



North Highland College UHI

GENDER ACTION PLAN

JULY 2017

Gender Action Plan

Signature: 

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Introduction

The Scottish Funding Council (SFC) published its Gender Action Plan in August 2016 and ambitious aims to tackle gender imbalances within colleges and universities.

SFC 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 will look to have reduced this gap to 13.6% in 2019-20.

Subject areas in the college sector with severe imbalances (greater than 75% of one gender)

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

Research that SFC commissioned looked at 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 an institution's activities. Five broad themes were identified:-

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

In the guidance for Outcome Agreements for AY2017-18, the Scottish Funding Council (SFC) set out that all Further Education (FE) and Higher Education (HE) institutions are to develop institutional gender action plans (GAPs) by July 2017. These action plans are to outline the actions colleges will undertake to address the aims of the SFC plan, with a specific focus on actions to enhance the key five themes identified above. This will be done annually through the outcome agreement process.

What do colleges need to do?

- Outline key ambitions to tackle gender imbalances at subject level, focusing on those subjects with the greatest gender imbalances at the college.
- Identify where there is an imbalance between male and female students within completion in a particular subject area and outline outcomes to be achieved in addressing this imbalance.
- Outline how we are proactively promoting gender equality in relation to staff. This should include progress with addressing gender imbalances at senior academic level and how you are working towards eliminating the gender pay gap.
- Describe how we are working towards improving gender imbalances on your College Board.

Developing our Gender Action Plan

For this first round of institutional gender action plans (GAPs) we have explored our institutional and regional data to understand where gender imbalances lie and have set out:

- Our current work in relation to the 5 themes of Infrastructure; Influencing the Influencers; Raising awareness and aspiration; Encouraging applications; and Supporting Success;
- Actions across these 5 themes;
- How we are working with partners, both regional (e.g. schools and other FE/HE institutions) and national (e.g. equality specialists);
- Who is responsible for implementing the actions within the GAP;
- How the institution will seek to build capacity across the institution to implement the GAP;
- How progress will be monitored.

In conjunction with our SFC Highlands and Islands Regional Outcome Agreement Manager it was agreed that within the North Highland College UHI Gender Action Plan targets would be set in relation to FE subject data only, with HE subject targets being set within the University of the Highlands and Islands Gender Action Plan.

North Highland College UHI staff have been consulted and involved in developing the University GAP and will work with University colleagues to achieve the targets set.

Subject areas in North Highland College with severe imbalances (greater than 75% of one gender)

Female under-representation
Construction, Building/Construction Operations, Building Services
Engineering/Technology (including Mechanical and Electrical Engineering)
IT: Computer Science/Programming/Systems
Land based (Gamekeeping)
Creative Industries (Music)
Male under-representation
Child Care Services
Hair/Personal Care Services and Beauty Therapy
Land based (Equine and Veterinary Nursing)
Business

Subject areas in North Highland College with a less than 75% gender imbalance (greater than 75% of one gender)

Subject
Hospitality & Professional Cookery
Access provision
Sport
Teacher Education

North Highland College UHI – Gender Action Plan 2017 - 2020

Infrastructure	Current Practice	Actions to Improve	Owner	Timescale	Progress
Systems	<p>Equality is embedded in our revised strategic plan as a core value - “Respect”</p> <p>Corporate responsibility for Equality assigned to member of Senior Management Team (SMT)</p> <p>Equalities committee in place and chaired by SMT Equality lead with additional SMT membership</p> <p>Requirement to consider equality impact in production of Board and subcommittee papers</p> <p>Equality and Diversity is a key college enhancement theme and is embedded within course monitoring structures and cross college activities e.g. course monitoring, student and staff induction and Links2Life events.</p> <p>2017 Public Sector Equality Duty reporting documents and EIAs published at: https://www.northhighland.uhi.ac.uk/about-us/equality-diversity</p> <ul style="list-style-type: none"> • Access and inclusion strategy • Corporate Parenting Plan • Equality impact assessment process embedded in approval process for college policies and decisions • Equalities embedded within HR and BOM recruitment processes • Equalities embedded within Student admissions process <p>Equality outcome developed around gender: see Equality Outcomes 2017-2021 at https://www.northhighland.uhi.ac.uk/about-us/equality-diversity</p>	<p>Raise awareness of requirement for Gender Action Plan at appropriate college and board committees</p> <p>Review membership of equalities and other college committees to identify potential impact of severe gender imbalances on committee business</p> <p>Review current equalities reporting arrangements in light of revised government and SFC equalities requirements and revised college structures e.g. GAP, access and inclusion, corporate parenting plan, Education Scotland self-evaluation, DYW etc.</p> <p>Update policy approval process in light of college management group structures</p> <p>Implement revised college Strategic plan and learning and teaching strategy</p> <p>Review process for sharing good practice across</p>	<p>Equalities Lead/PRG</p> <p>Equalities committee</p> <p>Other committees</p> <p>Equalities Lead/PRG</p> <p>Policy review group</p> <p>College Managers/ADs</p> <p>ADG/ Quality Coordinator</p>	<p>Annually and as required from 2017 – 2020</p> <p>October 2017</p> <p>December 2018</p> <p>October 2018</p> <p>November 2018</p> <p>August 2017</p> <p>January 2018</p>	



	<p>Student journey equalities PI data analysed and evaluated e.g. recruitment, retention and outcomes by course teams with actions reported within course monitoring documentation, student survey data</p> <p>SFC sector and regional KPI data, including gender analysis published at http://www.sfc.ac.uk/PublicationsStatistics/statistics/statistics.aspx Follow the link for further education, FE performance indicators.</p> <p>NHC KPI data is published at https://www.northhighland.uhi.ac.uk/about-us/how-well-is-the-college-performing</p>	<p>course teams in responding to course gender imbalances</p> <p>College staff to work with colleagues across the UHI network in addressing gender imbalances within HE subject areas e.g. tertiary working groups, subject networks, networked HE programmes.</p> <p>Review mechanisms for provision of equalities data for course teams</p>	<p>Relevant managers, teaching and support staff</p> <p>Quality&LE Coordinator</p>	<p>Ongoing via UHI structures</p> <p>November 2017</p>	
Humans	<p>Equality statements within HR and BOM recruitment processes</p> <p>Staff gender breakdowns are published for recruitment, CPD and leavers, reviewed by the relevant college committees and action taken if required - https://www.northhighland.uhi.ac.uk/about-us/equality-diversity</p> <p>Staff and Board of Management members required to undertake online Equalities training module</p> <p>Equality, Diversity and Inclusion are included in the delivery of college teacher training programmes</p> <p>Promotion of equality, diversity and inclusion in the classroom is reviewed systematically within the peer review of learning and teaching</p> <p>Equality session included as part of student induction programme</p>	<p>Attain 100% completion of staff & Board equalities training</p> <p>Review content of student equality induction session</p> <p>Identify options for delivery of unconscious bias training for staff</p> <p>Agree programme for delivery of unconscious bias training, initially targeting staff involved in marketing, admissions, recruitment and reception</p>	<p>Equalities lead/Board Secretary</p> <p>SD/NHC HISA Depute</p> <p>Staff development officer (SDO)</p> <p>SDO/College managers</p>	<p>November 2017</p> <p>September 2017 and annually</p> <p>Jan 2018</p> <p>June 2018</p>	



<p>Resources</p>	<p>Equality documentation and reports are located on the college website at https://www.northhighland.uhi.ac.uk/about-us/equality-diversity</p> <p>Equalities guidance and documentation is available on a shared network drive at NHC and UHI</p> <p>Equalities training module is available online via the college intranet</p> <p>Staff Facebook page is used as a forum for the sharing of good practice in relation to learning and teaching</p> <p>Facilities - There are currently no gender neutral toilets within any of the college campuses</p>	<p>Review mechanism for sharing good practice in promotion of equalities in learning and teaching</p> <p>Review provision for gender neutral toilet facilities across all college campuses</p> <p>Provision of toilet facilities in new campus developments in Dornoch and Thurso to be reviewed in context of gender identity</p> <p>Research reasons for male gender imbalance in equine programmes</p>	<p>CL Ed/QLEC</p> <p>Estates Manager</p> <p>Estates manager/Thurso and Dornoch Project Boards</p> <p>KS</p>	<p>November 2017</p> <p>Ongoing from July 2017</p> <p>June 2018</p>	
<p>Relationships</p>	<p>Strong external and internal partnership links:-</p> <ul style="list-style-type: none"> • Development of senior phase provision (DYW) in partnership with Highland Council and secondary schools and across the region with West Highland College & Inverness College UHI • Targeted events with primary schools - Dragons Den, hospitality visits, Lego mindmaps (Computing) • SDS – careers advice, FA and MA planning • DYW regional board – multi agency with college membership • Science Skills academy – advanced stage proposal to locate Newton room within NHC Thurso campus • Regional lead for Bloodhound Rocket car challenge (with Energy Skills Partnership) – STEM activity across wide range of secondary schools • Strong, effective links with employers • Active engagement in UHI subject networks and development of HE gender action plan 	<p>Work with our sector agency partners to identify opportunities to raise awareness of our actions to address the gender imbalances in the highlighted curriculum areas above.</p> <p>Continue to work with schools and employers to promote non-traditional career paths e.g. Women in STEM subject, Men in Childcare, Men in Care/Health and Wellbeing</p> <p>Review schools taster programme to identify ways</p>	<p>DLT/ADs/College managers</p> <p>ADs/College staff</p> <p>Schools Liaison Lead/Schools Liaison support</p>	<p>Ongoing</p> <p>Ongoing</p> <p>November 2017</p>	

	<ul style="list-style-type: none"> Active engagement in UHI equalities forums, STEM, regional schools group Active engagement in UHI regional tertiary curriculum working groups Liaison with equalities external agencies e.g. LEAD, ECU Sector agency engagement – e.g. CDN – staff development 	<p>to tackle gender imbalances on college programmes and inform pupil career choices.</p> <p>Work with relevant partners to develop STEM opportunities in new Newton room, including tackling gender imbalances in STEM subjects e.g. girls after school club</p>	AD ETBE, AD BARS, STEM subject leads	Jan 2019	
Influencing the Influencers	Current Practice	Actions to Improve	Owner	Timescale	Progress
Educators and Careers Advisors	<p>CPD and staff development for college staff – reference section on Humans above</p> <p>Senior manager with schools liaison responsibility</p> <p>Partnership working with SDS</p> <p>Positive role model (students/staff/employers) representation at promotional events e.g. So you want to work in care?, females in engineering</p> <p>Staff development sessions for schools career and guidance staff to raise awareness of range of college provision and opportunities for young people</p> <p>Involvement with careers fairs, school choices events</p> <p>Gender specific schools competitions e.g. Bridge Building for Girls (Construction/Engineering)</p>	<p>Further develop Bloodhound Rocket challenge with schools to promote STEM subjects</p> <p>Arrange visit to NHC and staff development session for local SDS staff re the full range of learning pathways available within NHC and UHI</p> <p>Arrange promotional event for women in to gamekeeping</p> <p>Agree specific events to promote better participation for underrepresented genders.</p>	<p>CL Mechanical Engineering</p> <p>CL Education</p> <p>Gamekeeping team</p> <p>ADG/SSG</p>	<p>December 2017-June 2018 and annually</p> <p>December 2017</p> <p>December 2017</p> <p>November 2017</p>	

Parents/Carers	<p>Representation at schools' open evenings, course choice events and parents/carers' evenings</p> <p>Marketing materials aimed at parents/carers/school link area of college website promoting opportunities for senior phase</p> <p>Promotion of foundation apprenticeships in Care</p> <p>Marketing materials – positive case studies of student success in areas with significant gender imbalances e.g. women in engineering, gamekeeping, males in hairdressing, care etc.</p>	<p>Arrange programme of Schools/Parent/Carer events for 17/18</p>	<p>Schools liaison team/Marketing</p>	<p>November 2017 and annually</p>	
Current Students	<p>Engaged NHC Depute/Student Board rep in development of GAP</p> <p>Promoted 2017 international women's day on college social media</p> <p>Liaised with SPARQs and HISA re learner involvement in developing GAP</p>	<p>Raise awareness of SDS with college students:-</p> <ol style="list-style-type: none"> 1. Involvement in freshers' activities 2. Regular college visits for 1 to 1 referral/appointments <p>Work in partnership with UHI Employability and Careers service to consider potential workshops on career progression where there are significant gender imbalances.</p> <p>Analyse recruitment of class reps and participation in training and quality events by gender and identify any required actions e.g. adapt training to include equalities awareness training</p>	<p>SDS/LH</p> <p>SDS/JM</p> <p>UHI Careers/JM</p> <p>Quality & LE Coordinator</p>	<p>Sept/Oct 2017</p> <p>Oct 2017 and monthly</p> <p>Dec 2017</p> <p>June 2018</p>	

		<p>Review transitions process for students applying to college who declare that they do not identify as exclusively masculine or feminine</p> <p>Promote awareness of national and international themed events relating to gender e.g. International Women's Day</p> <p>Promote SDS "Become a Tech Role Model" mentor to returning female students in the technology based subjects</p> <p>Work with HISA and local NHC Depute/students to develop a series of student events to raise awareness of student gender issues.</p>	<p>Support for Learners Team</p> <p>Marketing team</p> <p>HISA Depute/QLEC</p> <p>HISA Depute/QLEC</p>	<p>Oct 2017</p> <p>As events occur</p> <p>December 2017</p> <p>January 2018</p>	
Raising Awareness and Aspirations	Current Practice	Actions to Improve	Owner	Timescale	Progress
Outreach	<p>Developed access and inclusion strategy</p> <p>See previous sections above re current practice and actions, particularly partnership working</p>	Review all our on line and outward facing marketing and promotional materials for potential unconscious bias	Marketing	July 2018	

Encouraging Applications	Current Practice	Actions to Improve	Owner	Timescale	Progress
Recruitment	The college operates an inclusive and contextualised admissions process.	Consider whether a review of the admissions process is required on courses where severe gender imbalances exist	ADG/Admissions	December 2018	
Marketing	<p>Promotional literature and social media makes use of photographs of females/males achieving in non-stereotypical environments.</p> <p>Use of images that depict non-traditional demographics e.g. female construction students, male childcare students throughout prospectus, online and other marketing materials.</p> <p>Aim that gender balanced images used in marketing and promotional materials.</p> <p>Publish student case studies as part of our marketing approach to demonstrate student success in non-traditional demographics.</p>	<p>Review marketing materials and student support materials for potential unconscious bias language and representation.</p> <p>Review annual case studies to demonstrate student success in non-traditional demographics.</p> <p><i>As previously re unconscious bias training in Infrastructure section, (Humans) above</i></p>	<p>Marketing team</p> <p>Marketing team</p>	<p>July 2018</p> <p>July 2018</p>	
Course Packaging	Courses being developed to support independent study and more flexible attendance patterns e.g. use of VLE to support programme delivery	Consider pilot market research in programme where severe gender imbalance exists to identify potential barriers to engagement on FT programmes e.g. timetabling, economic factors	ADG	January 2018	

Supporting Success	Current Practice	Actions to Improve	Owner	Timescale	Progress
Creating Gender Inclusive Environments	<p>Information in the student handbook and the course guides that sets out expectations of behaviour and language from all our students.</p> <p>See previous sections above:-</p> <p style="padding-left: 40px;">Student success stories – case studies</p> <p style="padding-left: 40px;">Equalities Mainstreaming Report Published equalities data Equalities committee business</p> <p style="padding-left: 40px;">L&T materials subject to QELTM audit – see previous sections</p> <p style="padding-left: 40px;"><i>Facilities - Staff and students have easy access to toilet facilities relevant to almost all required needs. However, it is recognised there are currently no gender-neutral toilets within any of the college campuses. This is currently being addressed – see section on Infrastructure (resources) above for actions being taken</i></p>	Raising awareness across the college of our refreshed equalities documentation and the emphasis on gender actions			
Enhancing the student experience	Overlaps with previous sections above – see remainder of document for current practice and actions to improve				

- **How are we proactively promoting gender equality in relation to staff? (including progress with addressing gender imbalances at senior academic level, career progression for women and how we are working towards eliminating the gender pay gap):**

See equality mainstreaming report at <https://www.northhighland.uhi.ac.uk/about-us/equality-diversity#tab2>

See gender pay gap statement at <https://www.northhighland.uhi.ac.uk/about-us/equality-diversity#tab3>

See other PSED publications 2017 at <https://www.northhighland.uhi.ac.uk/about-us/equality-diversity#tab3>

Also, see current practice in plans above and proposed actions to improve.

- **How we are working towards improving gender imbalances on your College Board?**

See equality mainstreaming report at <https://www.northhighland.uhi.ac.uk/about-us/equality-diversity#tab2>

The Board of Management have also supported the 50:50 by 2020 pledge with the aim of improving the board gender imbalance.

- **How will progress against key actions be monitored?**

Key actions will be monitored through the appropriate college management structure. The Equalities committee will have overall ownership of the plan. This committee is led by the HR manager, and includes membership from the Director of Learning and Teaching, Support for Learners team, Quality and Learner Engagement coordinator and teaching staff. All actions have individual responsibility and timescales assigned. Progress on the action plan will be reported to the college Planning and Resource Group on an annual basis.

FT programmes – targets to reduce gender imbalance relative to benchmark year 16/17

Female under-representation	Male %	Female %	Target 18/19	Target 19/20	Target 20/21
Construction, Building/Construction Operations, Building Services <i>Employability programme in construction</i> <i>ACE</i>	100% 100%	0% 0%	Reduce imbalance by 5%	Reduce imbalance by 10%	Reduce imbalance by 15%
Engineering/Technology (including Mechanical and Electrical Engineering) <i>NC Fabrication and Welding</i> <i>NC Engineering Systems</i> <i>PEO Electrical</i>	90% 86% 86%	10% 14% 14%	Reduce imbalance by 5%	Reduce imbalance by 10%	Reduce imbalance by 15%
IT: Computer Science/Programming/Systems <i>NC Computing with Digital Media</i>	90%	10%	Reduce imbalance by 5%	Reduce imbalance by 10%	Reduce imbalance by 15%
Land based (Gamekeeping) <i>NC Gamekeeping</i>	95%	5%	Reduce imbalance by 5%	Reduce imbalance by 7.5%	Reduce imbalance by 10%
Creative Industries (Music) <i>NC Music (levels 5 & 6)</i>	90%	10%	Reduce imbalance by 5%	Reduce imbalance by 10%	Reduce imbalance by 15%
Male under-representation					
Child Care Services <i>NC Child Health and Social Care</i> <i>NC Early Education and Childcare</i> <i>NC Health and Social Care</i>	4% 15% 0%	96% 85% 100%	Reduce imbalance by 5%	Reduce imbalance by 10%	Reduce imbalance by 15%
Hair/Personal Care Services and Beauty Therapy <i>SVQ L2 & 3 Beauty Therapy</i> <i>SVQ L2 Hairdressing</i> <i>SVQ L3 Hairdressing</i>	0% 0% 11%	100% 100% 89%	Reduce imbalance by 5%	Reduce imbalance by 5%	Reduce imbalance by 10%
Land based (Equine and Veterinary Nursing) <i>Vet Nursing Diplomas</i> <i>NC Horse Care</i>	0% 0%	100% 100%	Reduce imbalance by 4%	Reduce imbalance by 8%	Reduce imbalance by 12%
Business <i>NC Business</i>	14%	86%	Reduce imbalance by 5%	Reduce imbalance by 10%	Reduce imbalance by 15%