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1. Scottish Funding Council Aims and Milestones:

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

In 2016 the Scottish Funding Council published their GAP, which responded to recommendations of the Developing Young Workforce – Scotland’s Youth Employment Strategy. Within the GAP, SFC outlines its requirement for all colleges and universities to consider, and put in place a plan to address, specific subject disciplines with a greater than 75:25 gender imbalance of Scottish domiciled undergraduate entrants.

Five broad themes identified are:-

- Infrastructure
- Influencing the Influencers
- Raising awareness and aspiration
- Encouraging applications
- Supporting success

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2. Gender Action Plan:

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Infrastructure	Current Practice	Actions to improve	Owner	Timescale	Progress
Systems	Creation of Equality and Diversity committee.	Raise awareness of GAP with relevant committees and Board – SMT, E&D Committee, LTE Board sub committee	Chair of E&D Committee	Ongoing	Identify dates of committee and board meetings to add GAP to agenda.
	Current recording and gender monitoring for students.	Review the procedures for the collation and dissemination of data on gender monitoring	E&D Committee with input from Head of Student Services	July 2018	
Humans	Staff completion of UHI List Mandatory Training Equalities Unit – continue to monitor and record completion progress.	Gender awareness and equalities training for those staff responsible and/or involved in both student and staff recruitment. Completion of the unconscious bias training (as per the MA PEAP) Harvard bias test http://implicit.harvard.edu	HR/Staff Development Committee E&D Committee	2018	Increases awareness and therefore could lead to increased numbers of applicants within imbalanced groups.

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		Microsoft.com/en-us/diversity/training			
Resources		Review the college facilities to assess the feasibility of providing gender neutral facilities eg toilets in college centres.	SMT/Head of Property	2019	
Relationships	<p>Positive and active relationships with sector agencies;</p> <ul style="list-style-type: none"> ▪ DYW Argyll Board ▪ Membership of CDN Access and Inclusion network ▪ SDS ▪ UHI ▪ CPP ▪ Local Schools 	Continued work with sector agencies to raise further awareness of gender imbalance in specific curriculum areas.	SMT	On-going	Increases understanding between college and sector agencies, allowing for joint working.
Influencing the influencers	Current Practice	Actions to Improve	Owner	Timescale	Progress
Educators and Careers Advisors	Positive and active relationships with local schools and SDS	Continued engagement with local schools and SDS to ensure we are all aware of the issues that impact gender imbalances in specific curriculum areas and work collaboratively to address them.	Heads of Curriculum/Schools Link Officer	On-going	

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<p>Parents</p>	<p>Attend jobs/careers fairs at local secondary schools.</p> <p>Schools Link Officer employed to promote opportunities at college.</p> <p>Offer Engineering and Care as schools link course.</p>	<p>Become more actively involved with career/course choice events at all associated secondary schools to our campuses.</p> <p>Promote and market these using social media.</p>	<p>Schools Link Officer/Head of Marketing and Communication</p>	<p>2018</p>	<p>Increased numbers of applications.</p> <p>Increased awareness of courses with gender imbalance.</p>
<p>Current Students</p>	<p>Work with HISA (student association) to promote equality awareness.</p>	<p>Work in partnership with UHI Employability and Careers service to deliver targeted workshops on career progression to female students on HE courses.</p> <p>Be aware and promote gender specific events/issues (International Women’s Day)</p>	<p>Head of Student Support</p> <p>Head of Student Services/UHI</p> <p>Head of Communication and Marketing</p>	<p>Ongoing</p>	<p>Increased awareness of routes of progression and increase applications.</p> <p>Highlights and promotes gender issues.</p>

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Raising Awareness and Aspirations	Current Practice	Actions to Improve	Owner	Timescale	Progress
Outreach	Awareness raising.	<p>Role models and student ambassadors for gender imbalance curriculum subjects: Female student completing SVQ2 PEO Male students on SVQ 2&3 SSCYP and SVQ 2 Hairdressing Social media to promote these examples of improving the gender under representation in the targeted subject areas</p> <p>Completion of unconscious bias training.</p>	<p>Head of Marketing and Communications.</p> <p>Staff Development Committee and E&D Committee/Equality Group?</p>		<p>Increase numbers of applications and enrolments into these curriculum subjects.</p> <p>Will increase understanding and inclusion.</p>
Encouraging Applications	Current Practice	Actions to Improve	Owner	Timescale	Progress
Recruitment	Completion of Equality impact Assessments for all current and new policies.	Complete impact assessments for student recruitment process.	Head of Student Services/HR	2018 and ongoing	Ensure all recruitment processes are

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	Gather data on gender splits in underrepresented subjects.	Participate in UHI on line admissions project	Head of Student Services/Heads of Curriculum. Head of Student Services/Quality Officer	End of 2017/18 academic session.	complaint and encourage inclusion. Allow comparisons to be made. Non biased admissions processes.
Marketing	Recognise success stories of students and promote these using social media.	Review of marketing materials ensuring gender equality is embedded in prospectuses and websites. Open days/evenings using the event to help raise awareness of gender imbalance. Inviting positive role models as guest speakers at open day/evenings, combine this with positive discrimination events – men into childcare, women into engineering/construction or male only hairdressing sessions.	Head of Marketing and Communications/Marketing and Communications Officer. Centre staff/Head of Marketing and Communications.		

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		<p>Use of positive statements on gender equality in all marketing materials.</p> <p>Review of student support materials to ensure gender equality language used.</p>			
Course Packaging	<p>School link courses in engineering at Nat 4/5 levels.</p> <p>Curriculum review to look at type of delivery and level of courses on offer.</p>	<p>Review materials used when attending school options/career days to identify and address gender stereotyping.</p>	<p>Schools Link Officer</p> <p>Heads of Curriculum/Schools Link Officer/Head of Communication and Marketing</p>	<p>Ongoing</p> <p>Academic year 2018/19</p>	<p>Establishing positive male and female cohort of students.</p> <p>Continued promotion of gender imbalance curriculum areas.</p>
Supporting Success	Current Practice	Actions to Improve	Owner	Timescale	Progress
Creating Gender Inclusive Environments	Equalities Mainstreaming Report.	<p>Raise awareness across the college of revised equalities documentation and emphasis on gender actions.</p> <p>Monitor complaints in relation to gender related activity.</p>	<p>SMT Heads of Curriculum</p> <p>Head of Student Services</p>		

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		Review student and course handbooks to ensure they set out clear expectations of behaviour and language for all students.	Head of Student Services/Curriculum Leads		
Enhancing the student experience		Review of teaching materials in relation to gender representation. Raise awareness for those delivering learning and teaching	Curriculum Leads/Teaching staff		

3. Students:

The research already completed by SFC identified the following subject areas in colleges to have the most severe imbalance (greater than 75% of one gender).

Female under-representation
Construction
Building/Construction Operations
Engineering/Technology
Mechanical Engineering
Electrical Engineering
IT: Computing Science/Programming/Systems
Vehicle Maintenance/Repair
Male under-representation
Child Care Services
Hair/Personal Care Services

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The tables below give a clear indication of the subject areas in Argyll College UHI where there is a severe gender imbalance. It is an aim of the Gender Action Plan to be a tool in achieving the aims and milestones set by the Scottish Funding Council.

3.1. FE Enrolments, withdrawals and success in key curriculum areas.

2014/15 Enrolments

	Female						Male							
	Enrols	ESR	ESR %	SR	SR%	Success	Success%	Enrols	ESR	ESR %	SR	SR%	Success	Success%
Construction NPA	0	0	.00	0	.00	0	.00	16	12	.75	9	.56	9	.56
Digital Media Computing NC	0	0	.00	0	.00	0	.00	7	6	.86	5	.71	3	.43
NC Early Education and Childcare	5	4	.80	4	.80	4	.80	0	0	.00	0	.00	0	.00
Performing Engineering Operations SVQ2	2	2	1.00	2	1.00	2	1.00	6	6	1.00	4	.67	3	.50
Social Services (Children & Young People) SCQF 6	12	12	1.00	12	1.00	12	1.00	1	1	1.00	0	.00	0	.00
Social Services (Children & Young People) SCQF 7	14	14	1.00	12	.86	12	.86	0	0	.00	0	.00	0	.00
Sport and Fitness level 5 NC	3	3	1.00	2	.67	2	.67	12	9	.75	7	.58	5	.42
SVQ 2 Hairdressing	30	26	.87	17	.57	10	.33	0	0	.00	0	.00	0	.00
SVQ 3 Hairdressing	15	11	.73	9	.60	8	.53	0	0	.00	0	.00	0	.00
Towards a Career in Childcare	23	23	1.00	19	.83	19	.83	1	1	1.00	1	1.00	1	1.00

2014/15 Enrolments as % for gender imbalance subjects.

Subject	Male% - Total	Female% - Total	Total
Construction/Building	100% - 16	0% - 0	16
Engineering	75% - 6	25% - 2	8
Childcare Services	2% - 1	98% - 53	54
Hair/Personal Care Services	0% - 0	100% - 45	45
Computing	100% - 7	0% - 0	7

2014/15 All Class Enrolments by Gender

Male	85	40%
Female	128	60%

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2015/16 Enrolments

	Female						Male							
	Enrols	ESR	ESR %	SR	SR%	Succes	Succes	Enrols	ESR	ESR %	SR	SR%	Succes	Succes
Construction NPA	1	1	1.00	1	1.00	1	1.00	15	12	.80	11	.73	11	.73
Digital Media Computing NC	0	0	.00	0	.00	0	.00	4	4	1.00	3	.75	3	.75
NC Early Education and Childcare	8	8	1.00	8	1.00	8	1.00	0	0	.00	0	.00	0	.00
Performing Engineering Operations SVQ2	1	1	1.00	0	.00	0	.00	11	10	.91	8	.73	7	.64
Social Services (Children & Young People) SCQF 6	19	18	.95	17	.89	17	.89	1	1	1.00	1	1.00	1	1.00
Social Services (Children & Young People) SCQF 7	16	16	1.00	16	1.00	16	1.00	0	0	.00	0	.00	0	.00
Sport and Fitness level 5 NC	4	4	1.00	3	.75	3	.75	7	4	.57	4	.57	2	.29
SVQ 2 Hairdressing	2	2	1.00	2	1.00	2	1.00	0	0	.00	0	.00	0	.00
SVQ 3 Hairdressing	8	8	1.00	6	.75	6	.75	0	0	.00	0	.00	0	.00
SVQ Level 1 Hairdressing	19	16	.84	10	.53	9	.47	0	0	.00	0	.00	0	.00
Towards a Career in Childcare	17	15	.88	10	.59	10	.59	0	0	.00	0	.00	0	.00
Trowel Occupations & PDA Bricklaying SVQ3	0	0	.00	0	.00	0	.00	1	1	1.00	1	1.00	1	1.00
Wood Occupations & PDA Carpentry and Joinery SVQ3	0	0	.00	0	.00	0	.00	9	9	1.00	9	1.00	9	1.00

2015/16 Enrolments as % for gender imbalance subjects.

Subject	Male % Total	Female % - Total	Total
Construction/Building	14 – 93%	1 – 7%	15
Engineering	10 – 91%	1 – 9%	11
Child Care Services	1 – 2%	59 – 98%	60
Hair/Personal Care Services	0 – 0%	29 – 100%	29
Computing	4 – 100%	0 – 0%	4
Carpentry/Bricklaying	10 – 100%	0 – 0%	10

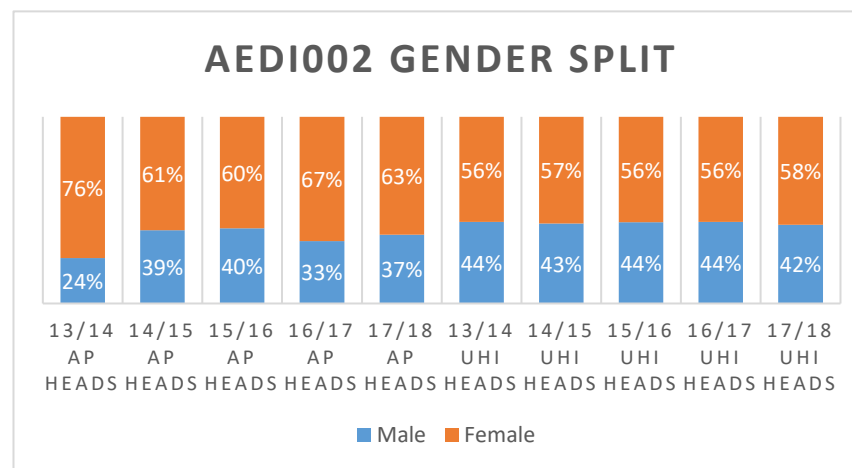
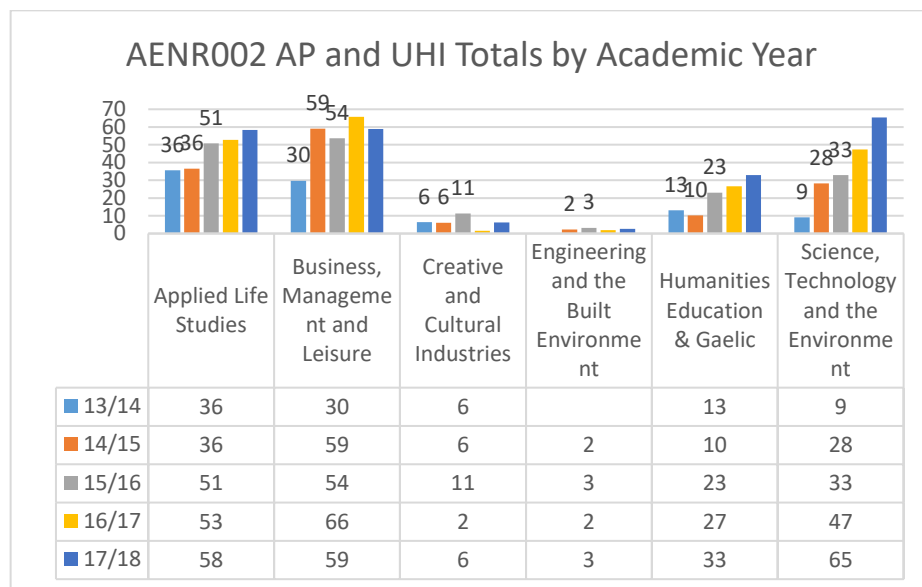
2015/16 All Class Enrolments by Gender

Male	81	41%
Female	114	59%

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HE Enrolments and Gender Split

The graphs give detail and information on all HE Enrolments in Argyll College for the academic years 2012-2017/18, comparing data of the partners of the university. The second graph gives detail of the gender splits for all subjects across the academic years 2012-2017/18 and also compares this to the partners. [HE Enrolments](#) [Gender Split of Enrolments](#)



4. Staff

Gender Equality among Staff and Board

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The GAP will help to address any imbalances particularly in the curriculum but also at departmental level for services to support learning. 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. The information below is reflective of staffing levels in December 2017.

Board of Management (Including Staff Members)

Year	Male	Female	Vacancies
2015	9 – 69%	4 – 31%	0
2016	7 – 58%	5 – 42%	0
2017	8 – 57%	6 – 43%	1

Executive Management Team Gender

Year	Male	Female
2015	1 – 33.33%	2 – 66.66%
2016	1 – 33.33%	2 – 66.66%
2017	2 – 29%	5 – 71%

Support Staff

Job role	Male	%	Female	%	Total
Admissions/Quality	0	0%	2	100%	2
Finance	0	0%	2	100%	2
Centre Staff/Admin	1	4.17%	23	95.8	24
SMT	2	20%	4	80%	7
Registry	1	17%	5	83%	6
HR	0	0%	2	100%	2
IT	2	100%	0	0%	2
Marketing/Timetabling/Estates	2	40%	3	60%	5

Teaching Staff

Curriculum Area	Male	%	Female	%	Total
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Computing	3	75%	1	25%	4
Care	0	0%	13	100%	13
Construction/Engineering	9	90%	1	10%	10
Hairdressing and Beauty	0	0%	12	100%	12
Hospitality	2	66.6%	1	33.3%	3
Sport	3	50%	3	50%	6

Recruitment of Support and Teaching Staff

Year	Support	Male	%	Female	%	Teaching	Male	%	Female	%	Total
2015	7	1	14%	6	86%	30	9	30%	21	70%	37
2016	7	1	14%	6	86%	25	7	28%	18	72%	32
2017	2	0	0%	2	100%	31	14	45%	17	55%	33

Recruitment of Teaching Staff in gender imbalance curriculum areas for years 2015, 2016 & 2017

Curriculum Area	2015	2016	2017	Male	%	Female	%	Total
Computing	0	0	0	0	0%	0	0%	0
Care	0	1	1	0	0%	2	100%	2
Construction/Engineering	0	0	2	2	100%	0	0%	2
Hairdressing and Beauty	4	1	5	0	0%	10	100%	10
Hospitality	0	0	0	0	0%	0	0%	0
Sport	0	0	0	0	0%	0	0%	0