Staff Development Manager Access and Progression Manager	Dec '17	
		Parents - awareness raising and support			
	Conduct a survey of parents / young people / the public through open evenings to gauge level of stereotyping around subject choice	Marketing Manager Quality Manager Student Engagement Officer	2017-18 Open Evenings		

		Engage with parents at school options events / information evenings to raise awareness of gender imbalance / tackle stereotypes	Access and Progression Manager Schools Team	Jan '18	
		Parent and daughter STEM visit to college	Access and Progression Manager Schools Team Marketing Manager	June '18	
Current Students - embedding in the curriculum and co-curricular activities; awareness raising and training					
		Conduct a focus group of students within PDM areas where there is a severe gender imbalance to consult on why they think there is a gap in gender recruitment / retention / success rates and ways to address discrepancies.	HISA Quality Manager	Dec '17	
		Establish student ambassadors / gender champions to increase student engagement on issues around gender and to actively encourage applications from those of non-traditional gender to apply.	HISA Student Engagement Officer	June '18	
Outreach - workshops, tasters, bespoke programmes, school visits, use of role models, single-sex activities.					
RAISING AWARENESS	To engage with schools to tackle gender imbalance earlier and to tackle gender stereotypes	Host a range of events to raise awareness of gender imbalance – <ul style="list-style-type: none"> - 'Try it Out' - 'Converting Careers' – as part of the 2018 Year of Young People - Taster Evenings 	Events Team PDMs Marketing Manager	Ongoing	

		Utilise new open source teacher CPD materials and classroom resources designed to tackle gender stereotypes between P5 and S3 to run workshops around female school pupils' decision making around STEM and career choices.	ECU, Opening Educational Practices in Scotland at the Open University, Local Authority	Dec '18	
		Develop video presentations that can be used by Schools Team to address gender stereotyping particularly in identified subject areas with severe gender imbalances	Access and Progression Manager Schools Team Marketing Manager	June '18	
		Deliver single-sexed workshops in identified subject areas with severe gender imbalance. This would include combining role model presentations and practical workshops.	PDMs Marketing Manager Schools Team	June '18	
		Positive discrimination marketing campaigns / events to promote under-represented genders within specific curriculum areas – Men into Childcare; Male Only hairdressing taster workshop; Women in Engineering / Construction. Positive marketing around success stories from former students who chose non-traditional courses and their subsequent careers – role models.	Marketing Manager PDMs	Ongoing	

		Recruitment - ensuring equitable admissions, supporting the recruitment process and tackling attainment disparities			
ENCOURAGING APPLICATIONS	To ensure equitable admissions by gender	An ambitious improvement programme should ensure that all subject areas have achieved a minimum of a 2% improvement in enrolment for session 2018-19 in relation to gender balance in subject areas with severe imbalance. This incremental goal will help the College to be on track to achieve the 2021 targets as outlined in Appendix 3	SMT PDMs MIS Manager Marketing Manager Access and Progression Manager Admissions and Student Funding Manager	Sept '18	
		Analysis of conversion rate from application to admission to tackle gender underrepresentation and any issues around point of interview / selection	MIS Manager Admissions and Student Funding Manager	Oct '17	
		Ensure that all interviewers are sufficiently trained to prevent gender bias when recruiting.	Professional Development Manager	Jan '18	
		Establish a guaranteed interview for under-represented genders for specific programmes / curriculum areas where there is a severe gender imbalance	Admissions and Student Funding Team Leader	Jan '18	
		Work with UHI to enhance articulation routes for under-represented genders into HE study in those subject areas where there is imbalance.	Access and Progression Manager PDMs	Ongoing	
		Review opening hours for 2018-19 session for the Early Education and Childcare Centre to ensure childcare is not a barrier to study	EECC Team Leader	Jan '18	

		Consider recruitment policy review – 1 or more females on the recruitment panel for all student interviews	HR Manager SMT	Jan' 18	
Marketing - embedding gender equality and counter stereotyping within prospectuses, websites and open day activities					
		Conduct a review of advertising on the website, in prospectus, other publications, and during open days to mitigate against gender bias	Marketing Manager Operational Managers	Ongoing	
Course Packaging - designing courses to attract non-traditional students and utilising access programmes					
		Where there is extreme imbalance, consider repackaging of courses to attract non-traditional students "Diversi-tree" and Forestry Men into Childcare Women into Engineering	PDMs Course Teams Marketing Manager	Ongoing	
		Take part in SFC's expert groups to ensure alignment with partners and agencies (e.g. nursing, engineering, IT and computer science, building and construction, childcare and education).	PDMs Access and Progression Manager	2017 - 2018	

		Creating Gender Inclusive Environments - auditing for and tackling environmental and structural barriers and developing gender inclusive environments			
SUPPORTING SUCCESS	To enhance student involvement to tackle gender imbalances	All teaching materials to be audited using QELTM audit tool to avoid 'genderisation' – priority will be given to identified subject areas with severe gender imbalance	PDMs Curriculum Teams	Ongoing	
		Embed UHI Changing the Culture Action Plan within our policies and practices - institutional approach to tackling violence against women.	SMT AMT CMT	July 2017	
	To promote male engagement and success in study	Enhancing the Student Experience - student mentoring, student networks, awareness raising and support for progression into counter stereotypical careers			
		L&T framework – raise awareness of those delivering learning and teaching to engage actively with the principles of tackling gender imbalance	L&T working group PDMs Curriculum Teams		

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