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## **Gender Action Plan 2017-20 (Reviewed 2019)**

### **Context**

Dumfries and Galloway College published our three year Gender Action Plan in summer of 2017. This is reviewed in summer of each year to assess progress so far and to incorporate changes based on our experiences. It is anticipated that a new three plan will be designed following SFC guidance and review of the gender action plan project which reaches the conclusion of its first incarnation in 2020.

### **Review**

The Gender Action Plan was updated this year to incorporate the inclusion of the Equally Safe Strategy. This means the new strategy will be subject to the existing monitoring, reporting and validation processes and structure as the College's Equality and Diversity Framework, Equality and Diversity Annual Plan and Gender Action Plan. It also ensures that wider gender equality work and intersectionality are within the same plan to maximize the effectiveness of our actions.

As a result of our 2018 review, our College decided that a further granular level of action was required to drive forward change to address gender occupational segregation within 7 key curriculum areas. Individual action plans for each Curriculum Area experiencing a gender split greater than 25:75 have been introduced, which sit under the main gender action plan. Each contains trend data for the subject area and actions that will be taken by curriculum teams over the coming year to work on reducing occupational segregation. The individual action plans form Appendix 1 of this document.

Work on achieving awareness and equality based on gender identity also forms part of our overarching Equality and Diversity Plan. This was added in 2018 following the annual review. In addition, wider equalities work on equality law awareness and equality impact assessment of College plans and policies has been added as these have a strong gender equality element by their very nature.

### **Gender Action Plan Strategic Aims**

The College will achieve these outcomes through the following Strategic Aims:

1. Enhance strategic oversight of tackling gender balance and gender based violence at a national, regional and institutional level
2. Engage with schools to tackle gender stereotyping, gender based violence and gender identity issues earlier
3. Ensure equitable admissions by gender
4. Enhance support for those involved in student educational choice or student support processes relating to gender balance, gender based violence or gender identity issues
5. Enhance student involvement to tackle gender balance, gender discrimination, gender based violence and gender identity
6. Enhance retention and completion at a subject level where there is a gender gap
7. Evidence our progress in achieving the national vision for gender balance on courses for 2030

### **Gender Action Plan Measures**

The College identified 7 curriculum areas which currently have a greater than 25:75 gender split. These are Care, Child Care, Hairdressing, Construction, Motor Vehicle, Engineering and Computing. Hospitality and Sport are outwith this ratio, but as there remains a gap between genders in participation the figures for these subjects continue to be monitored.

By 2021, there will be an increase of 5% in the minority gender share in each of the above areas, with a milestone target of a 4.2% increase for 2019/2020.

By 2030, no subject will have an extreme gender imbalance (greater than 75:25)

By 2021, we will have accurate data on application, enrolment, retention and success rates for students who are transgender, gender non-binary or gender fluid, and these will be acceptably close to the rates for the student body as a whole.

By 2021, we will have clear reporting and monitoring processes in place to measure the extent and effect of Gender Based Violence on our staff and students.

## **Equality and Diversity Outcomes**

Dumfries and Galloway College is committed to gender equality for our Board, our workforce and our students. Our published [Equality Outcomes 2017-21](#) form the basis for our actions to address gender equality:

***Equality Outcome 1: The College's gender pay gap will be reduced by addressing the causes of gender inequality to create a more equal and balanced workforce with men and women being more equally represented at all levels of the organization.***

The College's [Equality Mainstreaming Report](#) and [Equal Pay Report 2017](#) give a comprehensive outline of our gender profile and the actions we will take to address the gender pay gap. The College's Board currently has a 45(Male):55(Female) gender split, with a 50:50 split for non-executive members. The workforce shows a mean gender pay gap of 9.7% (Scottish average 14.9%). If roles connected to cleaning and administration are excluded the gender pay gap reduces to 0.7%, and our figures demonstrate that women are not disadvantaged at any other level of the pay scale.

***Equality Outcome 2: Opportunities will be created in targeted curriculum areas to address gender imbalance and stereotyping. The College will aim to eliminate barriers to subject choice and therefore enable learners to maximize their education and employment opportunities.***

The Scottish Funding Council (SFC) has stated their ambition that no college subject will have a gender imbalance of greater than 75% by 2030. This vision arose from commissioned research which underpins their Gender Action Plan and supports the aspirations of Dumfries and Galloway College. The following subject areas with severe gender imbalance have been identified. We have female under representation on Construction, Engineering, Computing and Motor Vehicle courses and male under representation in Child Care, Care and Hair and Beauty.

This action plan aims to help realise this ambition by addressing gender balance issues at course level. Success depends on the College working closely with key partners across the region including Skills Development Scotland, universities, schools, parents and employers. A joined up approach is required across early years, education and employment. The College and its partners will consider their roles and responsibilities, policies, infrastructures, processes and activities to determine how we can tackle gender balance issues.

***Equality Outcome 3: Learners successful completion across all protected characteristics is increased.***

Learner successful completion is closely linked to the wellbeing of staff and students within College. If staff and students do not feel safe, they cannot perform at their best and may choose to leave. Our Equally Safe work must ensure that staff and students understand how to recognize and report gender based violence, confident that it will be appropriately dealt with.

There is some evidence from third sector partners that (nationally) students with transgender, non-binary or gender fluid profiles are more likely to leave before they complete their courses than others. There is some anecdotal evidence that this is due to the lack of a strong local LGBT community and a tendency for young people with these identities to move to the central belt, despite the considerable efforts of LGBT Youth (Dumfries) and D&G LGBT+ to retain young people within this area. Both organisations are valued partners for the College. We will try to establish from an analysis of figures and from gathering qualitative information from staff and students whether this is the case locally, and use this work to determine what we should do to keep our students with us for the duration of their courses.

***Equality Outcome 4: The College designs and delivers programmes and services to meet the needs of learners from all backgrounds and circumstances.***

Our Equality Impact Assessment process ensures that everything we do is checked for barriers related to gender, gender based violence or gender identity. Face to face, bespoke training on how gender based discrimination and harassment manifest themselves, and on an overview of gender identity issues, has been rolled out since the inception of this Gender Action Plan. Sessions for both staff and students have been held, further enhanced with a session for staff by Stonewall on handling transphobic bullying and harassment and a session by Equate Scotland on gender based unconscious bias. Confidence for both students and staff in understanding gender and gender identity issues should provide students with a positive College experience where their needs are effectively met. This year, optional sessions on gender based violence and consent will be added to our offering to progress the Equally Safe project.

**Action Plan (with progress to July 2019)**

|                                |   |          |   |                     |   |   |   |                               |   |
|--------------------------------|---|----------|---|---------------------|---|---|---|-------------------------------|---|
| New, not started or superseded |  | Complete |  | Progressing to plan |  | Some slippage but will complete by deadline |  | Will not complete by deadline |  |
|--------------------------------|---|----------|---|---------------------|---|---|---|-------------------------------|---|

|  | Key Tasks | Detail  | Lead   | Progress or Deadline | Comments  |  |
|--|-----------|---|--|----------------------|---|--|
| <b><u>Strategic Aim 1</u></b><br><b>Enhance strategic oversight of tackling gender balance and gender based violence at a national, regional and institutional level</b> | 1         | Review and refresh actions and progress and hold appropriate consultation with key staff to develop the Gender Action Plan 2020-23. | Review actions and progress arising from the gender action Plan 2017-20 with key officers and managers to develop a draft Gender action Plan 2020-23 | HOC                  | 30 September 2019   | HOC to meet with key staff groups and stakeholders to produce a new draft Gender Action Plan 2020-23   |
|  |           |   |  | Head of HR           |   | The Dumfries and Galloway Strategic Partnership's Equality and Diversity Working Group membership expanded to include members from key gender, gender identity and gender based violence community groups based locally. |
|  |           |   |  | Head of HR           | 30 November 2019  | E&D Committee to contribute to SWOT and PEST review of current plan by 30/11/2019  |
|  |           |   | VP L&S   | 30 April 2020        | Board, Management Teams and Equality and Diversity Committee to approve renewed plan. |  |

|   | Key Tasks |   | Detail  | Lead   | Progress or Deadline  | Comments  |
|---|-----------|---|---|--------|---|---|
| <b>Strategic Aim 1</b><br><b>Enhance strategic oversight of tackling gender balance and gender based violence at a national, regional and institutional level</b> | 2         | Identify gender governance mechanisms for the region involving key partners including Dumfries and Galloway Council, school representation for both primary and secondary phase and Skills Development Scotland | Identify and utilize partnership groups which can influence gender balance, creating clear action plans to advance gender equality, gender balance, address gender based violence and promote support for students with non-conforming gender identities. | VP L&S | 30 September 2019   | Routes to success for this action will be reviewed as part of the design of the Gender Action Plan 2020-2023. This currently includes the DYW and the partnership Equality and Diversity Working Group, which reports to the Dumfries and Galloway Strategic Partnership. Initially, the local Employability Partnership Group was identified as the key focus for this partnership work. However, this has been recently been suspended due to restructuring of local partner services, so success will depend on a new partnership structure being identified for our next action plan. |
|   | 3         | Working with partners, develop a sustainable regional pipeline model of support to address gender segregation in employment for the area  | The Local Employability Partnership is currently suspended.   | VP L&S |  | The action will be rescheduled once local partnership employability strategic direction has been re-established.  |

|   |   | <b>Key Tasks</b>  | <b>Detail</b>   | <b>Lead</b>          | <b>Progress or Deadline</b> | <b>Comments</b>  |
|---|---|---|---|----------------------|-----------------------------|--|
| <b>Strategic Aim 1</b><br><b>Enhance strategic oversight of tackling gender balance and gender based violence at a national, regional and institutional level (continued)</b> | 4 | Gender action plan to highlight actions Dumfries and Galloway College is progressing in terms of the 5 broad themes, including Infrastructure, influencing the influencers, raising awareness and aspiration, encouraging applications, and supporting success. | Consideration of gender issues embedded into course recruitment materials   | VP L&S<br>HOC<br>CMs | ✓                           | While initial audits were conducted, constant vigilance is required to ensure that under represented groups are clearly visible and that potential students feel included.                             |
|   |   |   | Redesign and relaunch awareness sessions for secondary and primary learners, to hold at least one event per age group per year. | HOC<br>Head of HR    | ✓                           | These sessions require to be reviewed and refreshed this year, to ensure that gender equality, gender balance, gender based violence and gender identity are all referenced where appropriate.         |
|   |   |   | Market and showcase success stories related to addressing gender imbalance  | Marketing            | ✓                           | The College can clearly demonstrate that this is now part of our regular approach.   |
|   |   |   | Targets set for each year for the lifetime of the Gender Action Plan  | HOC                  | ✓                           | Methods for presentation are revisited regularly to determine if there are better ways to represent our progress. Each individual Curriculum Area GAP displays trend data graphs in its first section. |

|   | Key Tasks |   | Detail   | Lead       | Progress or Deadline  | Comments   |
|---|-----------|---|--|------------|---|--|
| <b>Strategic Aim 1</b><br><b>Enhance strategic oversight of tackling gender balance and gender based violence at a national, regional and institutional level (continued)</b> | 5         | Dumfries and Galloway College will outline numerical targets in all the relevant subject areas in line with the key aim of the gender action plan targets for Scottish Government.  | Each Curriculum Area will undertake a review of activity with the aim of designing tailored action plans for 2019/20 for each of the fields currently showing gender imbalance greater than 75:25. | VP L&S     | ✓   | Trend data assembled and used as a basis for individual Curriculum Area Action Plans 2019/20. These have now been produced for Care, Childcare, Hairdressing, Computing, Construction, Engineering and Motor Vehicle.  |
|   | 6         | Complete statutory reporting required by the Specific Duties in Scotland (2012) to underpin activity and strategy in relation to gender, gender based violence and gender identity. | Review and redesign the College equality outcomes which form the backbone of this action plan  | Head of HR | Consultation Plan in place by 31 December 2019<br>Draft outcomes shared by 31 December 2020<br>Outcomes published 30 April 2021 | Consultation event schedule in production for 2020 to ensure that new equality outcomes related to gender, gender identity and gender based violence are a core part of our equalities planning for the next four year period. These will harmonise with the outcomes for our next College strategic plan. New equality outcomes must be published by 30 April 2021. |

|  | Key Tasks |   | Detail   | Lead       | Progress or Deadline | Comments   |
|--|-----------|---|--|------------|----------------------|--|
| <b><u>Strategic Aim 1</u></b><br><b>Enhance strategic oversight of tackling gender balance and gender based violence at a national, regional and institutional level (continued)</b> | 6         | Complete statutory reporting required by the Specific Duties in Scotland (2012) to underpin activity and strategy in relation to gender, gender based violence and gender identity. (continued) | Produce annual mainstreaming report to show how equality has been embedded in College policy and processes                                       | Head of HR | ✓                    | Completed for 2018/19.   |
|  |           |   | Establish and report annually on the Gender Pay Gap for the College  | Head of HR | ✓                    | Completed for 2018/19.   |
| <b><u>Strategic Aim 2</u></b><br><b>Engage with schools to tackle gender stereotyping, gender based violence and gender identity issues earlier</b>                                  | 1         | The College will work with schools to provide advice, pathways and programmes to address gender imbalance, gender stereotyping, gender based violence and gender identity issues                | Continue extension of CREST Built Environment project, involving secondary school pupils of both genders in built environment community projects | HOC CMs    | ➡                    | This continues to expand and achieve success, showing real progress within the Construction Gender Action Plan figures. The good practice that has led to this success has been shared with CMs cross-College. |

|   | Key Tasks |   | Detail  | Lead   | Progress or Deadline  | Comments  |
|---|-----------|---|---|--------|---|---|
| <b><u>Strategic Aim 2</u></b><br><b>Engage with schools to tackle gender stereotyping, gender based violence and gender identity issues earlier (continued)</b> | 2         | The College will seek to share good practice. This will include best practice examples, case studies, HEI collaboration as well as evidence on what works and barriers to progress. (continued)                                     | Host regional events or conferences to showcase case studies, collaborations and barriers.  | VP L&S |  | STEM Gender Balance Conference hosted for LEA on 26 April 2018  |
|   |           |   |   | HOC    | 30 June 2020  | Design and deliver a regional partnership event to address gender segregation within the final year of the Gender Action Plan 2017-20 |
| <b><u>Strategic Aim 3</u></b><br><b>Ensure equitable admissions by gender and gender identity</b>   | 1         | Dumfries and Galloway College will assess our current adult engagement models with a view to exploring the development of programmes over the age of 25. A key purpose and element of this work will be to tackle gender imbalance. | Each curriculum area to develop a programme of engagement via short /part time courses to engage over 25 learners to address gender balance issues. | HOC    |  | The Gender Action Plan 2019/20 developed by each relevant curriculum area includes their identified options for adult engagement.     |

|   |   | <b>Key Tasks</b>   | <b>Detail</b>  | <b>Lead</b>       | <b>Progress or Deadline</b>   | <b>Comments</b>  |  |
|---|---|--|--|-------------------|---|--|--|
| <b><u>Strategic Aim 3</u></b><br><br><b>Ensure equitable admissions by gender and gender identity (continued)</b> | 2 | Dumfries and Galloway College will explore how admissions data can inform progress towards achieving the outcomes and aims of this plan. This information will enhance the information and advice offered through admissions to learners, parents, teachers and advisers about the educational opportunities at the college. | Ensure that statistical data is easily accessible for managers at all levels across College.   | Head of HR        |  | Initial collection and presentation of appropriate trend data completed 2018. Used to provide base data for curriculum area gender action plans. |  |
|   |   |  |  |                   | HOC   | 30 September 2019  | Review of reporting system held on CMIS to ensure that the only reports available are those which directly and simply address reporting needs for gender or gender identity. |
|   |   |  | Gender profile information and advice is disseminated across a variety of media, and all new marketing is examined for gender stereotyping and inclusiveness | Marketing Manager |  | All media releases are checked for diversity of images, including addressing gender under-representation.  |  |
|   |   |  | Offer bespoke development sessions to Employability Guidance Advisors in the schools   | HOC<br>Head of HR | 31 December 2019  | Slots to be held at school Roadshows planned for late 2019 to build confidence in EGAs to promote choices which challenge gender stereotyping.   |  |

|   | Key Tasks |  | Detail  | Lead       | Progress or Deadline | Comments   |
|---|-----------|--|---|------------|----------------------|--|
| <b>Strategic Aim 3</b><br><br><b>Ensure equitable admissions by gender or gender identity (continued)</b> | 3         | The College will participate in and foster good relations with local third sector support groups so that students from all gender identities have a positive study experience here | Active participation in the LGBT Youth Advisory Group, including project work and guest chair duties for this group, which meets quarterly. | Head of HR | ✓                    | The EDO has chaired the partnership LGBT Advisory group twice in the past year and contributed to the joint action plan for the region. Work to run joint events between the Student Association and the gender identity events group Lavender menace is underway. |
|   |           |  | Presentation of two sessions on community activism at the LGBT Youth National Gathering   | Head of HR | ✓                    | Complete, April 2018. Sessions were well attended and achieved high evaluation rates from attendees. Our involvement was included in the College newsletter.   |
|   |           |  | Regular contact and signposting of students and staff to D&G LGBT Youth +, the local befriending and support service for LGBT+ adults.      | VP L&S     | ✓                    | High level of contact maintained throughout the year, with third sector partners regularly presenting to student groups within College.  |

|  |   | <b>Key Tasks</b>  | <b>Detail</b>   | <b>Lead</b> | <b>Progress or Deadline</b> | <b>Comments</b>  |
|--|---|---|---|-------------|-----------------------------|--|
| <b><u>Strategic Aim 3</u></b><br><br><b>Ensure equitable admissions by gender or gender identity (continued)</b> | 4 | Strategies, policies and processes will be equality impact assessed to ensure that there are no barriers to inclusion based on gender or gender identity. | Equality Impact Assessment process reviewed and updated.  | Head of HR  | 30 September 2019           | The Equality Impact Assessment process will be further reviewed to include consideration of issues related to Gender Based Violence to support the Equally Safe project.   |
|  |   |   | Schedule in place to equality impact assess all policies and procedures for gender equality as they are launched or reviewed. | Head of HR  | ✓                           | Each strategy, plan, policy or procedure is now Equality Impact Assessed for gender and gender identity issues as part of the quality assurance process.   |
|  |   |   | Impact assessment course to be rolled out to all staff involved in strategy and policy design.                                | Head of HR  | ➡                           | The first cohort of managers were trained in February of 2018. The course will be repeated annually or as required to ensure that all managers understand EIA and incorporate it into their policy design from an early stage. This year, we will pilot a new national process for EIA of our Outcome Agreement. |

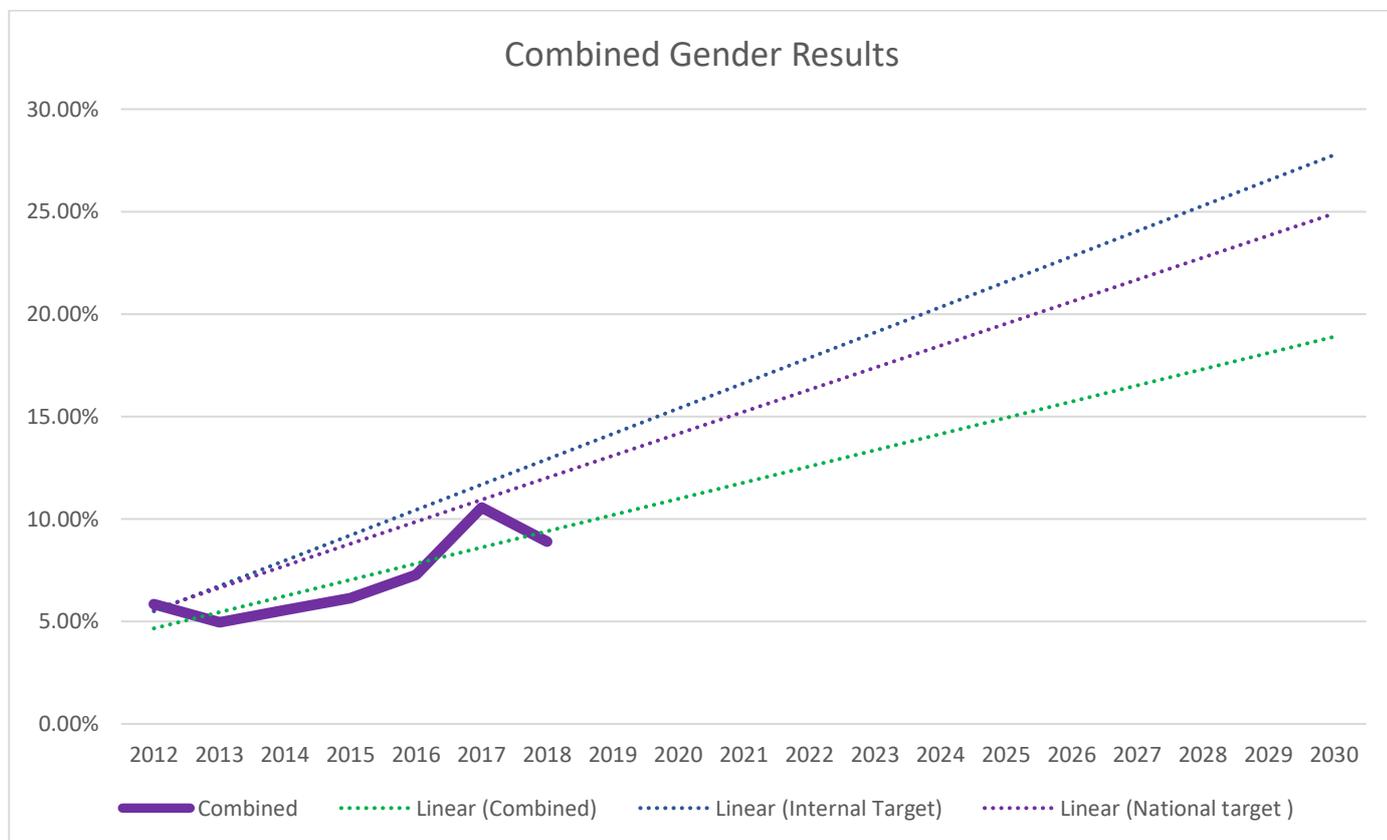
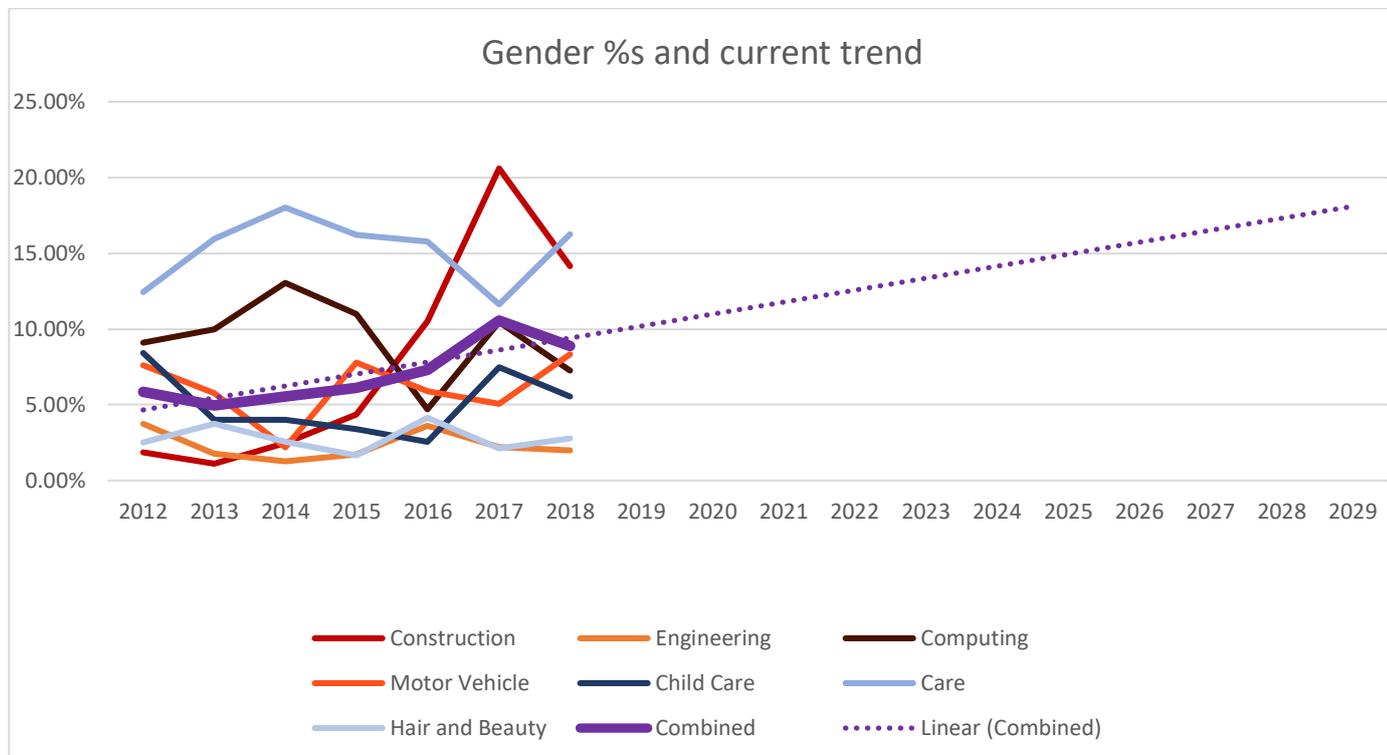
|  | Key Tasks |   | Detail   | Lead       | Progress or Deadline  | Comments  |
|--|-----------|---|--|------------|---|---|
| <b>Strategic Aim 4</b><br><br><b>Enhance support for those involved in student educational choice or student support processes relating to gender balance, gender based violence or gender identity issues</b> | 1         | Dumfries and Galloway College will seek to enhance CPD for college staff, including board members, to tackle gender balance and inequalities. | Face to face Equality and Diversity Training, including rights arising from gender and gender identity within current legislation, nomenclature and rights relating to gender reassignment and tackling gender based bullying and harassment available for any staff group or class who requests it. | Head of HR |  | 2017/18 – 117 staff, 241 students and 6 Board members trained<br>2018/19 – 40 staff, 281 students and 5 Board members trained |
|  |           |   | Add optional training segments to the face to face training offering to include the background and aims of the Equally Safe project, incorporating ideas from staff on knowledge and culture gaps facing students.   | Head of HR | 31 December 2019  | New session on Equally Safe – Gender Based Violence in design for delivery in session 2019/20.                                |
|  |           |   |  |            | 30 June 2020  | Deliver training to staff and students  |

|  |   | <b>Key Tasks</b>   | <b>Detail</b>   | <b>Lead</b> | <b>Progress or Deadline</b> | <b>Comments</b>  |
|--|---|--|---|-------------|-----------------------------|--|
| <b>Strategic Aim 4</b><br><br><b>Enhance support for those involved in student educational choice or student support processes relating to gender balance, gender based violence or gender identity issues (continued)</b> | 1 | Dumfries and Galloway College will seek to enhance CPD for college staff, including board members, to tackle gender balance and inequalities (continued) | The Board notes reports on equality and diversity activity each year. This includes all activity relating to gender and gender identity equality to comply with our Equality and Diversity Framework. | Head of HR  | ✓                           | This year's Annual Report and Annual Plan were approved in March 2019.   |
|  |   |  | New Equality Outcomes, which form the backbone of our reporting and direct our gender equality work, must be in place for 30 April 2021.  | Head of HR  | 30 June 2020                | Consultation with students, staff and partner agencies and collection of evidence to design outcomes   |
|  |   |  |   |             | 30 April 2021               | Production, approval and publication of new equality outcomes  |
|  |   |  | Board members appointed an Equality and Diversity Champion to oversee activity related to gender, gender based violence and gender identity equality  | Board       | ✓                           | The Board Equality and Diversity Champion is also Chair of the HR Committee. She is an active member of the Equality and Diversity Committee which approves and monitors all Equality and Diversity activity cross College. The Champion also attends an annual SWOT and PEST workshop to examine outcomes and future direction for this work. |

|   | Key Tasks |   | Detail   | Lead               | Progress or Deadline  | Comments   |
|---|-----------|---|--|--------------------|---|--|
| <p><b><u>Strategic Aim 5</u></b></p> <p><b>Enhance student involvement to tackle gender balance, gender discrimination, gender based violence and gender identity</b></p> | 1.        | The College will involve the student association in activities to promote gender equality, promote awareness of gender based violence and gender identity issues.                 | The Kaleidoscope project, a collaboration between the student association, the HR department, the marketing department and the library, is developing year on year. This aims to raise awareness of issues including gender equality, gender identity and gender based violence. | Kaleidoscope Group |  | A dedicated space on each Campus is the focal point for themed competitions and events. For gender, the 16 Days project to address gender based violence is celebrated in December, each February is LGBT History Month, and each March addresses gender inequality, including such events as International Women's Day. |
| <p><b><u>Strategic Aim 6</u></b></p> <p><b>Enhance retention and completion at a subject level where there is a gender gap</b></p>  | 1         | The College will identify where there has been imbalance between male and female students within completion or retention by subject and will outline how these will be addressed. | Each Curriculum Area undertook a review of activity with the aim of designing tailored action plans for 2019/20 for each of the fields currently showing gender imbalance greater than 75:25.  | HOC                |  | Trend data assembled and used as a basis for individual Curriculum Area Action Plans 2019/20. These have now been produced for Care, Childcare, Hairdressing, Computing, Construction, Engineering and Motor Vehicle. These will be reported on annually as part of the overall Gender Action Plan update.               |

|   | Key Tasks |   | Detail   | Lead       | Progress or Deadline | Comments  |
|---|-----------|---|--|------------|----------------------|---|
| <b><u>Strategic Aim 6</u></b><br><br><b>Enhance retention and completion at a subject level where there is a gender gap</b>               | 2         | The College will arrange for expert speakers/employers on subject areas with high levels of gender imbalance to promote industry engagement. These will also address issues around curriculum design to improve gender balance. | This forms part of the core activity within each of the relevant Curriculum Area Gender Action Plans.  | HOC        | ✓                    | Curriculum Area Action Plans have now been produced for Care, Childcare, Hairdressing, Computing, Construction, Engineering and Motor Vehicle. These contain the information relating to expert speakers/employers and will be reported on annually as part of the overall Gender Action Plan update. |
| <b><u>Strategic Aim 7</u></b><br><br><b>Evidence our progress in achieving the national vision for gender balance on courses for 2030</b> | 1         | The college will provide an annual progress report on gender and gender identity equality as part of the overall annual Equality and Diversity Report for each year.  | The Board, management and the Equality and Diversity Committee note reports on equality and diversity activity each year. This includes all activity relating to gender, gender based violence and gender identity equality to comply with our Equality and Diversity Framework. | Head of HR | ✓                    | This year's Annual Report and Annual Plan were approved at all levels by 31 March 2019. The reviewed Gender Action Plan 2019/20 contains commentary providing progress updates on all gender based activity. This is updated and published each July.   |

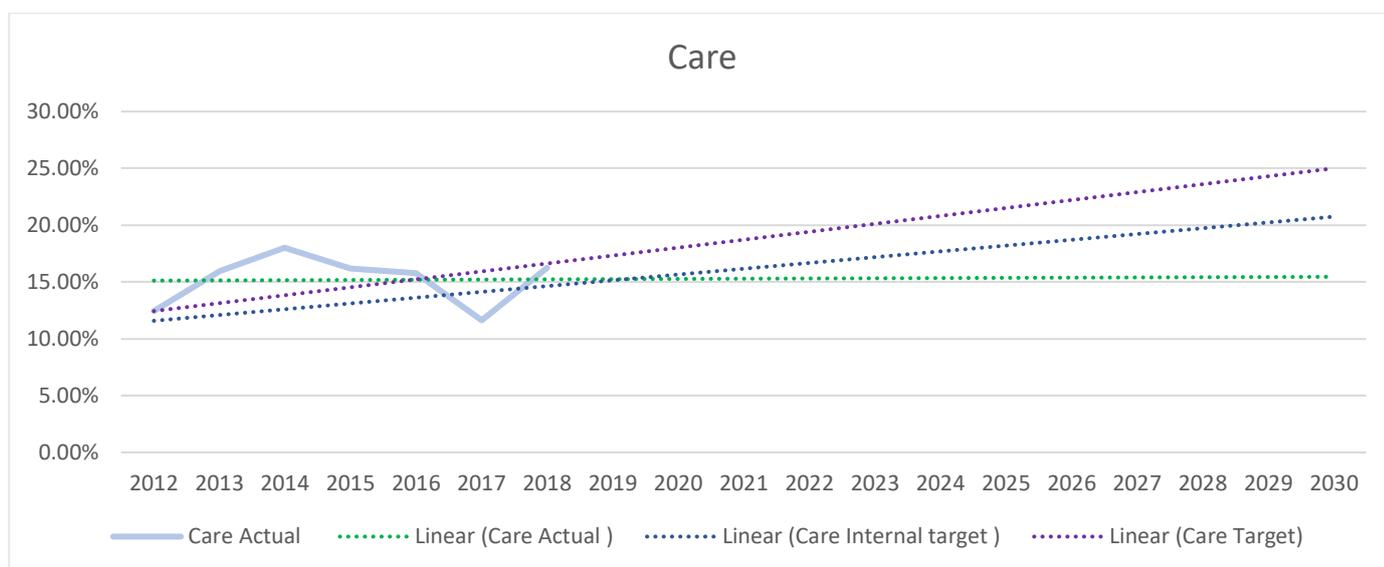
## GENDER ACTION PLAN: COMBINED RESULTS



## Care Gender Action Plan 2019/20

The graph below shows results back to 2012. The national aim is that, by 2030, no subject will have an extreme gender imbalance (greater than 75:25). Trend lines are shown comparing the current actual trend (green), the target set internally by the College (blue) and the Scottish Government national target (purple).

### Trend data



|  | <b>Key Tasks</b>   | <b>Actions</b>   | <b>Deadline</b>   |
|--|--|--|-------------------|
| <b>Strategic Aim 3</b><br><b>Ensure equitable admissions by gender</b> | 1 Assess our current school engagement model for this subject and use this information to design programmes which tackle gender imbalance. | Current school engagement is for level N4 Care in Stranraer and plans for 12 recruits for an FA in Health and Social Services in Dumfries. Plan would be to change the name in marketing materials from N4 Care to N4 Health and Social Studies. | 30 November 2019  |
|  |  | Audit all marketing materials to ensure a diverse spectrum of students are showing. Ensure photos on all marketing materials include photos of all genders.  | 30 November 2019  |
|  |  | Audit reserved places for male applicants to see if this is making a difference.   | 30 September 2019 |

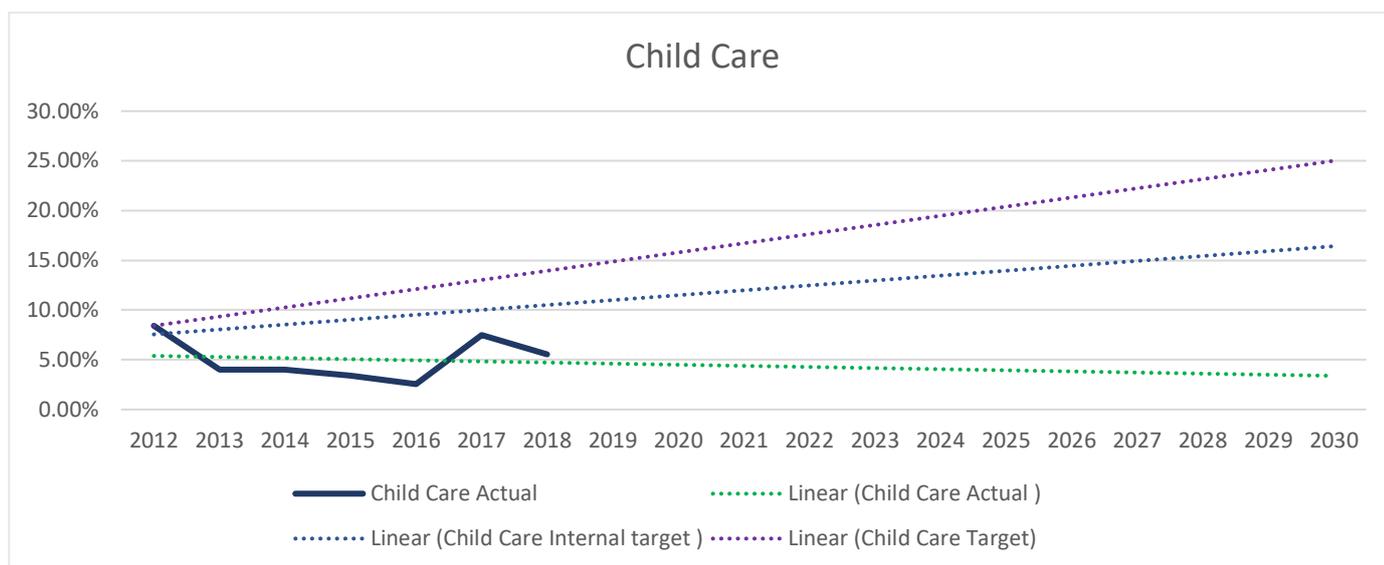
|   |   | <b>Key Tasks</b>   | <b>Actions</b>  | <b>Deadline</b>                                |
|---|---|--|---|--|
| <b><u>Strategic Aim 3</u></b><br><b>Ensure equitable admissions by gender (continued)</b>                               | 2 | Assess our current adult engagement model for this subject and use this information to propose programmes which tackle gender imbalance. | At present titles of programmes are prescribed by SFC. We plan to remove the word 'Care' from our section making it Health and Social Studies. Application profiles have clearly indicated that the use of the word 'Care' is a barrier for male applicants.  | 30 March 2020                                  |
|   |   |  | Examine and draw actions from case studies of our male/gender neutral students past and present showing what could be done, and career paths which would be attractive to male/gender neutral students.   | 30 January 2020                                |
| <b><u>Strategic Aim 6</u></b><br><b>Enhance retention and completion at a subject level where there is a gender gap</b> | 1 | Arrange for expert speakers/employers on subject area to interact with students and potential students to promote industry engagement.   | Specific dates are arranged by individual lecturers and often by the students themselves as part of their programme. UWS, SWAP, University of Glasgow, Stars Team, NHS, Health & Wellbeing Team, Third Sector including Support in Mind, Kate's Kitchen, and a list of placements from East to West too many to list in this box which are all used and fully engaged with us throughout the academic year. | Programme underway, for review by 30 June 2020 |
|   | 2 | Investigate and address issues around curriculum design to improve gender balance.   | Plan to highlight the issues around the use of the word 'Care' in qualifications and lobby SQA for this to be changed to Health and Social Studies, or Health and Social Services.  | 30 March 2020                                  |
|   |   |  | Plan to highlight how SVCA will allow the student to register with the SSSC and therefore directly exit to employment.  | 30 November 2020                               |

|   |   | <b>Key Tasks</b>  | <b>Actions</b>   | <b>Deadline</b>              |
|---|---|---|--|------------------------------|
| <b><u>Strategic Aim 6</u></b><br><b>Enhance retention and completion at a subject level where there is a gender gap (continued)</b> | 2 | Investigate and address issues around curriculum design to improve gender balance (continued) | The Curriculum is carefully designed to meet industry needs, particularly the NPA in Reablement. We also deliver a college certificate in Enablement Awareness to everyone from Third Sector, Health and Social Care, Council, Private Care and the Public on a weekly basis. There are very few men who come to this, unless they are supervisors or managers of staff. We can only deliver to those who are sent to us and that reflects the gender balance in current employment locally. | Review<br>30<br>June<br>2020 |
|   |   |   | Pilot with marketing and agreement from SWAP to run one SNUR as Access to Mental Health Nursing and the other as Access to Adult Nursing.  | 31<br>December<br>2019       |
|   |   |   | Ensure the 'Care Academy' and 'Care Hub' are renamed to reference to 'Care'. Options might include 'Health & Social Science Academy' (HASSA) or 'Foundation Institute in Social Sciences and Health' (FISSH)   | 30<br>August<br>2019         |

## Child Care: Gender Action Plan 2019/20

The graph below shows results back to 2012. The national aim is that, by 2030, no subject will have an extreme gender imbalance (greater than 75:25). Trend lines are shown comparing the current actual trend (green), the target set internally by the College (blue) and the Scottish Government national target (purple).

### Trend data



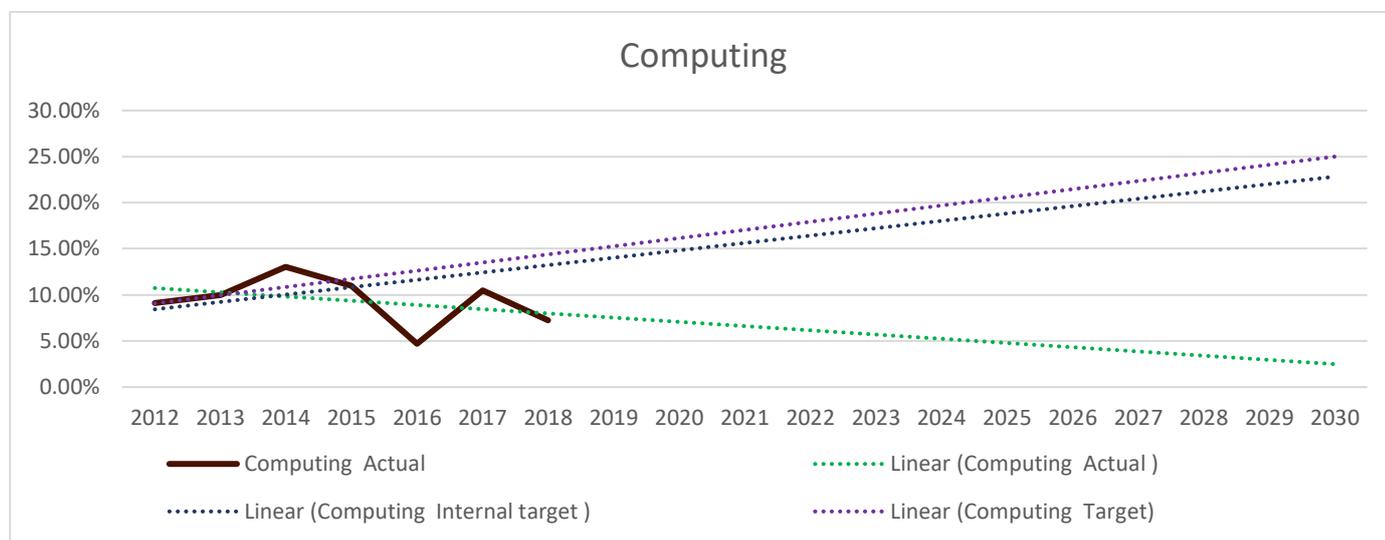
|  | Key Tasks |  | Actions   | Deadline   |
|--|-----------|--|---|--|
| <b>Strategic Aim 3</b><br><b>Ensure equitable admissions by gender</b> | 1         | Assess our current school engagement model for this subject and use this information to design programmes which tackle gender imbalance. | Design input for existing school groups (3 for Psychology, 8 for Childcare) to ensure that male students who are interested in psychology (where male students are more prevalent) understand the value and depth of specializing in childcare. | Review and design by 30 August 2019<br>Implement and review for effect by 30 June 2020 |
|  | 2         | Assess our current adult engagement model for this subject and use this information to propose programmes which tackle gender imbalance. | Ensure effective use of Skills Development Scotland marketing materials to enhance local marketing initiatives, using these as a priority to capitalize on the investment and message designed at national level.                               | Agree policy on sharing national social media advertising by 30 August 2019            |

|   | <b>Key Tasks</b> | <b>Actions</b>   | <b>Deadline</b>   |
|---|------------------|--|---|
| <b><u>Strategic Aim 6</u></b><br><b>Enhance retention and completion at a subject level where there is a gender gap</b> | 1                | Arrange for expert speakers/employers on subject area to interact with students and potential students to promote industry engagement. | Male role model with Men In Childcare experience identified locally. Build on initial discussions to design programme of communication to encourage men into care.        |
|   |                  |  | Investigate scope of communication strategy for role model by 30 August 2019  |
|   | 2                | Investigate and address issues around curriculum design to improve gender balance.   | Utilise joint work with Men in Childcare role model and existing local role models to review curriculum design and ensure the course is as welcoming for men as possible. |
|   |                  |  | Gather ideas from role models by 30 August 2019   |
|   |                  |  | Roll out strategy and review effectiveness by 30 June 2020  |
|   |                  |  | Roll out curriculum with any recommended changes and review effectiveness by 30 June 2020   |

## Computing: Gender Action Plan 2019/20

The graph below shows results back to 2012. The national aim is that, by 2030, no subject will have an extreme gender imbalance (greater than 75:25). Trend lines are shown comparing the current actual trend (green), the target set internally by the College (blue) and the Scottish Government national target (purple).

### Trend data



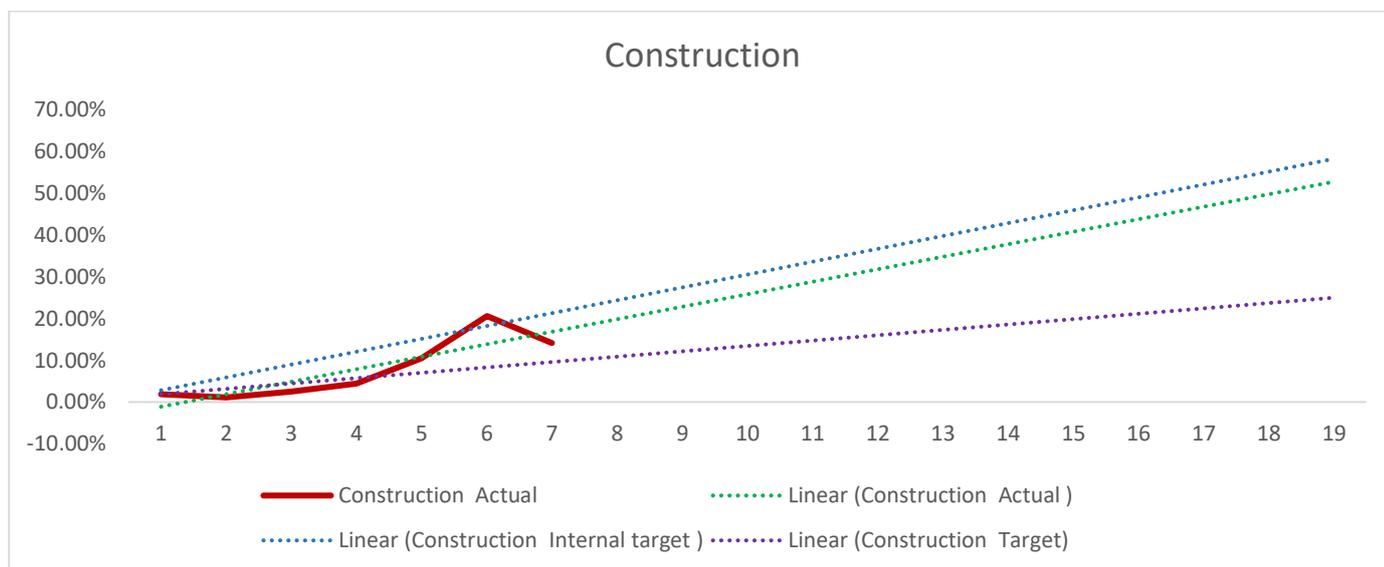
|  | <b>Key Tasks</b>   | <b>Actions</b>  | <b>Deadline</b>   |  |
|--|--|---|---|--|
| <b>Strategic Aim 3</b><br><b>Ensure equitable admissions by gender</b> | 1 Assess our current school engagement model for this subject and use this information to design programmes which tackle gender imbalance. | In 2018/19, we plan to attend DG Goes Bang with both male and female staff and learners to profile work within the Computing Industry as a profession. This targeted marketing approach (Secondary Schools) will be reviewed at the end of the current academic year, with intended development to become an initiative where schools come to the College for similar information sessions to change their perception of the industry and interest female students in the courses we offer. | Review pilot project by 30 August 2019  |  |
|  |  |   | Roll out of schools visits by 30 April 2020   |  |
|  |  |   | Review of project and next steps agreed by 30 June 2020   |  |
|  |  |   | In 2019/20 we plan to pilot primary school taster days for all classes 1-7 in Computing in order to change perceptions of potential female students at an early stage. Review with a view to roll out to receptive Primary schools over the coming academic year. | Review tasters by 30 June 2020             |
|  |  |   |   | Roll out of tasters by 30 June 2020        |
|  |  |   |   | Review & next steps agreed by 30 June 2020 |

|   | <b>Key Tasks</b>   | <b>Actions</b>  | <b>Deadline</b>   |
|---|--|---|---|
|   | 2 Assess our current adult engagement model for this subject and use this information to propose programmes which tackle gender imbalance. | A taster session for teachers from local Primary Schools under the STEM banner will be used to help inform adults locally of the opportunities available through College to access careers in the Computing Industry. | Review tasters by 30 June 2020                              |
|   |  |   | Roll out of tasters by 30 June 2020                         |
|   |  | Working with CTS to design and deliver accessible courses to encourage adult engagement. These courses will be delivered at times that suit individuals.  | Review of project and next steps agreed by 30 June 2020     |
|   |  |   | Review tasters by 30 August 2019                            |
|   |  |   | Roll out of tasters by 30 June 2020                         |
|   |  |   | Review of project and next steps agreed by 30 June 2020     |
| <b><u>Strategic Aim 6</u></b><br><b>Enhance retention and completion at a subject level where there is a gender gap</b> | 1 Arrange for expert speakers/employers on subject area to interact with students and potential students to promote industry engagement.   | Staff will be given defined project work to expand the existing network of female role models visiting the College and schools to inspire the next generation of female students.                                     | Scope and staffing of project work agreed by 30 August 2019 |
|   |  |   | Roll out of speakers by 30 April 2020                       |
|   | Review of project and next steps agreed by 30 June 2020  |   |   |
| 2 Investigate and address issues around curriculum design to improve gender balance.                                    | The new admissions standards will be monitored to ensure there is no inherent gender bias in requirements.                                 | Standards under review for first year by 30 September 2019  |   |

## Construction: Gender Action Plan 2019/20

The graph below shows results back to 2012. The national aim is that, by 2030, no subject will have an extreme gender imbalance (greater than 75:25). Trend lines are shown comparing the current actual trend (green), the target set internally by the College (blue) and the Scottish Government national target (purple).

### Trend data



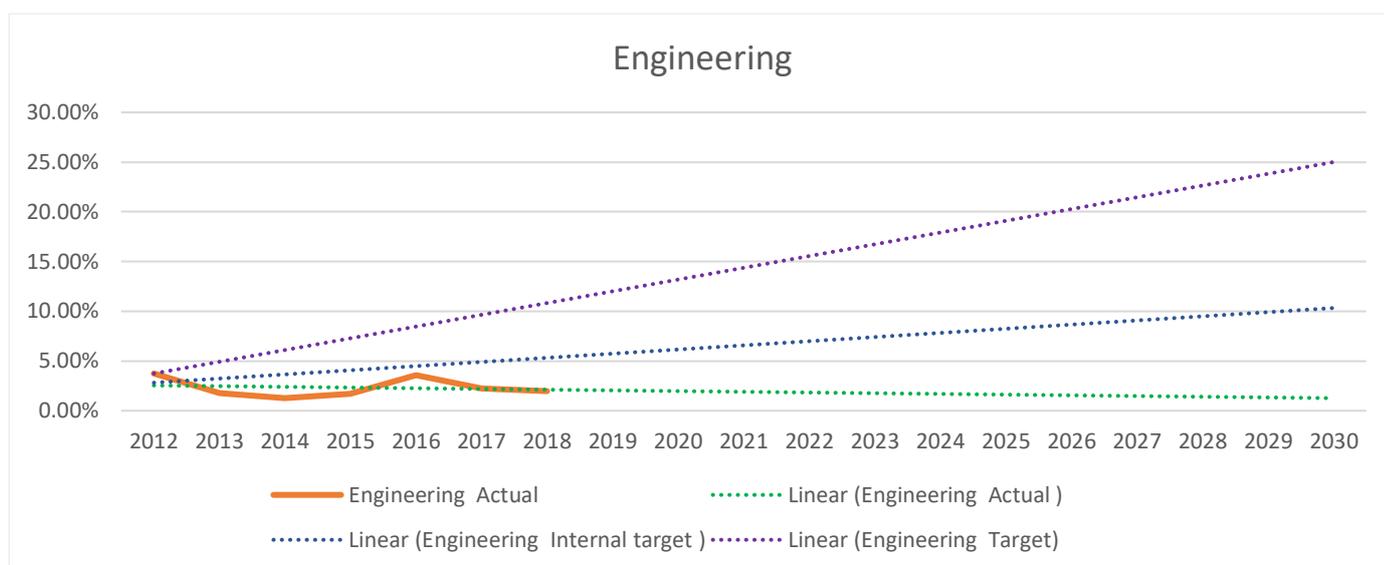
|   | <b>Key Tasks</b>   | <b>Actions</b>   | <b>Deadline</b>   |
|---|--|--|-------------------|
| <b><u>Strategic Aim 3</u></b><br><b>Ensure equitable admissions by gender</b> | 1 Assess our current school engagement model for this subject and use this information to design programmes which tackle gender imbalance. | The successful CREST Built Environment Project will be expanded to include an additional school, with a female member of lecturing staff as a key part of the delivery team.   | 31 August 2019    |
|   |  | Opportunities to market courses to a more diverse audience will be undertaken as part of the College's SoSEP hub and spoke project.  | 30 September 2019 |
|   | 2 Assess our current adult engagement model for this subject and use this information to propose programmes which tackle gender imbalance. | NCMT Multi-trade course is already attracting an encouraging gender mix, which may be due to the range of skills included. Take up and feedback will be carefully monitored to ensure that the course design is inclusive. | 31 December 2019  |

|   | <b>Key Tasks</b> |  | <b>Actions</b>   | <b>Deadline</b>        |
|---|------------------|--|--|------------------------|
| <b><u>Strategic Aim 6</u></b><br><b>Enhance retention and completion at a subject level where there is a gender gap</b> | 1                | Arrange for expert speakers/employers on subject area to interact with students and potential students to promote industry engagement. | Investigate potential female role model speakers from the industry to present to students in College and (in partnership) for schools. | 31<br>March<br>2020    |
|   | 2                | Investigate and address issues around curriculum design to improve gender balance.   | Monitor new admissions policy course qualification requirements to ensure there is no inherent gender bias for entry onto courses.     | 31<br>December<br>2019 |

## Engineering: Gender Action Plan 2019/20

The graph below shows results back to 2012. The national aim is that, by 2030, no subject will have an extreme gender imbalance (greater than 75:25). Trend lines are shown comparing the current actual trend (green), the target set internally by the College (blue) and the Scottish Government national target (purple).

### Trend data



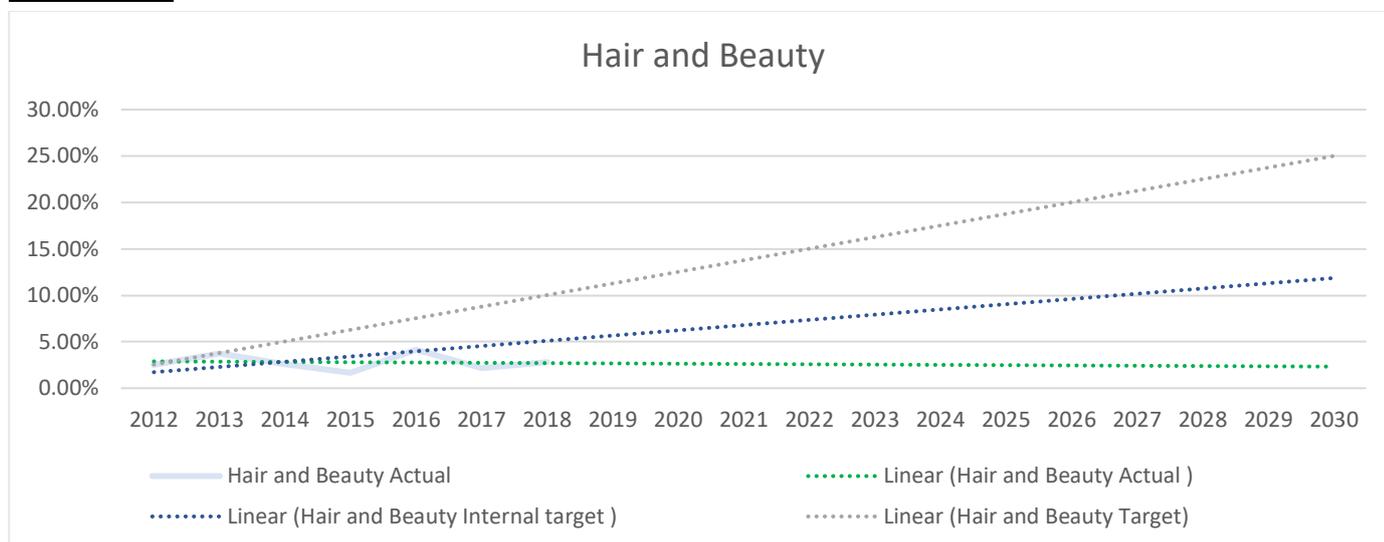
|   | <b>Key Tasks</b>   | <b>Actions</b>  | <b>Deadline</b>        |
|---|--|---|------------------------|
| <b><u>Strategic Aim 3</u></b><br><b>Ensure equitable admissions by gender</b> | 1 Assess our current school engagement model for this subject and use this information to design programmes which tackle gender imbalance. | Every secondary school in the region is working with us on Foundation Apprenticeships, which are starting to attract more female candidates. Course marketing materials, requirements, and evaluations will be reviewed twice annually to ensure that there are no barriers to inclusion for female students. | 31<br>December<br>2019 |
|   |  | Continue active promotion across all marketing outlets of successful female students in this field to provide role models for prospective students currently in school education.   | 31<br>August<br>2019   |

|   | <b>Key Tasks</b>   | <b>Actions</b>   | <b>Deadline</b>                                  |
|---|--|--|--|
|   | 2 Assess our current adult engagement model for this subject and use this information to propose programmes which tackle gender imbalance. | Adult students have a strong presence on all full time courses. Marketing and gender profile for these courses will be reviewed at each intake to ensure courses are clearly appropriate for both genders.                                       | 31<br>December<br>2019<br><br>30<br>June<br>2020 |
| <b><u>Strategic Aim 6</u></b><br><b>Enhance retention and completion at a subject level where there is a gender gap</b> | 1 Arrange for expert speakers/employers on subject area to interact with students and potential students to promote industry engagement.   | Expand on this year's successful presentations by female role models from Slumberger and Scottish Power Renewables, which involved pupils from local schools.  | 31<br>March<br>2020                              |
|   |  | Repeat annually this year's successful Dingbro Trade Event which featured female role model presenters, attended by 60 companies and our own students  | 31<br>March<br>2020                              |
|   | 2 Investigate and address issues around curriculum design to improve gender balance.   | The new admission standards will be monitored to ensure there is no inherent gender bias. Currently, requirements are for a number of standard grades and subjects are not specified, in an attempt to avoid stereotyping of potential students. | 30<br>September<br>2019                          |

## Hair and Beauty: Gender Action Plan 2019/20

The graph below shows results back to 2012. The national aim is that, by 2030, no subject will have an extreme gender imbalance (greater than 75:25). Trend lines are shown comparing the current actual trend (green), the target set internally by the College (blue) and the Scottish Government national target (purple).

### Trend data



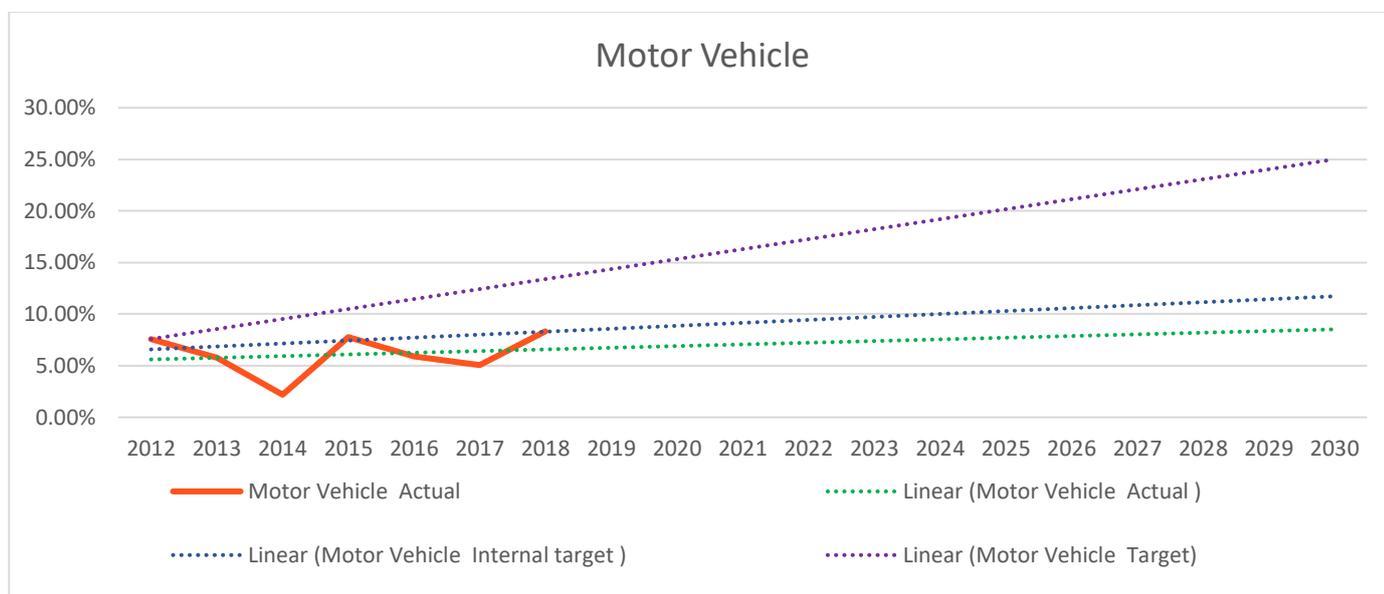
|  | <b>Key Tasks</b>   | <b>Actions</b>   | <b>Deadline</b>   |
|--|--|--|---|
| <b>Strategic Aim 3</b><br><b>Ensure equitable admissions by gender</b> | 1 Assess our current school engagement model for this subject and use this information to design programmes which tackle gender imbalance. | In 2018/19, we piloted a visit to local senior phase school mixed classes to profile work within the Hair and Beauty Industry as a profession within a respected industry with considerable social capital. This targeted marketing approach will be reviewed at the end of the current academic year, with intended development to become an initiative where schools come to the College for similar information sessions to change their perception of the industry and interest male students in the courses we offer. | Review pilot project by 30 August 2019                  |
|  |  |  | Roll out of schools visits by 30 April 2020             |
|  |  |  | Review of project and next steps agreed by 30 June 2020 |
|  |  | In 2018/19 we piloted primary school taster days for all classes 1-7 in Hair and Beauty in order to change perceptions of potential male students at an early stage. Review with a view to roll out to receptive primary schools over the coming academic year.  | Review tasters by 30 August 2019                        |
|  |  |  | Roll out of tasters by 30 April 2020                    |
|  |  |  | Review of project and next steps agreed by 30 June 2020 |

|  | <b>Key Tasks</b> | <b>Actions</b>   | <b>Deadline</b>   |   |
|--|------------------|--|---|---|
|  | 2                | Assess our current adult engagement model for this subject and use this information to propose programmes which tackle gender imbalance. | <p>A taster session for teachers from a local school under the banner of Staff Health and Wellbeing was used to help inform adults locally of the opportunities available through College to access careers in the Hair and Beauty Industry.</p> <p>A pamper day for adults associated with local schools who had been disengaged with school while in their early years was used as a vehicle to market the value of work in Hair and Beauty, to emphasise the opportunities for both men and women in the industry and to demonstrate its value for general health and wellbeing.</p> | <p>Review tasters by 30 August 2019</p> <p>Roll out of tasters by 30 April 2020</p> <p>Review of project and next steps agreed by 30 June 2020</p> <p>Review tasters by 30 August 2019</p> <p>Roll out of tasters by 30 April 2020</p> <p>Review of project and next steps agreed by 30 June 2020</p> |
| <b>Strategic Aim 6</b><br><b>Enhance retention and completion at a subject level where there is a gender gap</b> | 1                | Arrange for expert speakers/employers on subject area to interact with students and potential students to promote industry engagement.   | <p>Staff will be given defined project work to expand the existing network of male role models visiting the College and schools to inspire the next generation of male students. Current role models have experience at both local and national levels, presenting a range of options to interest male students in the industry.</p> <p>The new admissions standards will be monitored to ensure there is no inherent gender bias in requirements.</p>  | <p>Scope and staffing of project work agreed by 30 August 2019</p> <p>Roll out of speakers by 30 April 2020</p> <p>Review of project and next steps agreed by 30 June 2020</p> <p>Standards under review for first year by 30 September 2019</p>  |
|  | 2                | Investigate and address issues around curriculum design to improve gender balance.   |   |   |

## Motor Vehicle: Gender Action Plan 2019/20

The graph below shows results back to 2012. The national aim is that, by 2030, no subject will have an extreme gender imbalance (greater than 75:25). Trend lines are shown comparing the current actual trend (green), the target set internally by the College (blue) and the Scottish Government national target (purple).

### Trend data



|   | <b>Key Tasks</b> | <b>Actions</b>   | <b>Deadline</b>                                  |
|---|------------------|--|--|
| <b><u>Strategic Aim 3</u></b><br><b>Ensure equitable admissions by gender</b> | 1                | Assess our current school engagement model for this subject and use this information to design programmes which tackle gender imbalance. | 30<br>September<br>2019                          |
|   | 2                | Assess our current adult engagement model for this subject and use this information to propose programmes which tackle gender imbalance. | 31<br>December<br>2019<br><br>30<br>June<br>2020 |

|   | <b>Key Tasks</b> |  | <b>Actions</b>   | <b>Deadline</b>         |
|---|------------------|--|--|-------------------------|
| <b><u>Strategic Aim 6</u></b><br><b>Enhance retention and completion at a subject level where there is a gender gap</b> | 1                | Arrange for expert speakers/employers on subject area to interact with students and potential students to promote industry engagement. | Schools groups participate in industrial visits to local employers in College time with an emphasis put on gender balance in the workplace.  | 30<br>September<br>2019 |
|   | 2                | Investigate and address issues around curriculum design to improve gender balance.   | The new admission standards will be monitored to ensure there is no inherent gender bias. Currently, requirements are for a number of standard grades and subjects are not specified, in an attempt to avoid stereotyping of potential students. | 30<br>September<br>2019 |