CITY OF GLASGOW COLLEGE

Gender Action Plan

2017-2021

July 2017

Let Learning Flourish

Contents

1. Executive Summary

1. Executive Summary

Introduction and Context

The Scottish Funding Council's, SFC, **Gender Action Plan (SFC, 2016: 7)** (GAP) presents the vision and ambition to redress persistent gender imbalance characteristic to key subject areas, together with a series of aims and milestones.

In preparing the Gender Action Plan, GAP, research was conducted on SFC's behalf by the **Higher Education Academy**, HEA. This research presents findings across the five broad themes of: infrastructure; influencing the influencers; raising awareness and aspirations; encouraging applications; and supporting success.

Each College has been tasked with developing its own GAP to tackle those subjects with the greatest gender imbalance, with a focus on these five broad themes and actions aligned to their Regional Outcome Agreement, existing initiatives and statutory duties.

This report presents City of Glasgow College's Gender Action Plan 2017-2021. To support the aims and milestones devised by the SFC, the College has identified additional internal milestones, as well as a sixth theme of "stakeholder engagement". Key to planning, delivering and evaluating an effective and robust framework are: leadership; governance; and planning and performance.

Leadership

A member of the Senior Management Team, SMT, has been assigned the lead to coordinate the planning, delivery and evaluation of the College's GAP, supported by the ED&I Manager and designated faculty GAP leads. Senior leaders, leaders and staff will attend appropriate training on gender related issues, including positive action and unconscious bias, delivered by EQUATE Scotland.

Governance

The senior lead and the Equality, Diversity & Inclusion, ED&I, Manager, together with appropriate student representation, will meet monthly with faculty leads to

ensure consistency and continuity in approach, in conjunction with support areas as required.

The senior lead will present quarterly updates to the Student Experience Leadership Group and, in turn, to SMT. The Vice Principal Student Experience will present updates to the Students, Staff and Equalities Board of Management Committee. Progress will be discussed with the Glasgow Region Equality Group, GREG, with updates feeding into the Glasgow Region Learning & Teaching Group. Subsequently, the Glasgow Colleges' Regional Board will receive regular updates, as required, in support of the Glasgow Region Outcome Agreement.

Planning and Performance

Over the last 24 months, the Faculty of Building & Engineering has been planning, delivering and evaluating the effectiveness of "Women into" construction and engineering positive action courses. Moreover, this provision has been the focus of the College's participation in the Scottish College wide "Attracting Diversity" project coordinated by the Equality Challenge Unit, ECU. Participation in this project has provided a platform for devising tailored positive action initiatives, based on evidence, and ensuring compliance with the Equality Act 2010.

This experience has been used to inform wider faculty level action planning. As such, the College's approach has been to devise a College level action planning framework, with supporting faculty level GAPs. Although actions are specific, and often unique, to each faculty, common themes have been identified. In addition, support will be sought from key support functions. Progress in delivering the GAP will be incorporated into and examined within Faculty and Service Area Reviews.

Despite faculties being at difference stages in devising, delivering and evaluating faculty level GAPs to support positive action, considerable progress has already been made in delivering respective GAPs.

The College's gender action planning framework has been incorporated into the College's **Equality Outcome Framework 2017-2021**, published in April 2017, as Equality Outcome 1.1., see **Appendix 2.** Progress will be presented within the **Progress in Achieving Equality Outcomes Report**, to be published in 2019 and 2021.

2. Introduction

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The Scottish Funding Council's, SFC, Gender Action Plan (SFC, 2016: 7) (GAP) presents the vision and ambition to redress persistent gender imbalance characteristic of the following subject areas.

Colleges	Universities
Female Under-Representation	
Construction (general)	Architecture, Building and Planning
Building/Construction Operations	Engineering
Building Services	Technologies
Engineering/Technology (general)	Computer Sciences
Mechanical Engineering	
Electrical Engineering	
IT: Comp Science/Programming/Systems	
Vehicle Maintenance/Repair	
Male Under-Representation	
Child Care Services	Social Studies
Hair/Personal Care Services	Nursing
Training teachers	
Psychology	

In preparing the GAP, research was conducted on SFC's behalf by the Higher Education Academy, HEA. This research mapped approaches to tackling gender imbalances across Scottish Colleges and Universities, presenting findings across the following five broad themes.

Infrastructure	Influencing the influencers	Raising awareness and aspirations	Encouraging applications	Supporting success
•**Systems**: incorporating into policies, processes, strategies, leadership and current reporting mechanisms •**Humans**: embedding in staff CPD, and reward and recognition processes •**Resources**: research and understanding, time, finance and physical support •**Relationships**: internal and external networks for collaboration	•**Educators and careers advisors**: training, CPD and resource creation •**Parents**: awareness raising and support •**Current students**: embedding in the curriculum and co-curricular activities; awareness raising and training	•**Outreach**: workshops, taster programmes, clubs, talks, bespoke programmes, competitions, school visits et al aiming to raise awareness and understanding of and interest in subjects and careers so as to influence the educational and career choice process. Use of role models, single-sex activities, thematic foci and media campaigns.	•**Recruitment**: ensuring equitable admissions, supporting the recruitment process and tackling attainment disparities •**Marketing**: embedding gender equality and counter-stereotyping within prospectuses, websites and open day activities •**Course packaging**: designing courses to attract non-traditional students and utilising access programmes	•**Creating gender inclusive environments**: auditing for and tackling environmental and structural barriers and developing gender inclusive environments •**Enhancing the student experience**: student mentoring, student networks, awareness raising and support for progression into counter-stereotypical careers

Whose Job is it Anyway? (HEA, 2016: 6)

The GAP presents the following ambitious aims and milestones. To support these, the College has identified additional internal milestones.

Aim	Milestones
By 2021, increase by five percentage points the minority gender share in each of the 10 largest and most imbalanced 'superclasses' among 16-24year olds (DYW KPI).	Increase by 4.2% by 2019-20. Increase by 3.2% by 2018-19. * Increase by 2.2% by 2017-18. * Increase by 1.2% by 2016-17. *
By 2030, no subject has an extreme gender imbalance (75: 25).	50% reduction in the number of college and university subjects in this category by 2025. 25% reduction in the number of college and university subjects in this category by 2020. *
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.

* Additional internal College milestones.

Sections 85-89 of the SFC **Guidance for the development of College Outcome Agreements 2017-18 to 2019-20** focuses on gender. Section 86 asks for Colleges "to outline their key ambitions to tackle gender imbalances at a subject level within their Outcome Agreements. These should be clear outcomes focused on the subjects with the greatest gender imbalances at the college."

Sections 13-19 of the supporting **Annex B** focuses on gender and equalities. Section 16 states that "each college is asked to develop their own gender action plan. We would expect these to be developed by July 2017. These should outline the actions the college will undertake to achieve the outcomes outlined in their Outcome Agreement. These should correspond with the aims of SFC's Gender Action Plan with a specific focus on actions that enhance: a. Infrastructure. b. Influencing the influencers. c. Raising awareness and aspiration. d. Encouraging applications. e. Supporting success (i.e. the five themes outlined above)".

The SFC stated "we do not plan to be specific about what an institution's Gender Action Plan needs to look like. It can form part of an institution's Equality Outcomes Plan or other strategic plan as long as it contains a specific gender element." **(SFC, 2016: 8).**
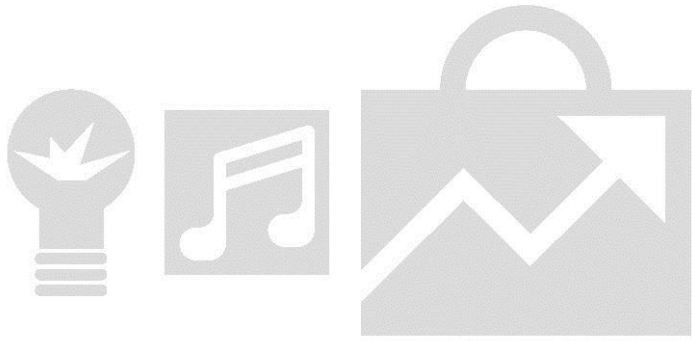
3. Commitment

3. Commitment

College Values

Equality, Diversity & Inclusiveness is one of 6 core College values:

- The Individual.

- *Equality, Diversity & Inclusiveness*.

- Integrity, Honesty and Transparency.

- Excellence & Achievement.

- Partnership.

- Innovation & Enterprise.

College Behaviours

Through student and staff engagement, behaviours were identified which support the College values and promote a positive culture. These agreed behaviours are being communicated and developed through a variety of approaches, including the "Our Behaviours" booklet and related training sessions, as well as the College's "Digital Badges Initiative". Such approaches help promote and reinforce the behaviours to ensure they become embedded within the College culture.

Equality, Diversity & Inclusion Policy and Mainstreaming Vision

The College's Equality, Diversity & Inclusion (ED&I) Policy details the aims, scope and responsibilities for ED&I. The College's Mainstreaming Vision is:

"To nurture an environment in which the equality, diversity and inclusion of students, staff and visitors from all backgrounds are routinely anticipated, expertly accommodated and positively celebrated."

Equality, Diversity & Inclusion Statement

Equality, Diversity & Inclusiveness for all:

- Fairness.

- Opportunity.

- Respect.

College Strategic Priorities 2017-2025

Equality, diversity and inclusiveness are addressed within the following strategic priorities:

1. To be an inspirational place of learning.
2. To enable individuals to excel and realise their full potential.
3. To live our values, value our people and innovate in partnership.
5. To deliver excellence in performance.

Access, Inclusion & Wellbeing

As detailed in the Student Experience Strategy and Access & Inclusion Initiative, the College encourages access and inclusion, and thus widening participation, by recognising, prioritising and meeting the needs of individuals and groups which comprise the communities the College serves.
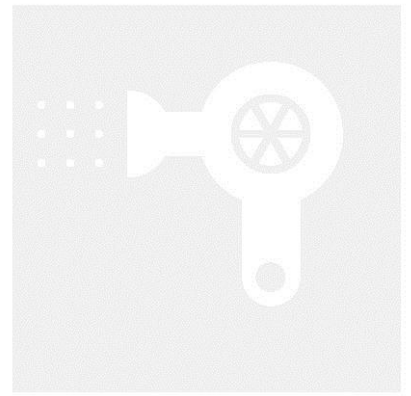
4. College Response

4. College Response

4.1. Leadership, Governance, Planning and Performance

To provide an effective and robust framework:

- A College level gender action planning framework, with supporting faculty level Gender Action Plans, GAPs, have been devised.

- During the planning stage, the Faculty of Building, Engineering & Energy Director was assigned the role of the lead to coordinate the planning of the College framework and faculty GAPs, supported by the ED&I Manager. From July 2017, the College Secretary will be responsible for the delivery and evaluation of the College framework and faculty GAP, with support from the ED&I Manager.

- In addition to assigning faculty leads, teams will be encouraged to assign curriculum area leads to coordinate the delivery and evaluation of GAPs.

- The senior lead and the ED&I Manager, will liaise with the Student Experience Director - the senior lead for the Access & Inclusion Strategy and Student Experience strategies - to avoid duplication of activities and ensure alignment of themes.

- The senior lead and the ED&I Manager, together with appropriate student representation, will meet monthly with faculty leads to monitor and review progress updates as well devise related actions, to ensure consistency and continuity in approach, in conjunction with support areas as required.

- Senior leaders, leaders and staff will attend appropriate training on gender related issues, including positive action and unconscious bias, delivered by EQUATE Scotland.

- Progress in delivering the GAP will be incorporated into and examined within Faculty and Service Area Reviews.

- The senior lead will present quarterly updates to the Student Experience Leadership Group and, in turn, to Senior Management Team.

- The Vice Principal Student Experience will present updates to the Students, Staff and Equalities Board of Management Committee.

- Progress will be discussed with the Glasgow Region Equality Group, GREG, with updates feeding into the Glasgow Region Learning & Teaching Group. Subsequently, the Glasgow Colleges' Regional Board will receive regular updates, as required, in support of the Glasgow Region Outcome Agreement.

- The College's gender action planning framework has been incorporated into the College's **Equality Outcome Framework 2017-2021**, published in April 2017, as Equality Outcome 1.1., see **Appendix 2.** Progress will be presented within the **Progress in Achieving Equality Outcomes Report**, to be published in 2019 and 2021.

4.2. Gender Representation in City of Glasgow College

Based on data available as of June 2017, for SFC funded full-time FE courses in 2016-2017, 49% of City of Glasgow College enrolled students are female and 51% are male. For full-time HE courses, 51% are female and 49% are male. However, this disguises gender imbalance in a range of courses in which enrolments are dominated by one gender. As illustrated in **Appendix 1**, a number of full-time FE and HE courses are characterised by less than 10% enrolment from a single gender.

4.3. Participation in Equality Challenge Unit (ECU) Project

Over the last 24 months, the Faculty of Building & Engineering has been planning, delivering and evaluating the effectiveness of "Women into" construction and engineering courses. Moreover, this "Women into" provision has been the focus of the College's participation in the Scottish College wide "Attracting Diversity" project coordinated by the Equality Challenge Unit, ECU.

Success of the Gender Action Plan, including related positive action initiatives, is dependent on two key factors. As such, participation in the ECU project has provided a platform for:

- Devising tailored positive action initiatives, fit for purpose, based on locally specific barriers and disadvantage, as demonstrated by valid evidence sources. Participation has resulted in the creation of a self-assessment tool, for use by other faculties.

- Ensuring compliance with the Equality Act 2010 when devising positive action initiatives, i.e. through a responding to a positive action checklist and conducting an Equality Impact Assessment, EQIA).

As recommended by ECU, when reflecting on current progress and identifying positive action initiatives, faculties have been tasked with conducting an EQIA and considering the following checklist as devised by **Dr Chantal Davies**, Senior Lecturer in Law/Director Forum for Research into Equality and Diversity at the University of Chester:

- Is there a **particular need, underrepresentation or disadvantage** among a group that the HEI/College wishes to address?

- What is the **evidence** of that need, underrepresentation or disadvantage?

- What is the **cause** of that need, underrepresentation or disadvantage?

- How will the measure **address** the need, underrepresentation or disadvantage?

- Which groups, if any, are disadvantaged by the introduction of the measure (through conducting an EQIA)? If groups are disadvantaged, what plans are in place to **alleviate** negative impacts?

- Is there another, more effective (or less adverse to other groups), way for the College to address that need, disadvantage or underrepresentation (i.e. **proportionality**)?

- For what period of time will the measure be in place? What arrangements are in place to **review** the impact of the measure?

- **Publish context** (rationale) and details of measure and review mechanisms.

4.4. Faculty Level Action Plans

The results of the self-assessment tool, checklist and related EQIA have been used to inform faculty level action planning. In doing so, some identified actions, although being relevant to most of the five broad themes identified by SFC, have been included in a sixth theme, due to their unique impact in addressing gender imbalance. This has been included as "Stakeholder Engagement".

It is recognised that faculties are at different stages in devising, delivering and evaluating faculty level GAPs to support positive action. Despite this, considerable progress has already been made in delivering respective GAPS. In general, activity and progress can be aligned to the following five stages of our College's Gender Action Planning Cycle:
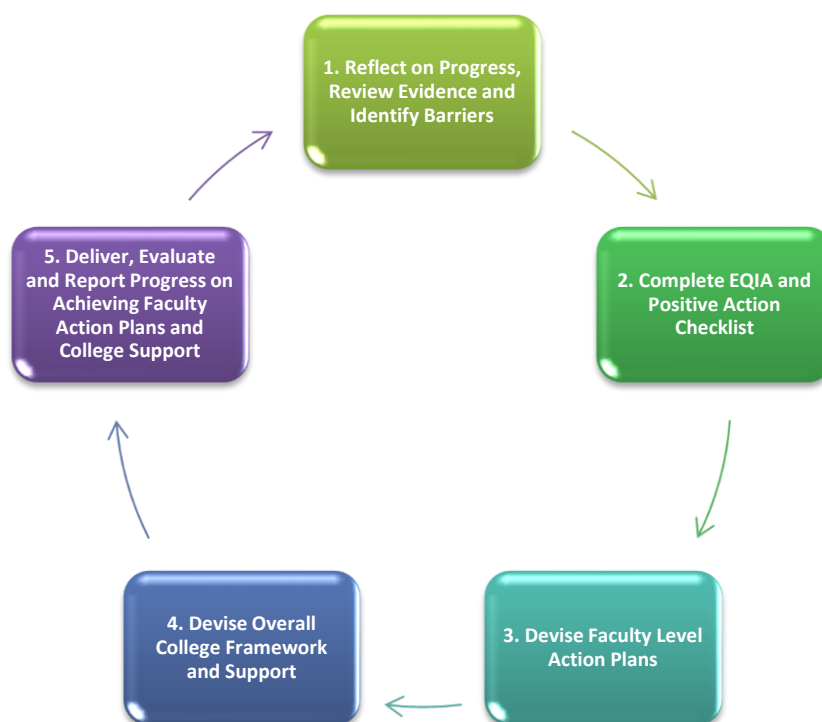
Please refer to Appendix 3 for the Faculty of Building, Engineering & Energy Plan.

Please refer to Appendix 4 for the Faculty of Business Plan.

Please refer to Appendix 5 for the Faculty of Creative Industry Plan.

Please refer to Appendix 6 for the Faculty of Education & Lifestyle Plan.

Please refer to Appendix 7 for the Faculty of Leisure & Lifestyle Plan.

Please refer to Appendix 8 for the Faculty of Nautical Studies Plan.

4.5. College Level Framework and Support

An overall College framework has been devised to support each faculty in delivering respective action plans. Although actions are specific, and often unique, to each faculty, common themes have been identified. In addition, support will be sought from key support functions. Please refer to Table 1 for more details.

Table 1: College Wide Action Plan Summary

College/Faculty Level	Infrastructure	Influencing the Influencers	Raising Awareness and Aspirations	Encouraging Applications	Supporting Success	Stakeholder Engagement
Examples of Common Actions Across Support Functions.	Admissions: • Evaluate the potential impact of entry requirements on gender imbalance. Performance: • Applicant, student and KPI gender data available on dashboard. • Incorporate GAP into Faculty/Directorate Reviews. HR: • Incorporate positive action within staff recruitment and family friendly/ flexible working procedures.	Marketing, Corporate Comms, Events and Schools Liaison: • On and off line comms, targeted at teachers, parents, pupils and existing staff and students to challenge attitudes and raise aspirations. OD: • Deliver gender based training for senior leaders, leaders and staff to raise awareness of and commitment to tackling issues.	Marketing and Events: • On and off campus events – and supporting comms' - targeted to prospective applicants, incorporating taster sessions and inspirational speakers from industry, current students and alumni.	Marketing: • Campaigns targeted at tackling gender imbalance. • Relevant information incorporated onto course specific web pages, including: commitment to tackling gender imbalance; exciting unit descriptions; student profiles; work placements; and inspirational speakers from industry/ alumni.	Student Experience: • Embed wellbeing, equality and inclusion within the Access & Inclusion Strategy and Student Experience Strategy and related operational activity.	Marketing, Corporate Comms, Events and Schools Liaison: • On and off campus events and networking targeted to existing and potential stakeholders, including schools and employers.

College/Faculty Level	Infrastructure	Influencing the Influencers	Raising Awareness and Aspirations	Encouraging Applications	Supporting Success	Stakeholder Engagement
Examples of Common and Specific Actions Across Faculties.	All: • Explicit consideration of gender data within curriculum planning and review. Faculty of E&S: • Ensure appropriate gender balance across curriculum teams in Health and Care/ Early Years and Childcare. • Review all resources and materials to ensure gender representative, in particular referring to work roles.	All: • Role model commitment and explicitly embed wellbeing, equality and inclusion within the curriculum. Faculty of BE&E: • Develop partnerships with aligned and/or high profile external partners who can support the GAP. • Set and agree GAP KPIs with EDI and Performance Teams.	All: • Communicate commitment to applicants and existing students and sign post to bespoke positive action and feeder courses. Faculty of E&S: • Men into Childcare (MIC) partnership will be strengthened and clear progression pathway developed.	All: • Ensure equitable admissions through accounting for and minimising conscious and unconscious bias. Faculty of BE&E: • Review all marketing materials. • Carry out positive action marketing campaign. • Complete EQIA on marketing materials. • Produce GAP delivery action plans at faculty team level.	All: • Create gender inclusive environments. • Ensure guidance is focused on wellbeing, equality and inclusion to support under-represented genders. Faculty of E&S: • Graduate panel and student diaries reflect male student experience and progression story.	All: • Faculty specific on and off campus events and networking targeted to existing and potential stakeholders, including schools and employers. Faculty of BE&E: • Continue to run BE&E Gender Steering Group. • Publish Faculty Action Plan. • Continue to engage with stakeholders in a coordinated and impactful manner.

4.6. Dashboard Support

As detailed in Appendix 2, the GAP aims and milestones (including our College's additional milestones) have been incorporated into a dedicated tab on our "Dashboard"; our visual and live data analysis tool for KPIs and other performance data.

To provide direction and support to curriculum teams, as well as demonstrate and track progress, these aims and milestones have been applied at faculty, curriculum area and course levels, colour coded as follows:

- Courses with over 90% representation of a single gender are highlighted in red.

- Courses with between 75%-90% representation of a single gender are highlighted in amber.

- Courses with less than 75% representation of a single gender are highlighted in green.

This will support Gender Action Plan Faculty Leads, and respective curriculum teams, to plan for and monitor progress in redressing gender related issues at enrolment, early withdrawal, further withdrawal, partial success and successful outcome stages.

4.7. Publishing and Review

To complement the Equality Outcome Framework 2017-2021, the GAP will be published on the ED&I section of the College website, under Equality Act 2010 and Duties.

As stated in Section 3.1., actions and progress in delivering the College's GAP will be regularly refined and reviewed through a number of performance and governance mechanisms.

Progress will be presented within the Progress in Achieving Equality Outcomes Report, published in 2019 and 2021.

5. College and Regional Alignment

5. College and Regional Alignment

5.1. College Alignment

The Gender Action Plan is aligned with and supports the College's Access & Inclusion Initiative and existing equality statutory duties:

Access & Inclusion Initiative

As stated in Section 3.1., the senior Gender Action Plan lead and the ED&I Manager, will liaise with the Student Experience Director - the senior lead for the Access & Inclusion Strategy and Student Experience strategies - to avoid duplication of activities and ensure alignment of themes.

Board of Management Diversity and Gender Imbalance

Our commitment and initiatives designed to both tackle the under representation of women and also improve the wider diversity of our Board of Management is detailed in Section 6 of our Equality Mainstreaming Report 2017.

Staff Diversity, Progression and Equal Pay Gap

The representation of our applicants and staff across protected characteristics - at recruitment, composition, development (including progression) and retention stages - is presented in Section 7 of our Equality Mainstreaming Report 2017.

Our commitment and related initiatives designed to redress our equal pay gap, together with the under representation of women, disabled and BME staff, both vertically and horizontally across the College, is detailed in Section 7 of our Equal Pay Statement & Information Report 2017.

Equality Outcomes Framework 2017-2021

As stated, the College's gender action planning framework has been incorporated into and published as part of the College's Equality Outcome Framework 2017-2021, as Equality Outcome 1.1., see Appendix 2. Progress will be presented

within the **Progress in Achieving Equality Outcomes Report**, published in 2019 and 2021.

5.2. Regional Alignment

City of Glasgow College's Gender Action Plan is aligned with and supports the **2017-18 Glasgow Regional Outcome Agreement** as follows:

Outcome 4: Developing the Workforce

Our College will work with the Glasgow Region Developing Scotland's Young Workforce lead to support delivery of the recommendations of the Commission for Developing Scotland's Young Workforce, including actions to improve gender balance and increase the intersectional benefits for other protected groups.

Annex B: Supporting Narrative

Economic Sector Volume Plans

Aligned to regional requirements, our local College curriculum planning process will continue to include review and development of the curriculum in light of labour market, economic and post-course destination information, to improve the employment prospects of our students. Commitments, aims and actions are detailed in our **College Strategic Plan 2017-2025**, and supporting strategies, enhancement plans, Access & Inclusion Initiative, and Gender Action Plan.

Equality Outcome Themes

Glasgow's colleges are committed to serving a regional college student population which reflects the diversity of the region and demonstrates regional commitment to widening access through the delivery of a coherent regional curriculum. To support a coherent regional approach, the colleges have jointly developed the following shared regional equality outcome themes:

1. The diversity of students and staff reflects the communities the College serves.

2. All students and staff experience and contribute to a culture of dignity and respect.

3. All students and staff benefit from inclusive and accessible spaces, environments and services.

4. All students and staff actively engage in fully inclusive and accessible learning.

5. Successful student and staff outcomes are increased irrespective of protected characteristics.

Our College has developed an **Equality Outcome Framework 2017-2021**, with specific actions and measures, to support the achievement of these regional outcome themes. As detailed in **Appendix 2**, our College's Gender Action Plan is presented as "Equality Outcome 1.1. Student representation of gender in courses currently characterised by significant imbalance of over 90% is redressed by 5% between 2017 and 2021", aligned to Regional Equality Outcome Theme 1. The Equality Outcomes were developed following student, staff and stakeholder engagement, including external equality organisations.

Developing the Young Workforce (DYW)

Our Gender Action Plan will support improving opportunities and experiences for all students, with a focus on reducing gender imbalance on course take-up with a view to developing the young workface.

Gender and Equalities

As detailed in the **Introduction**, our College's Gender Action Plan will directly contribute to the Scottish Government's and Scottish Funding Council's ambitions for colleges to address gender imbalances at subject level, within the following KPI to "increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced superclasses among 16-24 year olds by 2021".

Science, Technology, Engineering & Mathematics (STEM)

Supporting improved gender balance on STEM programmes, through earlier engagement of young people with STEM pathways, is a specific focus of regional STEM developments and our Gender Action Plan will directly contribute to this goal.

Appendices

Appendix 1: Gender Representation in City of Glasgow College 2016-2017

Faculty*	Full Time Further Education Programme Title*	F*	M*	Total*	%*
BE&E	BPEC Diploma in Smart Metering (Level 2) (Mar)	1	9	10	10%
BE&E	City and Guilds Diploma in Bricklaying (Jan)	1	14	15	7%
BE&E	City and Guilds Diploma in Plastering (Jan)	1	14	15	7%
BE&E	City and Guilds Extended Certificate in Construction Skills (Level 3) (Jan)	0	17	18	0%
BE&E	City and Guilds Extended Certificate in Construction Skills/Women in Construction (Level 3) (Jan)	17	0	17	100%
BE&E	NC Electrical Engineering (Level 5)	2	40	42	5%
BE&E	NC Electrical Engineering (Level 6)	0	39	39	0%
BE&E	NC Engineering Systems (Level 5)	2	20	22	9%
BE&E	NC Mechanical Maintenance Engineering (Level 5)	1	20	21	5%
BE&E	NPA Construction / Joinery and Brickwork (Jan)	1	18	19	5%
BE&E	NQ Construction and Built Environment	1	17	18	6%
Business	NQ Computing (Level 6)	1	23	24	4%
Business	NQ Computing Software Development (Level 6)	3	40	43	7%
Creat' Ind'	NC Art and Design/NC Art and Design: Interior Design	26	3	29	90%
Creat' Ind'	NC Media and Television Production/NC Television Production	1	22	23	4%
Ed & Soc	NC Child, Health and Social Care (Level 5)	62	7	69	90%
Ed & Soc	NC Early Education and Childcare/NC Early Education and Childcare - Higher	25	0	25	100%
Ed & Soc	NC Health and Social Care (Level 6)	48	3	51	94%
Ed & Soc	NQU Personal and Social Development Transitions Programme 2 SEN (DPG18)	1	9	10	10%
Ed & Soc	NQU Personal and Social Development Transitions Programme 3 SEN (DPG18)	0	10	10	0%
Ed & Soc	NQU Personal and Social Development Transitions Programme 4 SEN (DPG18)	1	9	10	10%
Leis' & Life'	Access to Beauty Care and Make Up/Access to Beauty Therapy	41	0	41	100%
Leis' & Life'	City and Guilds Diploma in Air Cabin Crew Operations (Level 2)/Air Cabin Crew and Ground Operations	41	2	43	95%
Leis' & Life'	NC Beauty Care and Make-Up/NCGA Beauty Care and Make Up (Level 5)	60	0	60	100%
Leis' & Life'	NC Beauty Care/NCGA Beauty Care (Level 6)	98	2	100	98%
Leis' & Life'	NC Hairdressing/SCQF Ladies Hairdressing (Level 5)	79	5	84	94%
Leis' & Life'	NC Hairdressing/SCQF Ladies Hairdressing (Level 6)	40	3	43	93%
Leis' & Life'	NC Wellness Therapies	22	0	22	100%
Nautical	NC Shipping and Maritime Operations (Level 6)	1	18	19	5%
Nautical	NC Shipping and Maritime Operations/NC Marine Engineering (1/5Ja) (Jan)	0	49	49	0%
Nautical	NC Shipping and Maritime Operations/NC Shipping and Marine Operations (Level 6) (1/5a)	0	21	21	0%
Nautical	NC Shipping and Maritime Operations/NC Shipping and Marine Operations (Level 6) (1/5b)	0	21	21	0%
Nautical	NC Shipping and Maritime Operations/NC/HNC Deck Officer Trainee Programme (Level 6)	2	41	43	5%
Nautical	NC Shipping and Maritime Operations/NC/HNC Deck Officer Trainee Programme (Level 6) (Jan)	1	20	21	5%

* Female (F) and Male (M) enrolments, in courses with at least 90% enrolment from a single gender, based on data available as of June 2017.

Faculty*	Full Time Higher Education Course Programme Title*	F*	M*	Total*	%*
BE&E	HNC Electrical Engineering/HNC Engineering: Electrical	0	42	42	0%
BE&E	HNC Electronics	1	10	11	9%
BE&E	HNC Engineering Systems	0	23	23	0%
BE&E	HNC Mechanical Engineering (Strathclyde University)	2	47	49	4%
BE&E	HNC Mechanical Engineering/HNC Engineering: Mechanical	4	39	43	9%
BE&E	HND Building Surveying	4	40	44	9%
BE&E	HND Construction Management	2	38	40	5%
BE&E	HND Electrical Engineering/HND Engineering: Electrical	2	83	85	2%
BE&E	HND Electronics	3	46	49	6%
BE&E	HND Mechanical Engineering	12	108	122	10%
Business	HNC Computing/HNC Computing: Software Development	3	44	47	6%
Business	HNC Computing/HNC Computing: Technical Support	2	22	24	8%
Business	HND Computer Networking and Internet Technology	4	57	61	7%
Business	HND Computing: Software Development	8	104	112	7%
Business	HND Computing: Technical Support	5	48	53	9%
Business	HND Web Development	1	24	25	4%
Ed	BA (Hons) Interior Design Yr4	14	0	14	100%
Creat' Ind'	HND Display Design/HND Display Design for Retail	29	2	31	94%
Creat' Ind'	HND Jewellery/HND Jewellery Design	34	3	37	92%
Ed' & Soc'	HNC Care and Administrative Practice (Clinical Route)	52	3	55	95%
Ed' & Soc'	HNC Early Education and Childcare	62	1	63	98%
Leis' & Life'	HNC Fashion Make-Up	20	2	22	91%
Leis' & Life'	HNC Hairdressing	37	4	41	90%
Leis' & Life'	HND Beauty Therapy	180	0	180	100%
Leis' & Life'	HND Complementary Therapies	19	0	19	100%
Nautical	HNC Marine Engineering (3/5A)	0	22	22	0%
Nautical	HNC Marine Engineering (3/5B)	0	20	20	0%
Nautical	HNC Marine Engineering (3/5J) [Jan]	0	18	18	0%
Nautical	HNC Marine Engineering (3/5Ja) (Feb)	0	14	14	0%
Nautical	HNC Marine Engineering (3/5Jb) (Feb)	0	12	12	0%
Nautical	HNC Nautical Science/HNC Nautical Science (Alt Route Phase 3A)	0	18	18	0%
Nautical	HNC Nautical Science/HNC Nautical Science (Alt Route Phase 3B)	1	18	19	5%
Nautical	HNC Nautical Science/HNC Nautical Science [Alt Route Phase 3D]	0	12	12	0%
Nautical	HND Marine Engineering/HND MEfCfOS (OS1)	0	10	10	0%
Nautical	HND Marine Engineering/ HND MEfCfOS (OS2)	0	22	22	0%
Nautical	HND Marine Engineering/HND METUfS with HNC Marine Engineering	0	11	11	0%
Nautical	HND Marine Engineering/SPD Marine Engineering 1/5 pa	0	17	17	0%
Nautical	HND Marine Engineering/SPD Marine Engineering 1/5 pb	2	18	20	10%
Nautical	HND Marine Engineering/SPD Marine Engineering 1/5 Pc	0	20	20	0%
Nautical	HND Marine Engineering/SPD Marine Engineering 1/5 pj (Jan)	2	32	34	6%
Nautical	HND Marine Engineering/SPD Marine Engineering 3/5 pa	1	18	19	5%
Nautical	HND Marine Engineering/SPD Marine Engineering 3/5 pb	0	22	22	0%
Nautical	HND Marine Engineering/SPD Marine Engineering 3/5 pj (Feb)	0	13	13	0%
Nautical	HND Marine Engineering/SPD Marine Engineering 3/5 pja (Jan)	1	12	13	8%
Nautical	HND Marine Engineering/SPD Marine Engineering 3/5 pjb (Jan)	0	15	15	0%
Nautical	HND Nautical Science/Chief Mate/Master Inc HND	1	10	11	9%
Nautical	HND Nautical Science/Chief Mate/Master Inc HND (Jan)	1	21	22	5%
Nautical	HND Nautical Science/HND Nautical Science (India) (Feb)	0	27	27	0%
Nautical	HND Nautical Science/HND Nautical Science (India) 2nd Yr	0	66	66	0%
Nautical	HND Nautical Science/SPD Marine Operations (Phase 1)	2	35	37	5%
Nautical	HND Nautical Science/SPD Marine Operations (Phase 1) (Jan)	1	10	11	9%
Nautical	HND Nautical Science/SPD Marine Operations (Phase 3)	3	34	37	8%

* Female (F) and Male (M) enrolments, in courses with at least 90% enrolment from a single gender, based on data available as of June 2017.

Student Enrolment by Gender (Male and Female) 2016-2017

All Courses**

Mode	Female	Male	% Female	% Male	Total
Full-time FE	1,363	1,409	49%	51%	2,772
Part-time FE	5,926	10,611	36%	64%	16,578
Full-time HE	3,554	3,605	50%	50%	7,159
Part-time HE	1,253	2,026	38%	62%	3,286

SFC Courses**

Mode	Female	Male	% Female	% Male	Total
Full-time FE	1,363	1,409	49%	51%	2,772
Part-time FE	4,855	5,068	49%	51%	9,949
Full-time HE	3,552	3,433	51%	49%	6,985
Part-time HE	609	1,008	38%	62%	1,618

Non-SFC Courses**

Mode	Female	Male	% Female	% Male	Total
Part-time FE	1,071	5,543	16%	84%	6,629
Full-time HE	2	172	1%	99%	174
Part-time HE	644	1,018	39%	61%	1,668

** Overall College Female (F) and Male (M) enrolments based on data available as of June 2017.

Appendix 2: City of Glasgow College Gender Action Planning Framework 2017-2021

The Gender Action Planning Framework has been incorporated into the **Equality Outcome Framework 2017-2021** as Equality Outcome 1.1, aligned to Glasgow Regional Equality Outcome Theme 1. The diversity of students and staff reflects the communities the College serves.

Progress in delivering this equality outcome will be incorporated into the Equality Outcome Progress Plan 2017-2021, supported by specific faculty level Gender Action Plans (GAPs).

Through its **Gender Action Plan**, the Scottish Funding Council has tasked Colleges with tackling persistent gender imbalance characteristic of the following subject areas:

Colleges	Universities
Female under-representation	
Construction (general)	Architecture, Building and Planning
Building/Construction Operations	Engineering
Building Services	Technologies
Engineering/Technology (general)	Computer Sciences
Mechanical Engineering	
Electrical Engineering	
IT: Comp Science/Programming/Systems	
Vehicle Maintenance/Repair	
Male under-representation	
Child Care Services	Social Studies
Hair/Personal Care Services	Nursing
Training teachers	
Psychology	

Gender Action Plan (SFC, 2016)

The undernoted aims and milestones have been devised by the Scottish Funding Council.

* Additional internal College milestones have been established to support these.

These aims and milestones have been incorporated into a dedicated tab on our "Dashboard", our visual analysis tool for KPIs and other performance data. Dashboard applies the following milestones and aims at Faculty, Curriculum Areas and Course levels, colour coded as follows:

- Courses with over 90% representation of a single gender are highlighted in red.
- Courses with between 75%-90% representation of a single gender are highlighted in amber.
- Courses with less than 75% representation of a single gender are highlighted in green.

Aim	Milestones
By 2021, increase by five percentage points the minority gender share in each of the 10 largest and most imbalanced 'superclasses' among 16-24year olds (DYW KPI).	Increase by 4.2% by 2019-20. Increase by 3.2% by 2018-19. * Increase by 2.2% by 2017-18. * Increase by 1.2% by 2016-17. *
By 2030, no subject has an extreme gender imbalance (75:25).	50% reduction in the number of college and university subjects in this category by 2025. 25% reduction in the number of college and university subjects in this category by 2020. *
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.

Gender Action Plan (SFC, 2016)

College Equality Outcome	Context	Protected Characteristics	Link to Strategic Aims and PSED
1.1. Student representation of gender in courses currently characterised by significant imbalance of over 90% is redressed by 5% between 2017 and 2021. Aligned to Regional Equality Outcome Theme 1: The diversity of students and staff reflects the communities the College serves.	Through its **Gender Action Plan**, the Scottish Funding Council has tasked Colleges with tackling persistent gender imbalance characteristic of specific subject areas. Please refer to specific faculty plans for more details.	Sex. Redressing the current gender imbalance, will also support multiple identities across all protected characteristics.	a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act. b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Appendix 3: Faculty of Building, Engineering & Energy Action Plan 2017-2021

Regional Strategic Equality Outcome Theme 1: The diversity of students and staff at all levels reflects the communities the College serves.

1.1. Student representation of gender in courses currently characterised by significant imbalance of over 90% is redressed by 5% between 2017 and 2021.
Context
Representation of women in both construction and engineering sectors is traditionally very low. A wide range of publications (as referenced) provide both quantitative and qualitative statistics and commentary. Key evidence sources are drawn from school exam choices and results, sector applications and retention statistics and publications from industry representative agencies and the academic community. Headline statistics indicate female representation in Construction Modern Apprenticeships at 2% and in Engineering at 6%, making both sectors amongst the most imbalanced in the UK. A common concern amongst active and prospective female construction and engineering workers is the integration into a male dominated environment. In a study carried out by Worrall et al (2010) the majority of participants acknowledged the 'negative effect of lowered self-esteem and reduced levels of confidence due to sexist and negative attitudes'. The study also points to barriers caused by inflexibility in working practices within the sector. Worrall et al (2010) note that inflexible working hours, patterns (full-time/part-time), locations (frequently changing workplace) and poor work-life balance are commonplace within the industry and actively discourage women, particularly those with family commitments, to seek employment within the sector. Dainty et al (2000: 239) recognise the wider cultural issues that deter young women from pursuing a career in the industry. They identify 'the poor image of construction, a lack of role models and knowledge, poor careers advice, gender biased recruitment literature, peer pressure and poor educational experiences' as key drivers of disaffection and disengagement with the industry. Employers' negative perceptions of the suitability of women to carry out construction operative work remain a key barrier to recruitment. Dainty et al's study suggested that as many as 20% of construction employers felt that construction work was 'unsuitable for women'. Although the study may not accurately reflect current perceptions, it is worth noting that participation has not increased since the study was published. Agapiou's (2002: 701) study into gender roles and attitudes in the Scottish construction sector found that employer perceptions

of women in the industry were reflected in statements such as: 'women do not have the innate ability to use the tools', 'they don't have that natural understanding of building as the men do' and 'women aren't designed to lift heavy material'. Additional employer concerns included an aversion to potential sexual harassment claims made by women and either fear or unwillingness to ask male employees to change their behaviours to accommodate female employees. It is clear that whilst the views uncovered by Agapiou cannot be considered to be those shared by the industry as a whole, they certainly contribute to the perception of a work environment that can be at best considered unwelcoming.

Retention of female workers is considered to be a key issue for employers seeking to promote gender equality in the workplace (Construction Industry Council 2015). The CIC report indicated that female participation in professional construction jobs for employees aged 25 and under had risen to 22% in 2015 but dropped to 13.4% between the ages of 26-35.

In summary, the causes are largely dependent upon the sector and entry point within each sector. Both underrepresentation and disadvantage are clearly evident in the literature. The most common barriers faced by women across both sectors include (but are not limited to):

- Family friendly workplace practices.

- Gender stereotyping (perceived and realised).

- Exclusion in relation to subject choices at school.

- Peer and influencer interactions and alignment to specific gendered/non-gendered industries.

- Masculinised recruitment practices and promotional materials.

- Exposure (or lack of exposure) to industries and occupations at an early age.

The measures identified in this action plan aim to remove a number of the perceived and realised barriers to women seeking education, training and employment within the construction and engineering sectors. It aims specifically to remove the barrier of entering a male dominated environment at the first point of contact through the introduction of women only class groups and the adoption of an integrated mainstreaming programme. More widely the measures aim to contribute to the development of a more inclusive, fair and transparent educational provision within the sectors identified as being most underrepresented.

It is not anticipated that any other groups will be disadvantaged by the inclusion of positive action programmes as it is delivered as an additional (to mainstream) provision. Upon completion of the programme the students are expected to articulate into mainstream educational programmes or into employment.

The programmes do not distinguish any other protected characteristic and the curriculum team are confident that access

arrangements onto similar mainstream programmes are available to all students. However, a key aim of the plan is the completion of a detailed Equality Impact Assessment in consultation with staff, students and external stakeholders.

The longer term ambition is to reduce or remove the need for accelerated positive action programmes with a view to addressing the imbalance through the mainstream provision. The College is not yet in a position to realistically deliver significant improvements without this approach. The approach is not however being adopted in isolation as wider work is being carried out in accordance with GAP recommendations.

Progress

The Faculty of Building, Engineering and Energy has been working with a range of partners to promote gender equality in the construction and engineering sectors. This includes our "Women into" provisions which, aligned with the Colleges commitment to develop a curriculum that encourages individual learners to flourish, amidst an inclusive and diverse learning community, have been well received by industry partners and have resulted in an increase in enrolments, work placements and public awareness of the gender imbalance in each sector.

In alignment with the HEA mapping summary categories, over the last 20 months the College has carried out several activities to tackle issues of gender imbalance in the engineering and construction sector.

A number of activities, although relevant to most of the categories, have been included in a sixth category – "Stakeholder Engagement" - due to their unique impact in addressing gender imbalance.

Infrastructure

- Initiated and hosted the STEM Equality Forum in collaboration with College Development Network in March 2016. The first forum attracted over 30 practitioners from a number of Colleges. The second forum took place at Forth Valley College in June 2016 and the third at CDN offices in November 2016.
- Initiated a gender equality steering group for the faculty in March 2016 with representation from industry, education and third sector.
- Launched a STEM Manifest in October 2015 outlining a clear commitment to promoting gender equality in STEM subjects by taking positive action in programme delivery and communication.
- Appointed a dedicated STEM Development Manager to promote wider equality within the Construction and Engineering sectors.
- Hosted and presented at the GAP Launch event for the Scottish Funding Council in August 2016.
- Contributed to the College gender action plan in November 2016.
- Carried out an Equalities Impact Assessment on positive action provision in November 2016.

- STEM Industry Academy Head appointed to Scottish Funding Council Gender Governance Group.

Influencing the Influencers

- Collaborating with Primary Engineer to host events in which parental participation is recommended. The College hosted the Primary Engineer Teaching Competition in September 2016.
- Hosting Open Day Events at the College to encourage students and parents to attend inspirational talks and to participate in hands on engineering experiments.
- Carrying out training sessions for staff involved with our Women into Engineering and Women into Construction courses. This ensures that staff are able to provide students with the necessary support needed. Staff training on unconscious bias has also been delivered to all staff in the construction and engineering teams.
- Hosted STEM teacher development event in November 2016 in collaboration with Primary Engineer.
- Hosted STEM teacher development event in October 2016 in collaboration with EDT.

Raising Awareness and Aspirations

- Hosted a free, three day "women into engineering" event that combined presentations from guest speakers and high profile female role models with practical workshop activities in the areas of electronic, electrical engineering and mechanical engineering. Over 70 women attended the event, many of whom have indicated that the event had encouraged them to overcome perceived barriers to pursuing a career in engineering.
- Attended numerous events as guest speakers including events hosted by EQUATE Scotland, Skills Development Scotland, Engineering Development Trust, University of Glasgow, College Development Network, Women's Engineering Society and Energy Skills Partnership.
- Hosted a number of seminars and open days in collaboration with EQUATE Scotland aimed at increasing employer awareness and recruitment of female employees within the Construction and Engineering Sectors.
- Increased public awareness of the gender imbalance and the College's efforts to overcome barriers faced by women interested in pursuing a career in Construction or Engineering with articles in TESS, The Scotsman, Daily Mail, Evening Times and Herald.
- Run events to promote gender equality in collaboration with Skills Development Scotland.
- Hosted a free, one day women into engineering event that combined presentations from guest speakers and high profile female role models with practical workshop activities in the areas of electronic, electrical engineering, nautical studies and

mechanical engineering. The event took place in March 2016 and was attended by 138 girls.
- Published guest blogs in collaboration with Glasgow City of Science and EQUATE Scotland.
- Developed a Computer Game to raise awareness of equality (and other) issues within the Construction Industry in collaboration with Learn Direct and Build.
- Featured in the following publications:
    - Developing the Young Workforce Annual Review 2014-15
    - Gender Action Plan (SFC Publication)
    - HEA: Whose job is it Anyway (SFC Funded Research)
    - New Perspectives on the Gender Pay Gap: Trends and Drivers (SG Publication)
    - 10 Years of EQUATE: Educational Best Practice Guide
- Delivered a lecture at the New Models of Engineering event at University of Warwick in October 2016.
- Represented the College at the Colleges Scotland Parliamentary showcase in September 2016 (Gender Equality).
- Identified in Scottish Parliamentary session (by Shirley-Anne Somerville MSP, Minister for Further Education, Higher Education and Science) as delivering best practice approaches to tackling gender based underrepresentation in November 2016.
- Published "Activities to Address Gender Imbalance" document in October 2016.
- Welcomed the following MSPs to the College to discuss gender focused activities: Jamie Hepburn MSP, Shirley-Anne Somerville MSP, Annabelle Ewing MSP, Fiona Hyslop MSP, Angela Constance MSP.

Encouraging Applications

- Developed an HNC in Mechanical Engineering for women which commenced in September 2015.
- Developed an SCQF Level 3 programme in Construction for women which commenced in September 2015 and has run in January 2016 and September 2016
- Introduced a Girls into Construction programme in collaboration with Glasgow City Council in September 2016.
- Targeted marketing campaigns have been included as part of the College's wider marketing strategy.

Supporting Success

- Initiated a guaranteed work placement scheme with industry partners for all women on the Women in Construction programme who meet a performance based work placement criteria.
- Welcomed two female construction trainees from Finland on a four week exchange programme.
- Secured 13 fully funded internships for aspiring female engineers in collaboration with the John Mather Trust and EQUATE
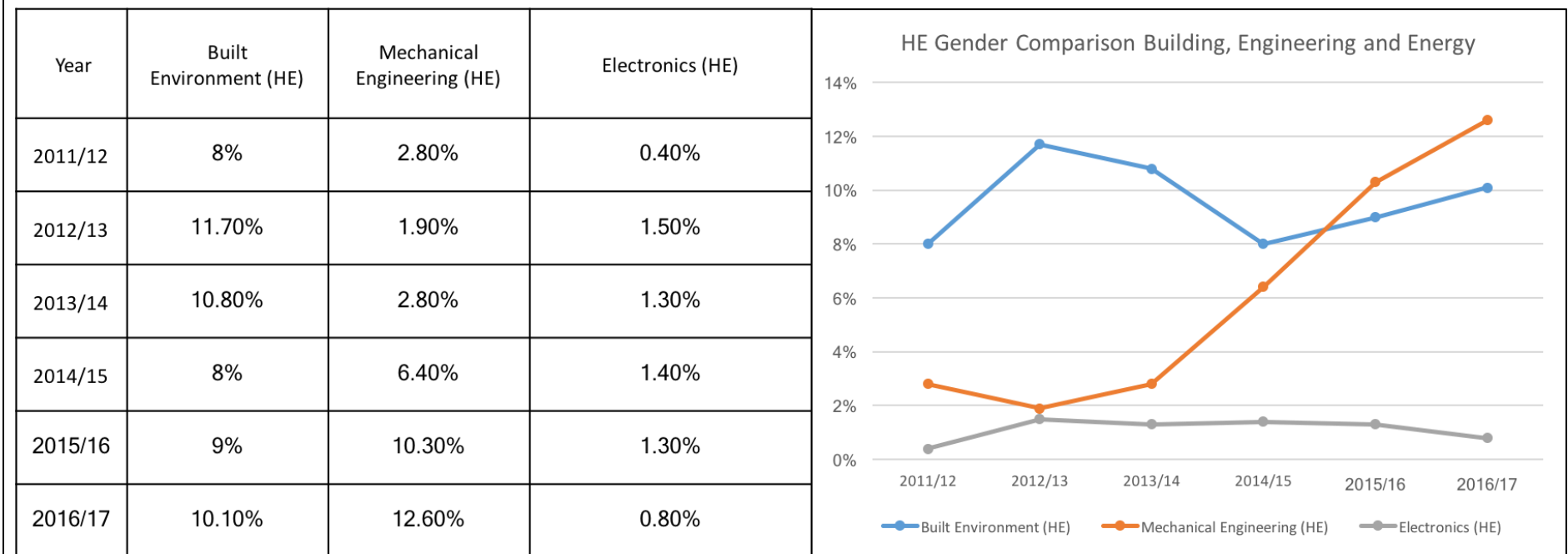
Scotland.
- Procured work experience opportunities in industry for female engineers, two of which have had successful completion in February 2016.
- Announced MA mentoring programme for female STEM and construction students in collaboration with Skills Development Scotland, Ayrshire College, East Kilbride Group Training and EQUATE Scotland – Started December 2016.
- Provided speed mentoring at MONSTER Confidence event in September 2016.
- Presented and provided mentoring support at the Young Women's Movement development programme in October 2016.
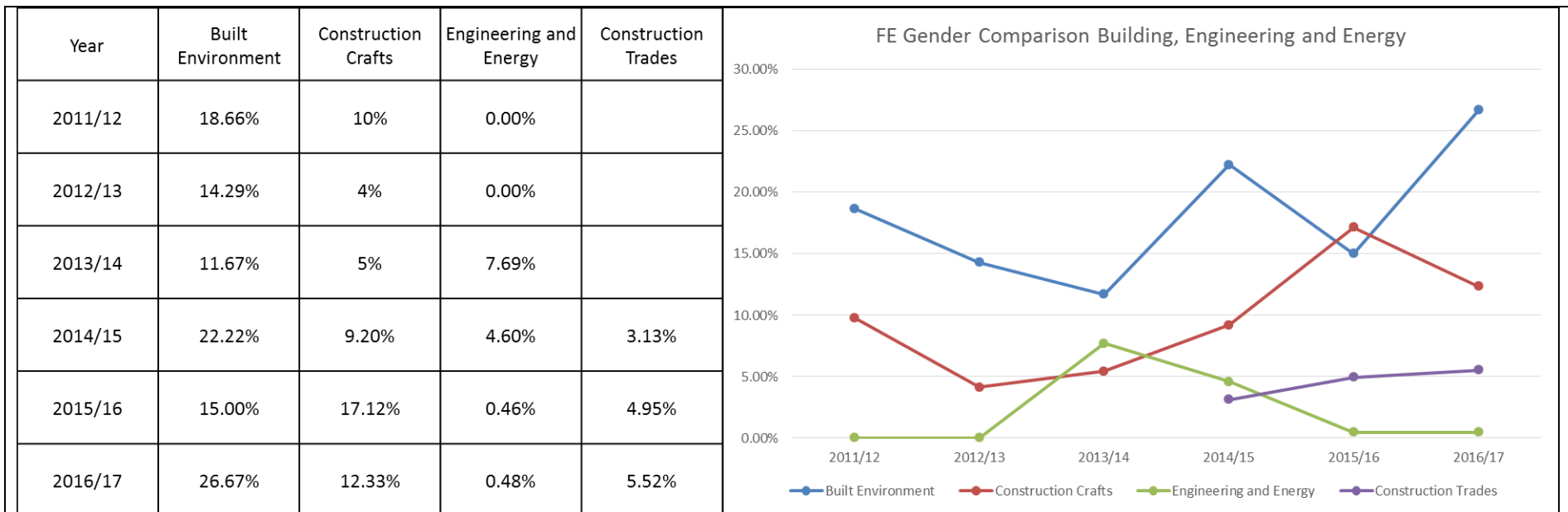
Stakeholder Engagement

- Hosting Employer Engagement events in order to highlight the benefits of increased female participation in industries, and to promote gender equality within the sectors. This also provides positive destinations for female engineers, and creates networks between the College and employers for future collaborations.
- Employer stakeholder event in September 2016 (Unconscious Bias).
- Employer round-table event in October 2016 (Steering Group).
- Employer stakeholder event in November 2016 (Unconscious Bias).
- Entrepreneur Event (UN Women's Entrepreneur Day) in November 2016.
- Collaborating with employer (Regenderation Limited) to offer paid work placements in the construction industry as part of the SDS funded Gender Equality provision.
- Initiation of paid summer internships in collaboration with the following employers:
  - Sheperds Engineering Services.
  - Interserve.
  - Primary Engineer.
  - City Technical Services.
  - ORE Catapult.
- Publication of an employer devised best practice guide to be launched in January 2017.
- Publication of "Work placement for female engineers" best practice evaluation guide.
- Publication of research findings into employer engagement in equality issues was delivered in January 2017.

Impact Measure and Target

The faculty has experienced a marked increase in female participation in areas where positive action strategies, as well as work within the context of the six pillars, have been adopted. The actual impact of measures is indicated in the graph and table below.

Year	Built Environment (HE)	Mechanical Engineering (HE)	Electronics (HE)
2011/12	8%	2.80%	0.40%
2012/13	11.70%	1.90%	1.50%
2013/14	10.80%	2.80%	1.30%
2014/15	8%	6.40%	1.40%
2015/16	9%	10.30%	1.30%
2016/17	10.10%	12.60%	0.80%

HE Gender Comparison Building, Engineering and Energy

Year	Built Environment	Construction Crafts	Engineering and Energy	Construction Trades
2011/12	18.66%	10%	0.00%	
2012/13	14.29%	4%	0.00%	
2013/14	11.67%	5%	7.69%	
2014/15	22.22%	9.20%	4.60%	3.13%
2015/16	15.00%	17.12%	0.46%	4.95%
2016/17	26.67%	12.33%	0.48%	5.52%

FE Gender Comparison Building, Engineering and Energy

Significant progress has been made in Construction, Built Environment and Mechanical Engineering.

Significant work is required to address the imbalance in Construction MA programmes, Gas Training, Electronics and Electrical Engineering.

Impact Measure and Target

The targets for the faculty of BE&E have been set in accordance with the GAP milestones and internal College sub-milestones:

Aims from SFC GAP	Milestones from SFC GAP	Milestones for Faculty of Building, Engineering & Energy (BE&E)
By 2021, increase by five percentage points the minority gender share in each of the 10 largest and most imbalanced 'superclasses' among 16-24year olds (DYW KPI).	Increase by 4.2% by 2019-20.	Indicative increases associated with all programmes with reported and evidence based underrepresentation. Increase by 3.2% by 2018-19. Increase by 2.2% by 2017-18. Increase by 1.2% by 2016-17.
By 2030, no subject has an extreme gender imbalance (75:25).	50% reduction in the number of college and university subjects in this category by 2025.	25% reduction in the number of BE&E subjects in this category by 2020.

Additionally, the following measures will be introduced to monitor and track progress:

The following review points will be considered:

- Gender balance in applications.
- Gender balance in enrolment.
- Gender balance in student success.
- Gender balance in articulation and employment.
- Student satisfaction rate by gender.

1.1. Student representation of gender in courses currently characterised by significant imbalance of over 90% is redressed by 5% between 2017 and 2021.				
Action to Target Students/Staff/Stakeholders	**Intended Outputs**	**Timescale**	**Responsibility**	**RAG and Review Status**
1.1.1. Infrastructure: • **Systems.** • **Humans.** • **Resources.** • **Relationships.** Appoint Gender Leads. Introduce positive action in recruitment of staff where there is an evidence based business need. Remove barriers to educational programmes. Improve monitoring systems and processes. Complete EQIA.	a) Appoint a nominated gender lead for each faculty team. The gender lead will promote equality of opportunity throughout their team and will advise and update to the gender lead on how best to support the realisation of an equal, inclusive and diverse learning population and environment. Meetings of the gender leads will take place once per academic block. b) Proactively remove any entry barriers realised through the requirements for science based	Appointments made December 2016. Entry requirements reviewed and modified where necessary by January 2017.	Faculty Director. Faculty Director/Curriculum Heads.	Green.

	qualifications. The requirement for maths based qualifications and experience remains essential.		
	c) Monitor and review the evidence base for positive action plans and ensure sunset clauses are established and easily accessible.	June 2017.	Faculty Director.
	d) Seek consultation on EQIA with staff and student population to ensure it fully considers the needs, expectations and perceptions of all stakeholders.	January 2017.	Faculty Director/Curriculum Heads/Gender Leads.
	e) Wider infrastructure related activities will continue in line with the reportage identified in this action plan.	Continuous.	All staff.

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
1.1.2. Influencing the Influencers: • **Educators and careers advisors.** • **Parents.** • **Current students.** Develop partnerships with aligned and/or high profile external partners who can support the GAP. Set and agree GAP KPIs with EDI and Performance Teams.	a) Further develop partnerships with organisations working and/or liaising with to promote opportunities for underrepresented groups at the College.	Continuous.	Industry Academy Head/Curriculum Heads/Gender Leads.	Green.
	b) Set and agree KPIs in relation to number of annual engagements with key stakeholder groups.	March 2017.	Faculty Director/ Head of Performance/ED&I Manager.	
	c) Wider influencer the influencers activities will continue in line with the reportage identified in this action plan.	Continuous.	Faculty Director/Curriculum Heads/Gender Leads.	
	d) Ensure clear information is available to influencers on the Colleges website.	March 2017.	Faculty Director/Curriculum Heads/Gender Leads.	

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
1.1.3. Raising Awareness and expectations: • **Outreach.** Set and agree KPIs with EDI and Performance Teams.	a) Set and agree KPIs in relation to number of outreach and awareness raising activities. b) Wider raising awareness and expectations activities will continue in line with the reportage identified in this action plan.	March 2017. Continuous.	Faculty Director/ Head of Performance/ED&I Manager. Faculty Director/Curriculum Heads/Gender Leads.	Green.

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
1.1.4. En**couraging Applications:** • **Recruitment.** • **Marketing.** Review all marketing materials. Carry out positive action marketing campaign. Complete EQIA on marketing materials.	a) Carry out full review of all existing branding and marketing materials to remove potential unconscious biases and/or underrepresentation.	February 2017.	Faculty Director/Curriculum Heads/Gender Leads.	Green.
	b) Carry out extensive positive action campaign(s) in areas with significant >75% underrepresentation that have been EQI assessed.	February 2017.	Faculty Director/Curriculum Heads/Gender Leads.	
	c) Carry out EQIA on course delivery strategies, content and timetables in areas with significant >75% underrepresentation that have been EQI assessed.	February 2017.	Faculty Director/Curriculum Heads/Gender Leads.	
• **Course Packaging.** Produce GAP delivery action plans at faculty team level.	Produce GAP delivery action plans for each area with significant >75% underrepresent'	February 2017.	Faculty Director/Curriculum Heads.	

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
1.1.5. Supporting Success: • **Creating Gender Inclusive Environment.** Complete review on student experience within BE&E. • **Enhancing the Student Experience.** Ensure student representation in planning processes.	a) Carry out EQIA on course delivery strategies, content and timetables in areas with significant >75% underrepresentation that have been EQI assessed.	February 2017.	Faculty Director/Curriculum Heads/Gender Leads.	Green.
	b) Ensure all educational programmes consistently meet and exceed the expectations set in the Student Experience Strategy.	Upon publication of SES exp' June 2016.	Faculty Director/Curriculum Heads/Gender Leads.	
	c) Ensure student representation in all consultations and reviews related to the GAP delivery.	Continuous.	Faculty Director/Curriculum Heads/Gender Leads.	

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
1.1.6. Stakeholder Engagement: Continue to run BE&E Gender Steering Group. Publish Faculty Action Plan. Continue to engage with stakeholders in a coordinated and impactful manner.	a) A BE&E Gender steering group calendar will be published and minutes from past and present meetings will be made available. Student representation will be invited on the group. b) Wider stakeholder activities will continue in line with the reportage identified in this action plan.	Calendar published December 2016. Continuous.	Faculty Director/Industry Academy Head. Faculty Director/Curriculum Heads/Gender Leads.	Green.

Appendix 4: Faculty of Business Action Plan 2017-2021

Regional Strategic Equality Outcome Theme 1: The diversity of students and staff at all levels reflects the communities the College serves.

| 1.1. Student representation of gender in courses currently characterised by significant imbalance of over 90% is redressed by 5% between 2017 and 2021. |
| --- |
| **Context** |
| Through its Gender Action Plan, the Scottish Funding Council has tasked Colleges with tackling persistent gender imbalance characteristic of specific subject areas, in this case significant underrepresentation of women in IT courses.

Why is there still a gender imbalance in STEM careers?
Glasgow Guardian (2016 March; writer Katy Scott)
"A recent study into gender bias in the technology industry found that women often out-performed men in some of the most male-dominated subjects, such as computer science. This is surprising, as the lack of women participating in computer science is well known and roughly 80% of computer science undergraduates in the UK are male. The researchers carrying out the study discovered that code written by a woman was more likely to be approved by peers than code written by a man; however this was only the case if it was not revealed that the code was written by a woman. No matter how capable women may be in STEM subjects, prejudice against them exists nonetheless."

"Pretty Curious" was an all-inclusive competition aimed at persuading young girls to participate in engineering, yet the winner was a boy. If this were a competition aimed at including more people in general in engineering, there would be no issue, but the fact that it was so clearly aimed at girls and then won by a boy would probably do more harm to the gender inequity than good. |
| **Progress** |
| This plan is at the preliminary stages of development and such there is no progress to report. |

Impact Measure and Target

The graphs below show statistics for Applied Computing Technology, Digital Technologies and all Computing courses over a three year period.
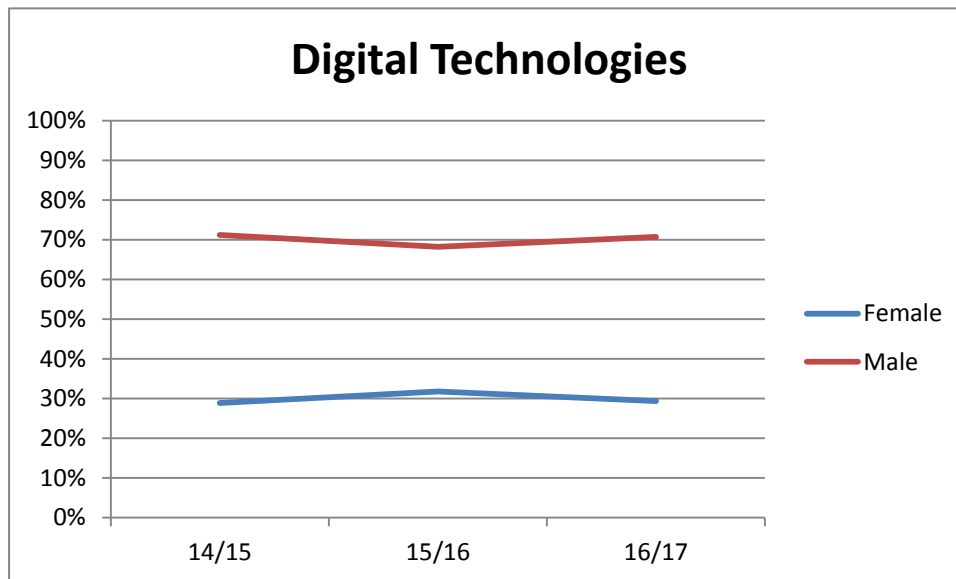
	14/15	**15/16**	**16/17**
Female	21%	20%	20%
Male	79%	80%	80%

All Computing
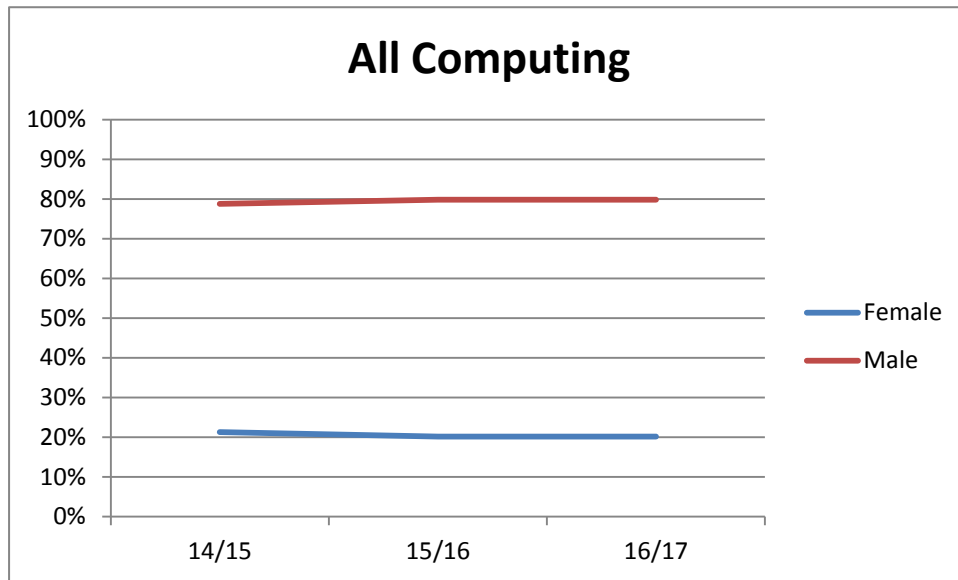
	14/15	15/16	16/17
Female	13%	10%	11%
Male	87%	90%	89%

Applied Computing Technology
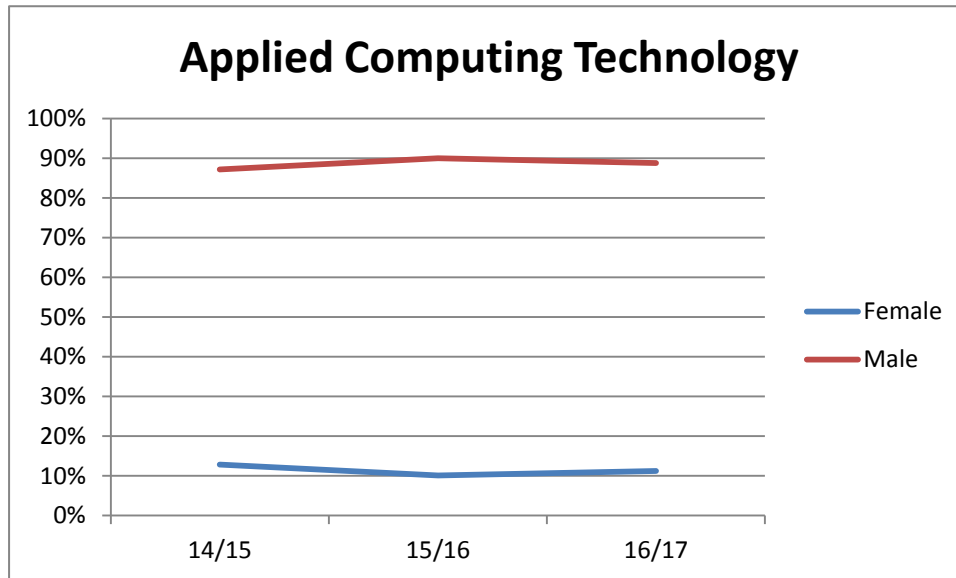
	14/15	15/16	16/17
Female	29%	32%	29%
Male	71%	68%	71%

Digital Technologies

The targets for the faculty of Business have been set in accordance with the GAP milestones and internal College sub-milestones:

Aims from SFC GAP	Milestones from SFC GAP	Milestones for Faculty of Business (B)
By 2021, increase by five percentage points the minority gender share in each of the 10 largest and most imbalanced 'superclasses' among 16-24year olds (DYW KPI).	Increase by 4.2% by 2019-20. HND Networking HND Software Development HND Computer Science	Indicative increases associated with all programmes with reported and evidence based underrepresentation. Increase by 3.2% by 2018-19. Increase by 2.2% by 2017-18. Increase by 1.2% by 2016-17.
By 2030, no subject has an extreme gender imbalance (75:25).	50% reduction in the number of college and university subjects in this category by 2025.	25% reduction in the number of Business subjects in this category by 2020.

The Faculty of Business will review Gender Balance at several points for courses within this area

Applications: more directed marketing strategy to focus on the role of women in IT. Rebrand courses with increased number of women present in advertising materials.

Enrolment: have female staff representation at enrolment and induction.

Student Success: Highlight and celebrate the success of female students across the computing spectrum.

1.1. Student representation of gender in courses currently characterised by significant imbalance of over 90% is redressed by 5% between 2017 and 2021.				
Action to Target Students/Staff/Stakeholders	**Intended Outputs**	**Timescale**	**Responsibility**	**RAG and Review Status**
1.1.1. Infrastructure: • **Systems.** Consider course imbalance in course reviews. Focus on areas where gender balance is an issue.	Aim to improve on gender imbalances.	Annually.	Senior Lecturer/ Curriculum Head/ Faculty Director.	Amber.
• **Humans.** Female staff role models - female course coordinators delivering education and training within Faculty. (There are currently 5 female course co-ordinators in the ACT department).	Increased visibility of female role models in Computing/STEM area.	2 years.	Curriculum Head.	
Development of external speakers with appropriate gender balance to provide positive role models and industry insights. (16-17 presentation was made by Dell, Proact).	Demonstration of the range of opportunities and diversity of practitioners in industry sectors. Track gender of speakers.	Annually.	Industry Academy Curriculum Head (Industry Academy Curriculum Head).	

• **Resources.** Ensuring diversity and equality materials/images prevalent within L&T materials.		Reviewed annually.	Faculty Director/Curriculum Heads/Gender Leads.
Increased use of case studies focussing on women within the workplace (IT/ Digital Technology).		Reviewed annually.	Senior Lecturers/ Curriculum Heads.
• **Relationships.** Stakeholder engagement: Women in IT event (delivered by the Women into IT organisation UK).		Annually.	Faculty Director/Curriculum Heads/Gender Leads/Industrial Academy Head.

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
1.1.2. Influencing the Influencers: • **Educators and careers advisors.** Offer of an HNC in CS for secondary Schools aimed to encourage female participation (commence delivery for 17/18). Offer of Foundation Apprenticeship for young people with focussed drive towards recruiting young women into the field of IT and Computing. Events for secondary School teachers to balance the recruitment of women into the field of IT and Computing. (Event organised and held on 24th March 2017 hosted at CoGC).	Improve gender balance across Digital sector.	Planned for 17/18. Offering 2 FA for 17/18 – Software/Hardware. Annually.	Faculty/College. Sponsoring Secondary Schools (such as Cardinal Winning School). School programme liaison and coordinator/ Senior Lecturer/ Curriculum Head.	Amber.

• **Current students.** Participation in Cross College gender awareness event for schools- students and teachers, focus on areas in areas where balance requires addressing. Ensure all marketing materials reflect an appropriate gender balance.		Annually.	School programme liaison and coordinator/Senior Lecturer/ Curriculum Head.	
1.1.3. Raising Awareness and expectations: • **Outreach** Women into IT Organisation. British Computer Society. Submission to CDN Event on raising awareness of IT and Computing careers for women.		Ongoing.	Faculty/ Industry Academy Team.	Green.

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
1.1.4. Encouraging Applications: • Recruitment. • Marketing. • Course Packaging.	All promotions, course materials and booklets will promote/address the imbalance of female representation within IT and Computing careers. College visit by national employers who are leading with female CEO. Link with schools using presentations that support/encourage women into IT industry demonstrating the rewards from careers. Awareness sessions for career opportunities within software.	Annually.	Faculty/ Marketing/ Events. National employers.	Green.

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
1.1.5. Supporting Success: • **Creating Gender Inclusive Environment.** • **Enhancing the Student Experience.**	Proactive gender balance policy and procedure implemented within College and Faculty. Learning and teaching materials all gender neutral and have particular focus upon EDI principles. Female role models within delivery teams.	Ongoing.	College/ Faculty.	Green.
1.1.6. Stakeholder Engagement	Female leads encouraged during external employer visits. Case studies demonstrating female lead successes within industry. Employer recruitment materials leading on opportunities for women within the sector. Widening awareness of representative bodies such as Women into IT.	Ongoing.	College/ Faculty.	Green.

Appendix 5: Faculty of Creative Industries Action Plan 2017-2021

Regional Strategic Equality Outcome Theme 1: The diversity of students and staff at all levels reflects the communities the College serves.

1.1. Student representation of gender in courses currently characterised by significant imbalance of over 90% is redressed by 5% between 2017 and 2021.
Context
Through its Gender Action Plan, the Scottish Funding Council has tasked Colleges with tackling persistent gender imbalance characteristic of specific subject areas, in this case significant underrepresentation of men in Jewellery, Display Design and, to a lesser extent in Interior Design.

There is little Scottish data defining the breakdown by gender in the Creative Industries. Skills Development Scotland's Creative Industries Skills Action Plan identifies that the sector gender breakdown is 62% male and 38% female. This is in line with the UK experience where women hold 36.7% of the jobs in the creative industries (down from 37.1% in 2013), compared to 47.2% of jobs in the UK workforce at large. (Creative Industries Federation, Creative Diversity). The Creative Industries sector is made up of 16 subsectors; Advertising, Libraries and Archives, Cultural Education, Music, Architecture, Performing Arts, Computer Games, Photography, Crafts and Antiques, Software and Electronic Publishing, Design, TV and Radio, Fashion and Textiles, Visual Arts, Film and Video, Writing and Publishing. The Faculty of Creative Industries offers training in the items in bold above excluding Advertising, Libraries and Archives, Cultural Education, Music, Architecture, Computer Games, Antiques and Fashion and Textiles.

In product and graphic design 43.5% are women - this is still slightly lower than the average of 47.2%, and has fallen since 2011 (when it was 44.1%).   Although design growth is the highest of all industries, the Design Council has identified that diversifying to compete is one of the ways in which we can "continue to invest in our design capabilities to retain and build on this competitive advantage and keep the pipeline strong."

Creative Skillset's Film, TV, video, radio & photography. 'Workforce Survey' records what is going on in creative media employment. Women do succeed in management in these industries - with 68% of business management roles and 65% of broadcast management roles - but technical jobs are still overwhelmingly male. In the media at large, according to the Creative Skillset survey, the number of women has increased from 53,750 in 2009 to 69,590 in 2012, representing 36% of the total |

workforce in 2012 compared to 27% in 2009. Television, interactive media, animation, commercials and pop promos, corporate production and computer games have seen the biggest increase. Other sub-sectors where representation has increased are film distribution, studios and equipment hire, post production and independent radio production.

In some areas, such as craft skills like jewellery the numbers involved are so low that reliable figures are not available.

Progress

The Faculty comprises six curriculum areas supported by an industry academy. The gender split of students studying in the Faculty mirrors employment with 60.7% female and 39.3% male in 16/17. This figure has fluctuated little in the last four years. Only one curriculum area has a 75% gender imbalance: fine arts. The different areas presented below. Within these areas there are few courses with a significant imbalance. They tend to represent employment practice.

It should be noted that many of the employers in the creative industries are small or medium sized enterprises which bring different challenges and opportunities to tackling gender imbalance.
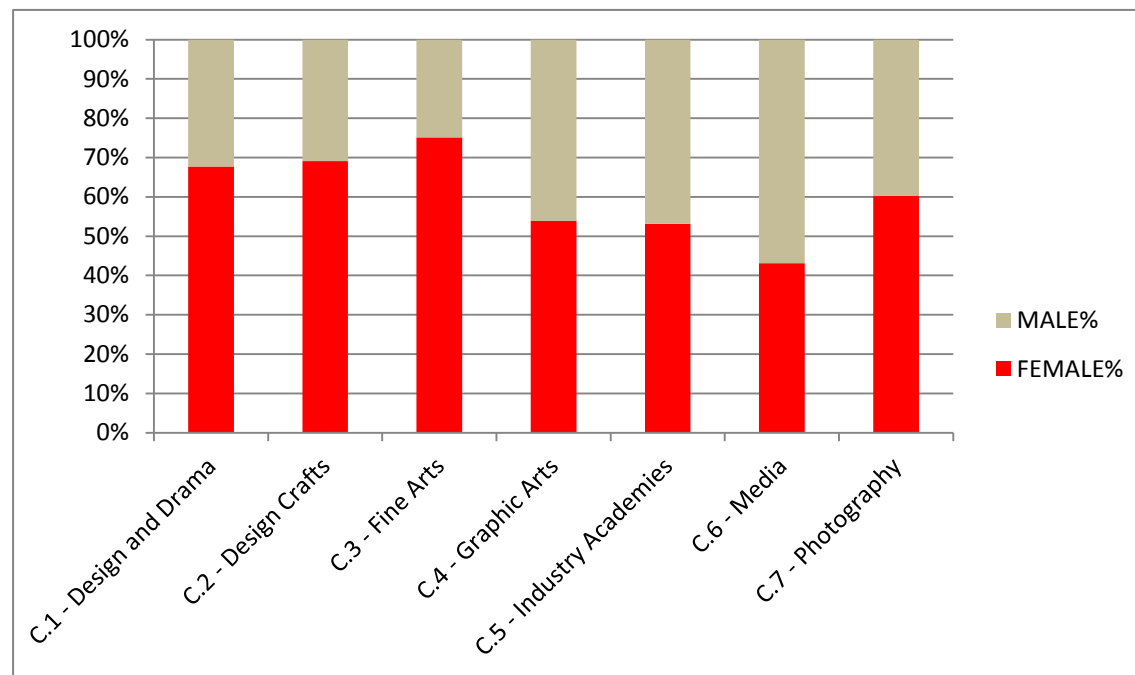
Within these different areas there are specific courses where there is ongoing imbalance. These are listed below:

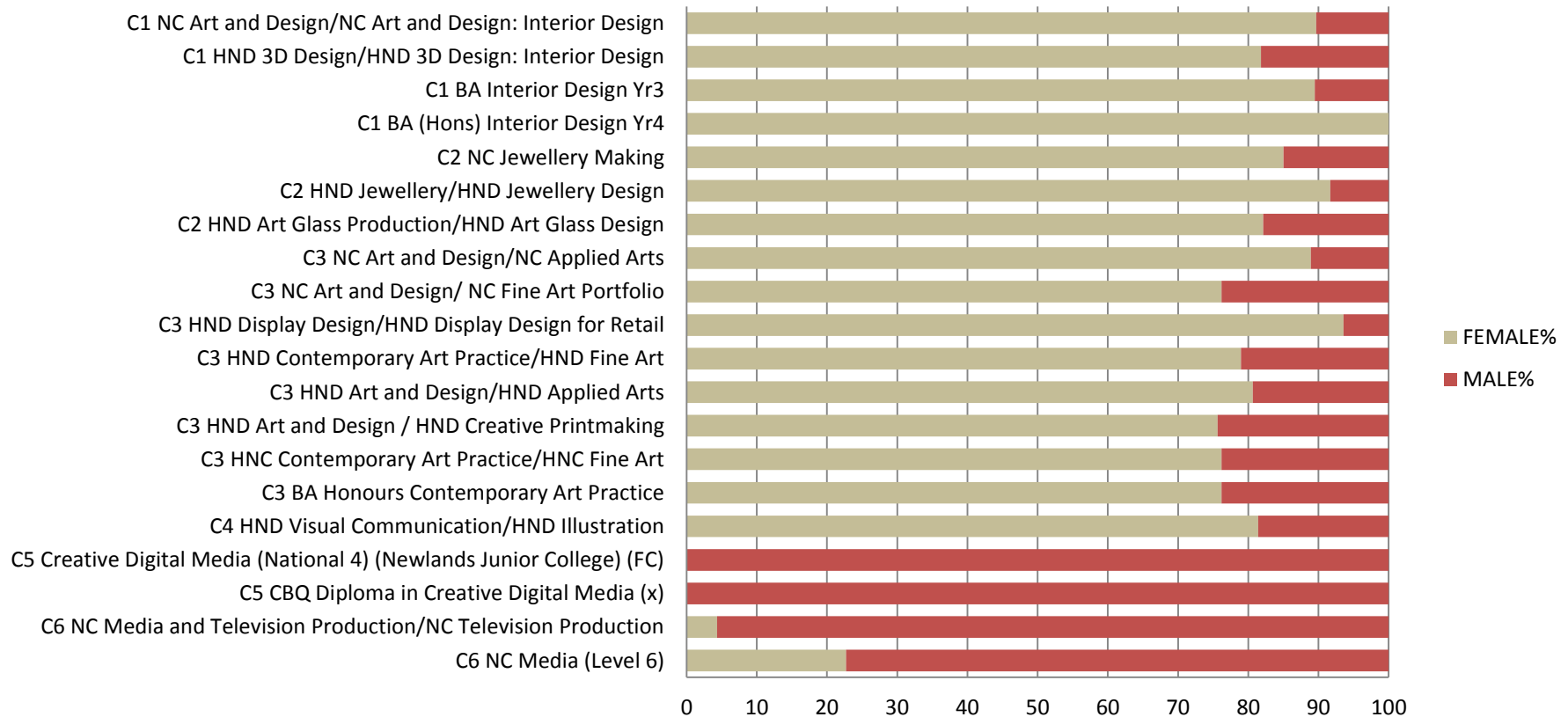| Curriculum	Course	Female%	Male%	Female	Male	Total	Leis/Eve /Voc
C.1 - Design & Drama	C1 BA (Hons) Interior Design Yr4	100	0	14	0	14	V
C.1 - Design & Drama	C1 BA Interior Design Yr3	89.47	10.53	17	2	19	V
C.1 - Design & Drama	C1 HND 3D Design/HND 3D Design: Interior Design	81.82	18.18	99	22	121	V
C.1 - Design & Drama	Interior Design: Introduction	90.48	9.52	38	4	42	L
C.1 - Design & Drama	C1 NC Art and Design/NC Art and Design: Inter' Design	89.66	10.34	26	3	29	V
C.1 - Design & Drama	Product Design Project	20	80	2	8	10	Evening
C.2 - Design Crafts	Decorative Glasswork	80.56	19.44	58	14	72	L
C.2 - Design Crafts	Furniture Restoring: Upholstery	81.48	18.52	22	5	27	L
C.2 - Design Crafts	C2 HND Art Glass Production/HND Art Glass Design	82.14	17.86	23	5	28	V
C.2 - Design Crafts	C2 HND Jewellery/HND Jewellery Design	91.67	8.33	33	3	36	V
C.2 - Design Crafts	Jewellery Making	96.47	3.53	82	3	85	L
C.2 - Design Crafts	Jewellery Making - Intermediate	85.71	14.29	24	4	28	L
C.2 - Design Crafts	C2 NC Jewellery Making	85	15	17	3	20	V
C.2 - Design Crafts	Upholstery Techniques	85.71	14.29	24	4	28	L
C.2 - Design Crafts	Warm Glass	86.67	13.33	13	2	15	L
C.3 - Fine Arts	Art And Design Portfolio Preparation	79.07	20.93	34	9	43	L
C.3 - Fine Arts	C3 BA Honours Contemporary Art Practice	76.19	23.81	16	5	21	V
C.3 - Fine Arts	Ceramic Art	77.59	22.41	45	13	58	L
C.3 - Fine Arts	Creative Printmaking: An Introduction	85.71	14.29	12	2	14	L
C.3 - Fine Arts	C3 HNC Contemporary Art Practice/HNC Fine Art	76.19	23.81	32	10	42	V
C.3 - Fine Arts	C3 HND Art and Design / HND Creative Printmaking	75.61	24.39	31	10	41	V
C.3 - Fine Arts	C3 HND Art and Design/HND Applied Arts	80.65	19.35	25	6	31	V
C.3 - Fine Arts	C3 HND Contemporary Art Practice/HND Fine Art	78.95	21.05	15	4	19	V
C.3 - Fine Arts	C3 HND Display Design/HND Display Design for Retail	93.55	6.45	29	2	31	V
C.3 - Fine Arts	C3 NC Art and Design/ NC Fine Art Portfolio	76.19	23.81	32	10	42	V

C.3 - Fine Arts	C3 NC Art and Design/NC Applied Arts	88.89	11.11	16	2	18	V
C.4 - Graphic Arts	Botanical Drawing	91.18	8.82	31	3	34	L
C.4 - Graphic Arts	Drawing: Intermediate	84.62	15.38	11	2	13	L
C.4 - Graphic Arts	HND Visual Communication/HND Digital Media	25	75	20	60	80	
C.4 - Graphic Arts	C4 HND Visual Communication/HND Illustration	81.4	18.6	35	8	43	V
C.5 – Ind' Academies	C5 CBQ Diploma in Creative Digital Media (x)	0	100	0	5	5	V
C.5 – Ind' Academies	C5 Creative Digital Media (National 4) (Newlands Junior College) (FC)	0	100	0	4	4	V
C.5 – Ind' Academies	Shoot Sort Share	81.82	18.18	9	2	11	L
C.6 - Media	C6 NC Media (Level 6)	22.73	77.27	5	17	22	V
C.6 - Media	C6 NC Media and Television Production/NC Television Production	4.35	95.65	1	22	23	V
C.7 - Photography	Digital Photography 3	20	80	3	12	15	L
C.7 - Photography	Higher Photography Support for Teachers	84.21	15.79	16	3	19	Evening
C.7 - Photography	Photo Basics for Teachers: Creative Studio Techniques	80	20	8	2	10	Evening

It seems wise to focus on vocational courses which exhibit imbalance.

These are summarised in the chart below.

As one might expect, the most courses with a clear imbalance lie in C3, the curriculum area with the highest proportion of female students.

Gender Imbalance Courses

Course	
C1 NC Art and Design/NC Art and Design: Interior Design	
C1 HND 3D Design/HND 3D Design: Interior Design	
C1 BA Interior Design Yr3	
C1 BA (Hons) Interior Design Yr4	
C2 NC Jewellery Making	
C2 HND Jewellery/HND Jewellery Design	
C2 HND Art Glass Production/HND Art Glass Design	
C3 NC Art and Design/NC Applied Arts	
C3 NC Art and Design/ NC Fine Art Portfolio	
C3 HND Display Design/HND Display Design for Retail	
C3 HND Contemporary Art Practice/HND Fine Art	
C3 HND Art and Design/HND Applied Arts	
C3 HND Art and Design / HND Creative Printmaking	
C3 HNC Contemporary Art Practice/HNC Fine Art	
C3 BA Honours Contemporary Art Practice	
C4 HND Visual Communication/HND Illustration	
C5 Creative Digital Media (National 4) (Newlands Junior College) (FC)	
C5 CBQ Diploma in Creative Digital Media (x)	
C6 NC Media and Television Production/NC Television Production	
C6 NC Media (Level 6)	

Legend: FEMALE% MALE%

Impact Measure and Target

Impact measures and targets are to be confirmed for: NC and HN Jewellery; HN Display Design; NC and HN Interior Design.

Aims from SFC GAP	Milestones from SFC GAP	Milestones for Faculty of Creative Industries
By 2021, increase by five percentage points the minority gender share in each of the 10 largest and most imbalanced 'superclasses' among 16-24 year olds (DYW KPI).	Increase by 4.2% by 2019-20.	There are no superclasses with a 75:25 imbalance in Creative Industries.
By 2030, no subject has an extreme gender imbalance (75:25).	50% reduction in the number of college and university subjects in this category by 2025.	15 vocational courses with a gender imbalance by 2020. 10 vocational courses with a gender imbalance by 2025. 0 vocational classes in 2030.

1.1.	Student representation of gender in courses currently characterised by significant imbalance of over 90% is redressed by 5% between 2017 and 2021.			
Action to Target Students/Staff/Stakeholders	**Intended Outputs**	**Timescale**	**Responsibility**	**RAG and Review Status**
1.1.1. Infrastructure: • Systems Review gender imbalance across curriculum area and courses	Analyse gender balance against recruitment, selection, student success, articulation and employment and student satisfaction; inform Faculty Director, Curriculum Heads and Senior Lecturers. Consider course imbalance in course review.	Dec 17 to provide evidence base for further action.	Faculty lead.	Green.
• Humans. Continue to apply recruitment process in line with College policy and EDI regulation. Note staff female percentages: Faculty 34%, and Fine Art 37%. Promoted staff (role models) 36% female.	Consider curriculum area imbalance in self-evaluation. Course team meetings of courses with gender	Ongoing until resolved. Ongoing until resolved.	Senior Lecturers. Senior Lecturers.	

	imbalance include subject in course review meetings.			
• Resources.	Review all resources and materials to ensure gender representative in particular referring to work roles.	2017 – 20.	Lecturers and Senior Lecturers.	
• Relationships	To provide appropriate support, guidance and role models.	2017 – 20.	Guidance tutors.	

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
1.1.2. Influencing the Influencers: • **Educators/careers advisors.** • **Parents.** • **Current Students.**	Career advisors and teachers are informed of diversity of professions across all Creative Industries sectors.	2017-18.	School programme liaison and coordinator/ College Lead DYW/ Faculty Directors/ Curriculum Heads/ Marketing and Events/Student Services.	Green.
Develop a range of learner journeys that reflect male or female practitioners and student success in variety of roles.	College and industry role models are clear.	Male role models in Interior & Display Design (May 17).		
Participation in Cross College gender awareness event for schools- students and teachers, focus on areas in areas where balance requires addressing.	(Faculty diversity good practice event).	April 2016.	Faculty Directors.	
Ensure all marketing materials reflect an appropriate gender balance.				

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
1.1.3 Raising Awareness and Expectations: • **Outreach** Raise awareness of opportunities students of under-represented genders on - Interior Design. - Jewellery. - Display Design. Monitor numbers on Creative and Digital Media MA and NC Media (TV).	Produce video summaries of course content with under-represented gender featured.	Ongoing.	Faculty/ Industry Academy Teams.	Green.

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
1.1.4 Encouraging Applications:				Green.
• **Recruitment.** Review current staff and student recruitment processes	Proactive gender balance policy and procedure implemented within College and Faculty.	Dec 2017.	Faculty Director/ Curriculum Heads/ HR.	
• **Marketing.** Review of current marketing and promotional materials to determine the degree of gender bias in them.	Learning and teaching materials all gender neutral and have particular focus upon EDI principles. Male role models within delivery teams.	May 2017.	Industry Academy Head (Industry Academy Curriculum Head).	
• **Course Packaging.** Targeted events which demonstrate the range of learner journeys that reflect male practitioners and student success in variety of roles.	To determine if improvements can be made. Evidence Base to identify and prioritise action based on impact. Career advisors and teachers are informed of the diversity of roles available across all CI subjects.	2017-18.	Faculty Director / Curriculum Heads/ Marketing and events/ Student Services.	

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
1.1.5 Supporting Success • **Creating Gender Inclusive Environment.** Continue with a range of creative practice and development activities which create a gender inclusive environment: continue to challenge prejudice through creativity. This is standard practice across Faculty. Identify and remove non-inclusive materials. Equal provision of toilet facilities by gender. Identify and showcase positive role models (such as Luke Hibbard, successful CAP entrepreneur). • **Enhancing the Student Experience.** Continue to deliver a range of creative practice/ development activities which create a gender inclusive environment/challenge prejudice through creativity.	Engagement in internal and external competitions and opportunities which challenge sexist assumptions. To continue to be diligent in the surrounding that the students learn in. Students engage with gender issues in creative practice. Seek student feedback in areas of gender imbalance.	Ongoing. June 18.	All. Curriculum Heads / Student Engagement. Curriculum Head/ Marketing. Senior Lecturers.	Green.

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
1.1.6 Stakeholder Engagement • Development of external speakers with appropriate gender balance to provide positive role models and industry insights. • Ensure that stakeholders encompass an appropriate gender balance.	Demonstration of the range of opportunities and diversity of practitioners in industry sectors. Track gender of speakers. Encourage and track participation from under-represented genders.	2017-20.	Industry Academy Curriculum Head. Industry Academy Curriculum Head.	Green.

Appendix 6: Faculty of Education & Society Action Plan 2017-2021

Regional Strategic Equality Outcome Theme 1: The diversity of students and staff at all levels reflects the communities the College serves.

1.1. Student representation of gender in courses currently characterised by significant imbalance of over 90% is redressed by 5% between 2017 and 2021.
Context
Through its Gender Action Plan, the Scottish Funding Council has tasked Colleges with tackling persistent gender imbalance characteristic of specific subject areas, in this case significant underrepresentation of men in full time Childcare and some Health and Care namely Care and administrative practice . Representation of male students across Early years , childcare and in some Nursing areas is traditionally very low in both full time study and in the workforce. In Health care at the end of June 2016 77.1% of NHS Scotland workforce was female Just 4% of nursery teachers in Scotland are currently male and 0% of childminders. The Scottish Government published its response to an Independent Review of the Early Learning and Childcare and Out of School Care Workforce carried out by Professor Iram Siraj in December 2015,   The Scottish Government has committed to an Expansion of Early Learning and Childcare in Scotland with clear targets by 2020. This will require significantly more workers to support the additional childcare places and, therefore, expansion in this area of the Faculty – both in NC Early Education and Childcare and HNC Childhood Practice has been agreed. This has included a new part-time HNC Childhood Practice to help offer alternative forms of study. This course is nearing the end of its first year (September 2017) and has been met with positive feedback from students and stakeholders. We have altered the target slightly for this coming academic year to emphasises the 'day release' possibilities and have given a number of offers for this course to individuals already working or volunteering in the field to help them gain the necessary award. In relation to the gender imbalance in classes within these areas, there are wider aspects to be taken into consideration including pay scales which have been part of the consultation with the Scottish Government on these proposals.   The new HNC Social Services and HNC Childhood Practice have a number of shared core units – this may assist in the gender balance of both courses as students have more choices.   A part-time HNC Care and Administrative Practice has also been implemented to offer alternative routes to this qualification.

Progress

The Faculty of Education & Society has been working with a range of partners to promote gender equality in the Early Education and Care sectors. This includes our 'Men into Childcare' course which, aligned with the Colleges commitment to develop a curriculum that encourages individual learners to flourish, amidst an inclusive and diverse learning community, have been well received by industry partners and have resulted in an increase in enrolments, work placements and public awareness of the gender imbalance in each sector.

The development of part time offering is intended to widen access to HE learning for the sector and provides a progression and articulation route for our male candidates from the NQ level men only course.

Infrastructure

- Current existing partnerships for DYW GSCVP , Education strategic partnership GGCHB, National regional Care leads strategic steering group, Strategic regional group and Curriculum Hub and employer/ education partnership and employer board.

- College member of Early Years Scotland.

- Care teams reflect an increased gender balance with increase in male staff delivering curriculum and engaged in work place assessment. Although delivering areas and improvement over last 2 years in Health and Care generally, Early years and childcare the team now includes a specialist male Early Years /childcare practitioner.

- Delivery partner with Men in Childcare progression routes established through HNC Childhood Practice from NQ hybrid course.

- Implemented part time offering in Childhood Practice and Care and administrative practice as access route for HNC.

- Staff mobility visit to Finland and Student exchange secured for 17/18 for Health care.

Influencing the Influencers

- A range of events have been hosted, in collaboration with the local authority and regional partners, aimed at teachers/parents and students through the College Developing Young Workforce Plan, part of which assesses gender imbalances across a range of curriculum.

- An interview with a Men in Childcare (MIC) student who progressed to HNC Early Education was used as a press release and

featured in a range of promotional materials.

- Primary Engineer to host events in which parental participation is recommended. The College hosted the Primary Engineer Teaching Competition in September 2016.

- Hosting Open Day Events at the College to encourage students and parents to attend inspirational talks and to participate in hands on engineering experiments.

- Interview with MIC student who progressed to HNC Early Education published.

Raising Awareness and Aspirations

- Increased public awareness of the gender imbalance and the College's efforts to overcome barriers faced by men interested in pursuing a career in Early Education and Childcare with articles in TESS, and The Herald.

- Run events to promote gender equality in collaboration with Skills Development Scotland.

- Featured in the following publications:

  o Developing the Young Workforce Annual Review 2014-15.

  o Gender Action Plan (SFC Publication).

  o HEA: Whose job is it Anyway (SFC Funded Research).

  o New Perspectives on the Gender Pay Gap: Trends and Drivers (SG Publication).

- Identified in Scottish Parliamentary session (by Shirley-Anne Somerville MSP) as delivering best practice approaches to tackling gender based underrepresentation in November 2016.

- Welcomed the following MSPs to the College to discuss gender focused activities: Jamie Hepburn MSP, Shirley-Anne Somerville MSP, Annabelle Ewing MSP, Fiona Hyslop MSP, Angela Constance MSP.

- Events for schools groups within College environment providing information and progression pathways for Early Education and Childcare and Care.

Encouraging Applications

- Introduced a Men into Childcare course in March 2015 in collaboration with MIC charity.

- Targeted marketing campaigns have been included as part of the Colleges wider marketing strategy.

- Targeted marketing campaigns encouraging men to change career.

- All materials CALM and gender considered with other protected characteristics.

- Now require focus on specific materials and information for potential male students.

Supporting Success

- Secured partnership with East Kilbride Forest Nursery providing outdoor work placement experience.

- MIC student will complete HNC Early Education this summer.

- Provide mentoring, support and career guidance to all students within MIC programme.

Stakeholder Engagement

- Hosting Employer Engagement events in order to highlight the benefits of increased male participation in industries, and to promote gender equality within the sectors. This also provides positive destinations for males within early years and care sector, and creates networks between the College and employers for future collaborations.

Impact Measure and Target

Across the faculty as a whole, 51.43% of students are female and 48.57% are male.

The focus of activity will be on the Care strand in which 62.99% of students are female and 37.01% are male.

Focussing on HE - courses identified in red or amber on Dashboard - targets will be:

- HNC Care and Administrative Practice – 94.55%/5.45%.
- HNC EECC – 96.91%/3.09%.
- HNC Social Services – 84.93%/15.07% - this is currently amber and could be a central focus to bring into green.

Within FE – the entry level of NC Child, Health and Social Care Level 5 has a balance of 89.86% female and 10.14% male. However, at the next stage – NC Health and Social Care Level 6 - this drops to 94.12% females and 5.88% male and 100% female for NC EECC.

The evening NPA Health and Social Care course Level 6 has a 72.73% female to 27.27% male ratio, this is a natural feeder course to the HNC Social Services evening so this can assist with the focus for this course.

Courses identified in green on Dashboard:

- CIH Level 4 Certificate in Housing (58.33%/41.67%).
- HSE First Aid at Work (44.44%/55.56%).
- NQ Intro to Counselling (62.50%/37.50%).

Aims from SFC GAP	Milestones from SFC GAP	Milestones for Faculty of Education & Society (E&S)
By 2021, increase by five percentage points the minority gender share in each of the 10 largest and most imbalanced 'superclasses' among 16-24year olds (DYW KPI).	Increase by 4.2% by 2019-20.	Indicative increases associated with all programmes with reported and evidence based underrepresentation. Increase by 3.2% by 2018-19. Increase by 2.2% by 2017-18. Increase by 1.2% by 2016-17.
By 2030, no subject has an extreme gender imbalance (75:25).	50% reduction in the number of college and university subjects in this category by 2025.	25% reduction in the number of E&S subjects in this category by 2020.

1.1. Student representation of gender in courses currently characterised by significant imbalance of over 90% is redressed by 5% between 2017 and 2021.				
Action to Target Students/Staff/Stakeholders	**Intended Outputs**	**Timescale**	**Responsibility**	**RAG and Review Status**
1.1.1. Infrastructure: • **Systems.** Launched a STEM Manifest in October 2015 outlining a clear commitment to promoting gender equality in STEM subject by taking positive action in programme delivery and communication. • **Humans.** Ensure appropriate gender balance across curriculum teams in Health and Care/ Early Years and Childcare. • **Resources.** Review all resources and materials to ensure gender representative in particular referring to work roles.	Gender balance of Staff and supporting resources is reflective of community and workforce and positive role models.	Session 2017/18 – 2019/20.	Faculty Director / Curriculum Head.	Amber.

• **Relationships.** Continue to work across college to ensure that links to other Faculties are open and allow students to understand their options with regard to progress. Continue to maintain current existing partnerships as noted above including National Regional Care Leads, Strategic Steering Group and Early Years Scotland membership.			

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
1.1.2. Influencing the Influencers: • **Educators/careers advisors.** Cross College gender awareness event for schools-students and teachers, focus on areas in areas where balance requires addressing. Increased profile and awareness of wider Health and Childcare programmes and career pathways in STEM agenda. • **Parents.** Be involved in Open day events at the college to encourage students and parents to attend and meet current students and staff.	Course and careers in Health and Care and in Early years and childcare are suggested a real option equally for male and female students. Career advisors and teachers are more aware of diversity of professions across all Care and Health sectors. STEM skills and knowledge are recognised as essential in range of Health and Care professional pathways. Increase enrolment of male students across all Care curriculum by 5%.	Session 2017/18 – 2018/19.	School Programme Liaison & Coordinator. College Lead DYW. Faculty Directors / Curriculum Heads. Marketing and Events. Student Services.	Amber.

• **Current students.** Develop a range of learner journeys that reflect male practitioners and student success in variety of roles. Programmes pathway materials that provide wider career progression information. Utilise wider events and projects and established networks and processes e.g. DYW strategy, Glasgow Schools College Partnership and activity to embed Gender action.			

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
1.1.3. Raising Awareness and expectations: • **Outreach.** Men into childcare (MIC) partnership will be strengthened and clear progression pathway developed. Involvement of team with schools visits alongside Schools Liaison and Coordination Officer and through Developing Young Workforce, to increase awareness and understanding of courses on offer, progression routes and opportunities. External speakers to courses should reflect gender balance and provide positive role models and insight into the industry.	Increase in progression and recruitment of male students from dedicated programmes HNC/D pathway options encourage male participation and provide pathway to wider Health and care roles.	Session 2017/18 – 2019/20.	Curriculum Head / Senior Lecturer.	Amber.

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
1.1.4. Encouraging Applications: • **Recruitment.** Cross College events working with and utilising established relationship and events. • **Marketing.** Development of progression pathways and strengthen current relationships with MIC. Develop a range of student diary and images that are positive gender examples. • **Course Packaging.** Refresh of exiting award structure to encourage a wider interest and type of Early years education and childcare that meet flexible provision and outdoor emphasis and includes wider age group e.g. Youth.	Course marketing materials and resources demonstrate diversity of gender across roles in particular childcare.	Session 2017/18 – 2018/19.	Curriculum Heads. Marketing and Design. School Programme & Liaison Coordinator.	Amber.

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
1.1.5. Supporting Success: • **Creating Gender Inclusive Environment.** Ensure course materials are gender balanced and reflect a range of opportunities and pathways. Course staff team gender balance to be reflected across the courses. • **Enhancing the Student Experience.** Graduate panel and student diaries reflect male student experience and progression story. Ongoing partnership with East Kilbride Forest Nursery providing outdoor placement experience. Provide mentoring, support and career guidance for all students on MIC programme.	Male student report feeling supported and experience positive role model inputs in delivery of course and guest speakers.	Session 2017/18 – 2018/19.	Curriculum Head and Senior Lecturers.	Amber.

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
1.1.6. Stakeholder Engagement • Continue to work with sector and specific employers who share gender balance agenda. • Challenge culture and perceptions in the workforce. • Placement selection for male students includes male practitioner mentoring.	Reduce disengagement with placement due to issues relating to workforce attitude or relationship establishing. Male student report positive placement experience and success in SVQ completion.	Session 2017/18 – 2018/19.	Senior Lecturer. Curriculum Heads. Industry Academy Head.	Amber.

Appendix 7: Faculty of Leisure & Lifestyle Action Plan 2017-2021

Regional Strategic Equality Outcome Theme 1: The diversity of students and staff at all levels reflects the communities the College serves.

1.1. Student representation of gender in courses currently characterised by significant imbalance of over 90% is redressed by 5% between 2017 and 2021.
Context
Through its Gender Action Plan, the Scottish Funding Council has tasked Colleges with tackling persistent gender imbalance characteristic of specific subject areas, in this case significant underrepresentation of men in Hair & Personal Care Services. The area of Hair/Personal Care covers a number of curriculum areas and courses and broadly these can be broken down in to: • Hairdressing/Barbering.   • Beauty Therapy.   • Complementary Therapies.   Leisure and Lifestyle faculty will be determining the evidence base as our initial focus of this plan.
Progress
The Faculty has highlighted that the "Students' Journey" needs to be researched to identify the design and marketing images and text used to promote our courses.   The table at the end of this plant highlights the images used on the website to market the full time courses in 2015/16 with less than 10% of enrolment from a single gender.   In March 2017 the College webpage images were logged for the relevant faculty courses. Design and Marketing were contacted to see if there could be more of a gender balance represented through the marketing images, a meeting took place and images will be made available to Curriculum Heads to view to see if there is an alternative in the visual bank, failing this, design are happy to retake images at the Curriculum Heads convenience.   There will also be a focus on the industry awarding bodies and associations to determine what the labour market representation is currently in the hair, beauty and complementary therapy areas.

	Impact Measure and Target	
Aims from SFC GAP	**Milestones from SFC GAP**	**Milestones for Faculty of Leisure & Lifestyle**
By 2021, increase by five percentage points the minority gender share in each of the 10 largest and most imbalanced 'superclasses' among 16-24year olds (DYW KPI).	The following are the full time courses in 2015/16 with less than 10% of enrolment from a single gender at City of Glasgow College in the Faculty of Leisure and Lifestyle: HNC Complementary Therapies* 5/48 90% HNC Fashion Make-Up* 1/20 95% HND Beauty Therapy * 2/196 99% HND Complementary Therapies* 0/16 100% Access to Beauty Care and Make-Up/Access to Beauty Therapy* 0/37 100% NC Bakery (SCQF level 5) 1/21 95% NC Beauty Care and Make-Up/NCGA Beauty Care and Make-Up (level 5)* 2/66 97% NC Beauty Care/NCGA Beauty Care(level 6)* 2/104 98% NC Hairdressing/SCQF Ladies Hairdressing(level 5)* 6/82 93% NC Hairdressing/SCQF Ladies Hairdressing(level 6)* 4/39 90% NQ Sports Coaching (SCQF level 6)* 45/50 10% * These courses fall within the Subject Area of Hair/Personal Care Services identified in the SFC Gender Action Plan and will be the focus for actions in the Faculty. Increase by 4.2% by 2019-20.	Indicative increases associated with all programmes with reported and evidence based underrepresentation. Increase by 3% by 2018-19. Increase by 2% by 2017-18.
By 2030, no subject has an extreme gender imbalance (75:25).	50% reduction in the number of college and university subjects in this category by 2025.	25% reduction in the number of Leisure & Lifestyle subjects in this category by 2020.

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
1.1.1. Infrastructure: • **Systems.** Incorporate the GAP into the Curriculum Heads Operational Plan.	Evidence of targets and action points to be implemented in the academic year.	October 2017.	Curriculum Heads (CH).	Amber.
• **Humans.** Compulsory Gender Awareness Training for Staff. Review all resources and materials to ensure gender representative in particular referring to work roles, using existing college CALM process.	All CH's and Senior Lecturers to undergo conscious and unconscious bias training. Materials and resources are reflective of the work roles.	December 2017. March 2018.	Faculty Director/Curriculum Heads. Faculty Director / Curriculum Heads.	
• **Relationships.** Exposure to industries at an early age, ask External Stakeholders for relevant information. Investigate gender balance in articulation and employment.	Evidence Base to determine priorities for action where most significant impact can be made.	2017-18.	Faculty Director / Curriculum Heads.	

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
• **Resources.** Research to determine which of the following is/are the most significant: • Gender stereotyping (perceived and realised). • Peer and influencer interactions and alignment to specific gendered/non-gendered industries. • Review of current marketing and promotional materials to determine the degree of gender bias in them. • Course content and structure reviewed to take account of the units on offer and whether there is any bias in the selection of units – mandatory and optional. In terms of its impact on male recruitment into Hair and Personal Services.				Amber.

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
1.1.2. Influencing the Influencers: • **Educators and careers advisors / Parents** Exclusion in relation to subject choices at school.	Evidence Base to determine priorities for action where most significant impact can be made in the student journey and appropriate actions identified and allocated.	Dec 17 in order to tie into 2018/19 recruitment.	Faculty Director / Curriculum Heads/ Student Services.	Amber.
Cross-College gender awareness event for schools students, teachers and parents, to focus on areas in areas where balance requires addressing.	Participation in Cross College gender awareness event for schools students and teachers. Positive feedback from participants.	Jan 2018.	Curriculum Heads / Student Services.	

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
• **Current students.** Longitudinal study to be undertaken to establish patterns in the student journey from applicant to alumni: • Gender balance in applications. • Gender balance in enrolment. • Gender balance in student success. • Gender balance in articulation and employment. • Student satisfaction rate by gender.	Evidence Base to determine priorities for action where most significant impact can be made in the student journey and appropriate actions identified and allocated.	Dec 17 in order to tie into 2018/19 recruitment.	Faculty Director / Curriculum Heads.	Amber.

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
1.1.3. Raising Awareness and expectations: • **Outreach.** Review staff recruitment and selection procedures including publicising of opportunities in order to ensure appropriate gender balance across curriculum teams. To provide appropriate support, guidance and role models for example study journeys; recognising achievement; celebration events; alumni presentations to students.	Staff gender balance is reflective of local community and workforce. Potential students have access testimonials from successful male alumni and role models.	2017-20. 2017-20.	Faculty Director / Curriculum Heads/HR Team. Faculty Director / Curriculum Heads.	Amber.

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
1.1.4. Encouraging Applications:				Amber.
• **Recruitment.** Review current staff and student recruitment processes	To determine if improvements can be made.	Dec 2017.	Faculty Director, Curriculum Heads & HR.	
• **Marketing.** Review of current marketing and promotional materials to determine the degree of gender bias in them;	Evidence Base to determine priorities for action where most significant impact can be made.	May 2017.	Industry Academy Head.	
• **Course Packaging**. Targeted events which demonstrate the range of learner journeys that reflect male practitioners and student success in variety of roles.	Career advisors and teachers are informed of the diversity of roles available across all Hair & Personal Care Services occupations.	2017-18.	Faculty Director / Curriculum Heads/ Marketing and events/ Student Services.	

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
1.1.5. Supporting Success: • **Creating Gender Inclusive Environment.** We currently have gender neutral salons in both the hair and beauty curriculum areas. We have gender neutral toilet facilities. • **Enhancing the Student Experience.** Transgender workshops through student engagement completed by Level 7 Hairdressing.	To continue to be diligent in the surrounding that the students learn in. To roll out the workshops to all student groups.	Ongoing. January 2018.	CH's. Curriculum Heads / Student Engagement.	Amber.

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
1.1.6. Stakeholder Engagement Development of external speakers with appropriate gender balance to provide positive role models and industry insights. Review participation and extend representation at Employer and Stakeholder Forums to encompass an appropriate gender balance.	Demonstration of the range of opportunities and diversity of practitioners in industry sectors. Stakeholder forums actively engaged in supporting the College in addressing the gender imbalance in these subjects.	2017-20. Bi-annually at Curriculum Heads Forums.	Industry Academy Head and Curriculum Heads. Industry Academy Head and Curriculum Heads.	Amber.

Images Used on Website to Market Full Time Courses in 2015/16 with Less Than 10% Enrolment from a Single Gender

* Highlighted areas show images reflecting a gender balance.

Course Title	Class codes	Ratio of Dominant Gender	Percentage of Dominant Gender	Marketing Illustration On Website
HNC Complementary Therapies*	L2 HNCCTHRP/161A & B	5m/48f	90%	4 female therapists massaging clients
HND Complementary Therapies*	L2 HNDCTHRP/162A	0m/16f	100%	L8 2 females massaging 2 females
Access to Beauty Care and Make-Up/Access to Beauty Therapy*	L2AC1BEAUT/F162A	0m/37f	100%	Removed from the website
NC Beauty Care and Make-Up/NCGA Beauty Care and Make-Up (level 5)*	L1NC5BEAUC/F161A,B,C	2m/66 f	97%	<mark>Female student applying make up to female client, male client sitting in the background</mark>
NC Beauty Care/NCGA Beauty Care(level 6)*	L2NC6BEAUC/F161A,B,C,D,E	2m/104f	98%	2 female students completing written work
HND Beauty Therapy *	L1HNDBEAUT/F161A,B,C,D,E,F L1HNDBEAUT/F162A,B,C,D,E,F	2m/196f	99%	L8 Female doing nails on another female Female client receiving a facial
HNC Fashion Make-Up*	L7HNCFSHMK/F161A	1m/20f	95%	2 female students applying makeup to 2 female clients
NC Hairdressing/SCQF Ladies Hairdressing(level 5)*	L7NC5LHAIR/F161A,B,C,D	6m/82f	93%	Female student working on female client
NC Hairdressing/SCQF Ladies Hairdressing(level 6)*	L7NC6LHAIR/F161A & B	4m/39f	90%	<mark>1 male and 1 female student working on Sally heads</mark>

Course Title	Class codes	Ratio of Dominant Gender	Percentage of Dominant Gender	Marketing Illustration On Website
NC Bakery (SCQF level 5)	L5NCUABAKS/F161A & B	1m/21f	95%	2 females working in the bakery
NQ Sports Coaching (SCQF level 6)*	LBNQ6SPRTC/F161A & B	10f/50m	80%	1 Female student smiling at the camera

Appendix 8: Faculty of Nautical Studies Action Plan 2017-2021

Regional Strategic Equality Outcome Theme 1: The diversity of students and staff at all levels reflects the communities the College serves.

1.1. Student representation of gender in courses currently characterised by significant imbalance of over 90% is redressed by 5% between 2017 and 2021.
Context
Through its Gender Action Plan, the Scottish Funding Council has tasked Colleges with tackling persistent gender imbalance characteristic of specific subject areas, in this case significant underrepresentation of women in courses delivered by the Faculty of Nautical Studies.

1. Maritime Industry

The maritime industry is one of the largest international industries with about 90% of world's trade is carried by sea. According to national statistics, the direct contribution to the UK economy from the maritime sector was £11 billion in 2012 (GVA)[1]. Scotland has played an important role in maritime history and the maritime sector is still important to the Scottish economy. About 52% of jobs in sea fishing in Scotland are in the Highlands and Islands.[2]

Therefore the industry is constantly in demand for qualified trainees and offering many job opportunities.

According to Department for Transport statistical release, the estimated number of seafarers employed at sea in 2016 was 23,060[3]. This included 10,650 certificated UK officers active at sea in 2016 and 1,670 uncertificated UK officers (se Figure 1).

UK Seafarers Active at sea, 2016

- 1,670
- 1,860
- 10,650
- 8,880

■ Certificated officers
■ Ratings
■ Officer trainees
■ Uncertificated officers

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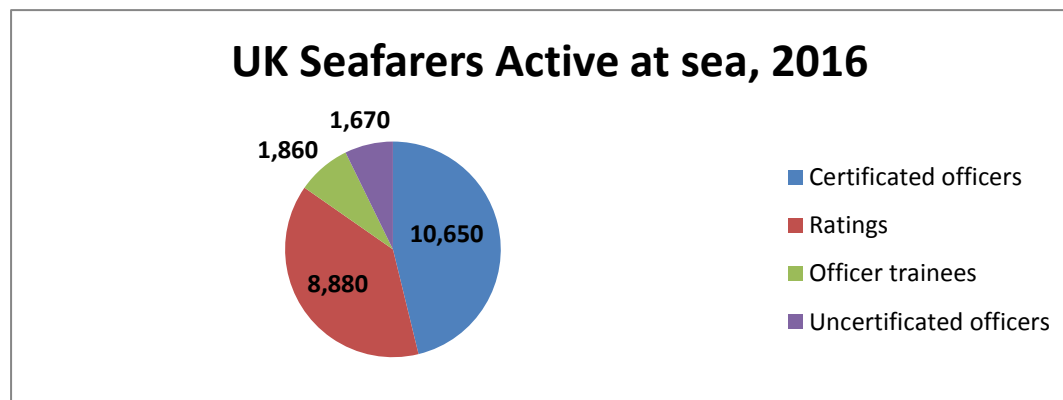
[1] DfT analysis of ONS GVA from the Input-Output Supply and Use Tables at http://www.ons.gov.uk/ons/rel/input-output/ input-output-supply-and-use-tables/2014-edition/index.html, apportioned using detailed SIC data for approximate GVA from the ONS Annual Business Survey. See Annex A for method

[2] http://www.gov.scot/Publications/2016/10/8198

[3] Department for Transport (25 January 2017) Statistical Release: Seafarers Statistics, 2016

Cadetship Training

To receive training in merchant navy, cadets undergo 3 years of training – known as a cadetship – at one of the approved maritime colleges in the United Kingdom.

There was an overall increase in a number of cadets trainees in UK for the past 10-12 years:
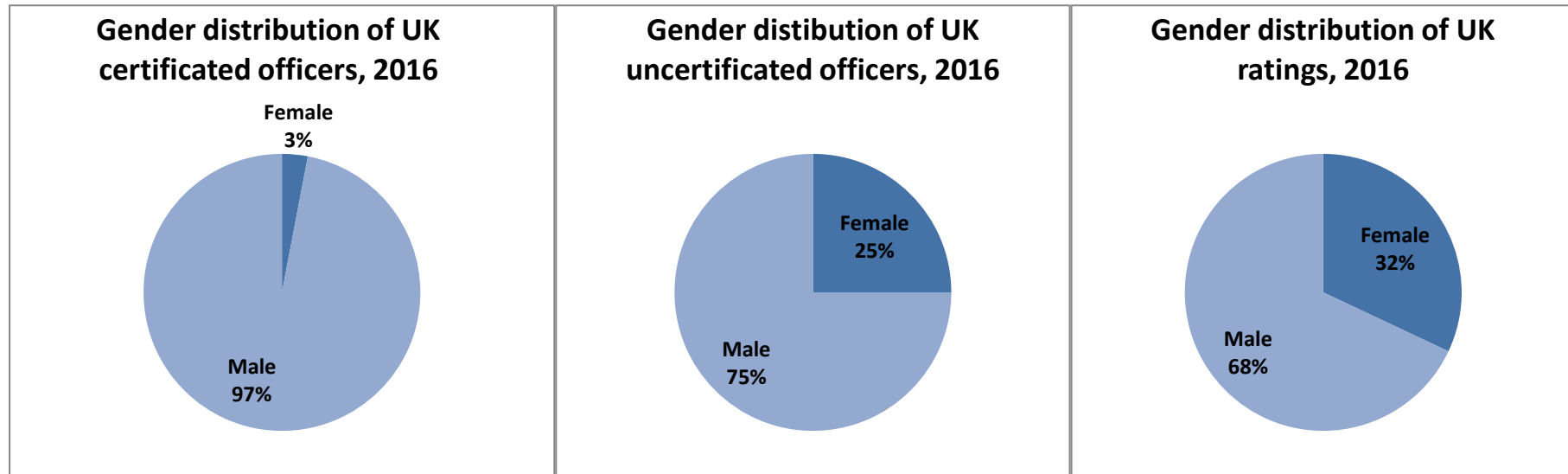
Officer trainees, 1999 - 2016 (SFR0105)
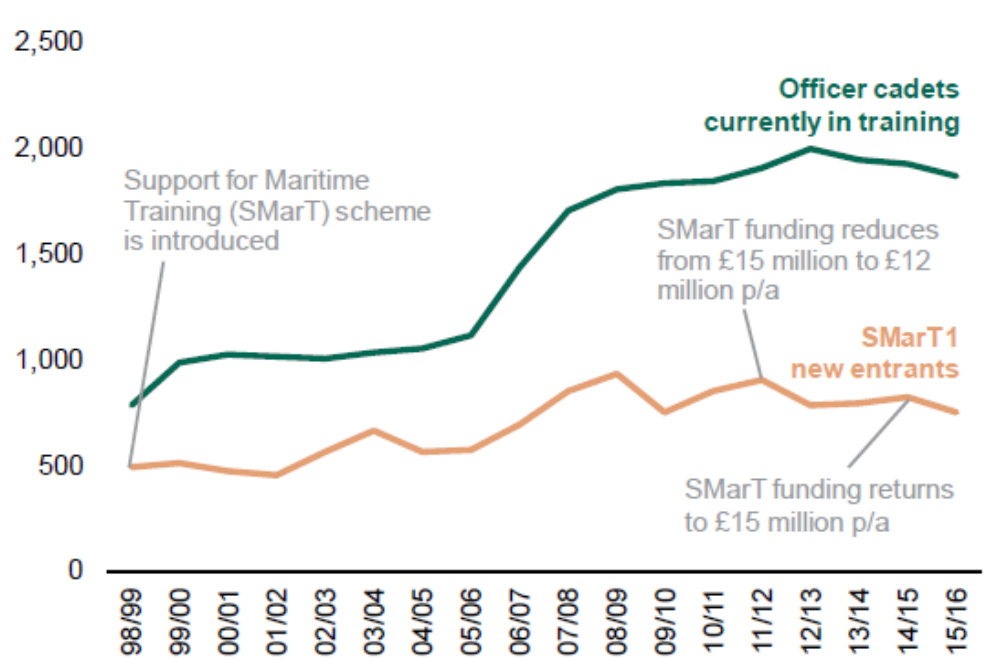
There are two academic routes: Higher National Certificate and Foundation Degree. Successful completion of this results in a qualification in marine operations or marine engineering. To enter maritime training prospective cadets have to apply to one of the shipping companies in UK which will provide sponsorship and cover 50% of costs associated with training, the remaining is covered by SmarT funding. As such recruitment of trainees is done by shipping companies itself and colleges and universities are not in control at this stage.

The alternative and more attractive route that according to statistics female are more likely to pursue is Ratings route which includes people working on ferries and cruise liners.

During the 3 years of training, cadets also go to sea, spread across the cadetship known as Sea Phases. This gives cadets a practical education and prepares a candidate for a separate and final oral exam. Successful completion of the oral exam will result in the award of a certificate of competency. This is the international qualification, issued by the UK government which allows an Officer to work in their qualified capacity onboard a ship. Certificates are issued for different ranks and as such an Officer will usually return to complete a subsequent series of studies until they reach the highest qualification.

2. Gender Profile of UK Seafarers

According to statistics of Department for Transport, the majority (97%) of certificated officers in UK were male in 2016. There is a huge comparison to gender breakdown for uncertificated officers and ratings (see Figures below), where the proportion of females is much larger.
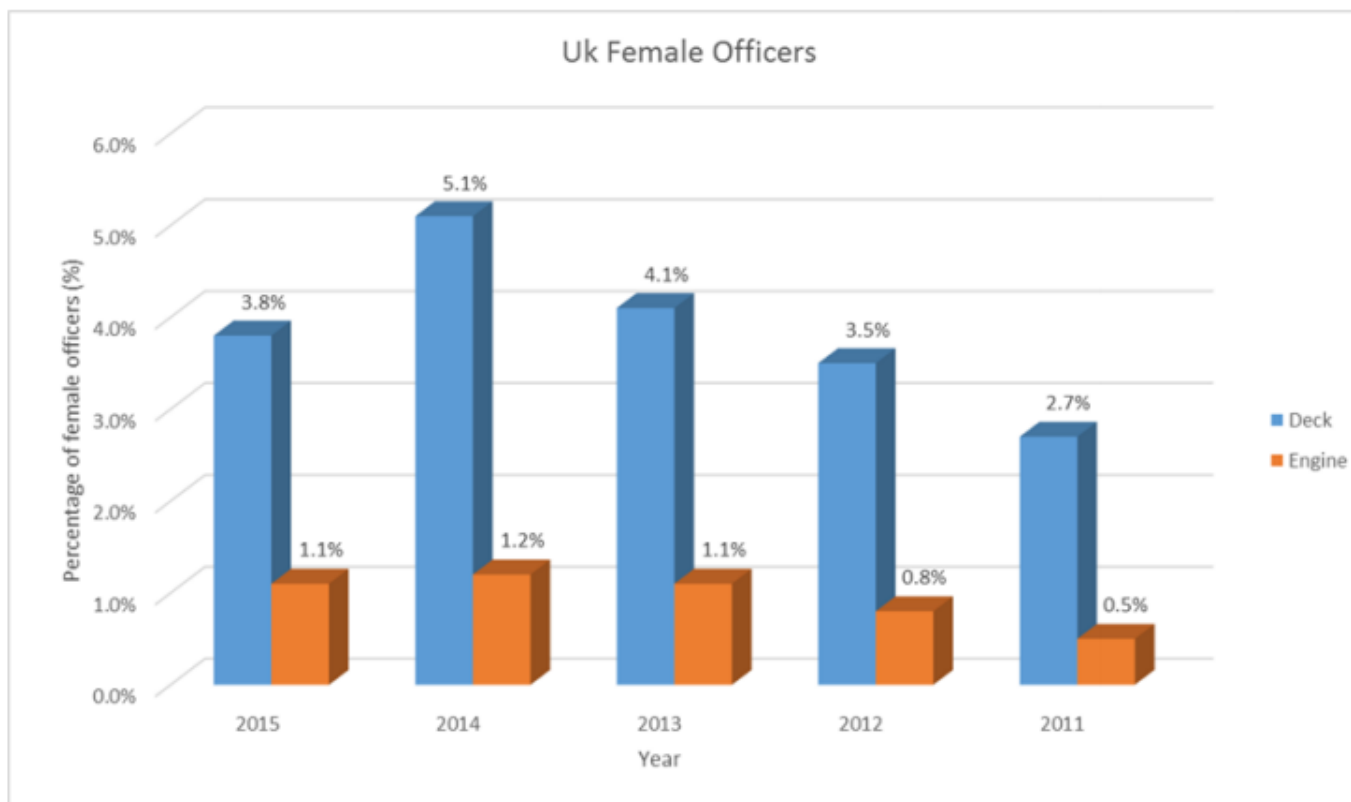
Gender distribution of UK certificated officers, 2016

Female 3%

Male 97%

Gender distibution of UK uncertificated officers, 2016

Female 25%

Male 75%

Gender distribution of UK ratings, 2016

Female 32%

Male 68%

The suggested reason for such a big difference in gender distribution between certificated and uncertificated officers & ratings is that shipping companies are more willing to recruit male trainees due to inability to secure female security on board and general stereotyping still present in the sector. However, pie chart No 2 and No 3 shows this does not stop women from following an alternative route to enter a maritime career.

Among technical officers, 96 per cent were male. Female officers were concentrated in the catering/ hotel/ other uncertificated officer category, in which 33 per cent of employees were women.[4]

Uk Female Officers
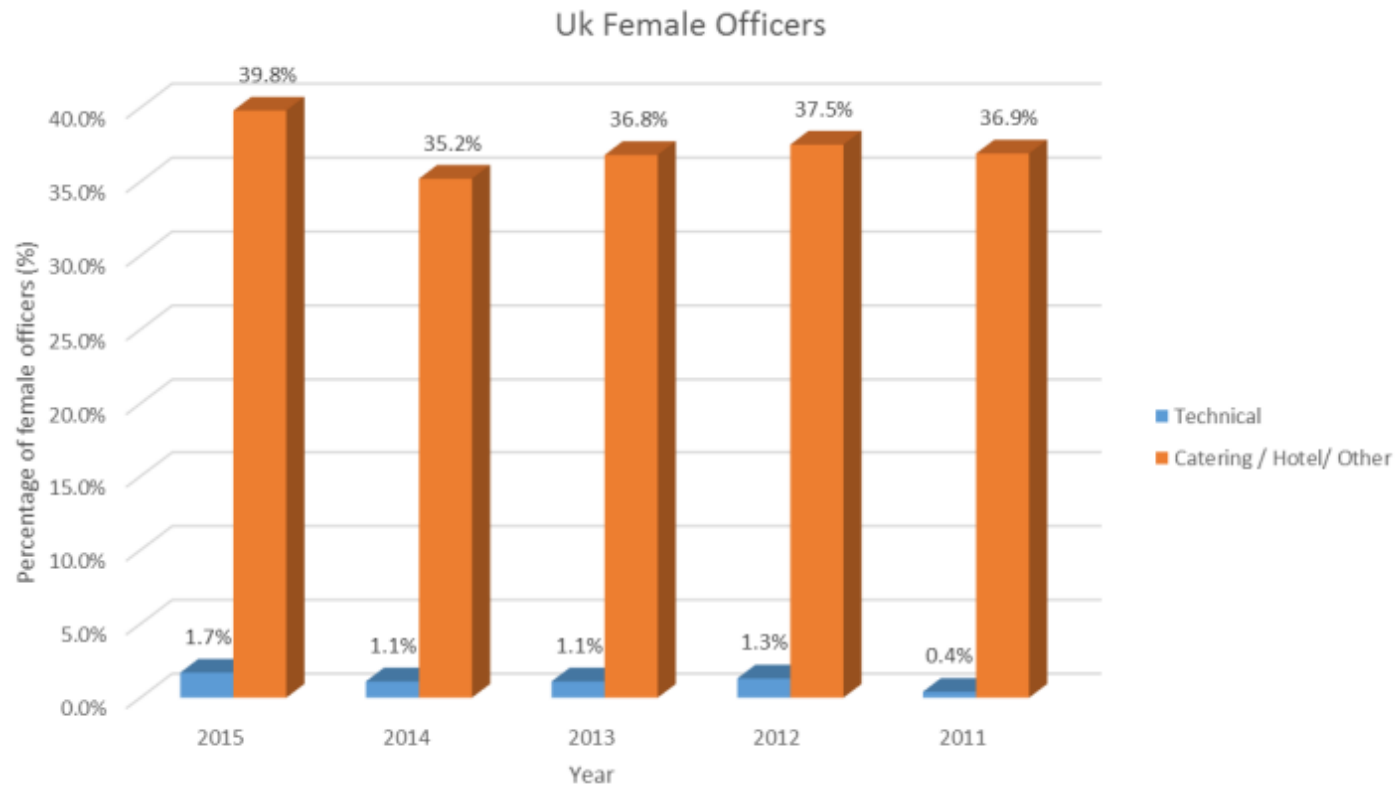
Source: Department for Transport (2011-2015)

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[4] Department for Transport (25 January 2017) Statistical Release: Seafarers Statistics, 2016

Uk Female Officers

Source: Department for Transport (2011-2015)

Looking at historic gender distribution of UK Seafarers for certificated officers in comparison to uncertificated officers we can see similarly to statistics for 2016 female representation in UK Ratings (i.e. uncertificated) is much higher than for certificated officers group. There was a good increase in number of uncertificated officers in UK which can be due to more shipping companies and training agencies offering ratings training (i.e. employment on ferries and cruise liners). Indeed, females and males who already have qualification in fitness or catering would follow ratings training pathway if they wish to work at sea.

Source: Department for Transport (2011-2015)

Average Male and Female UK Ratings
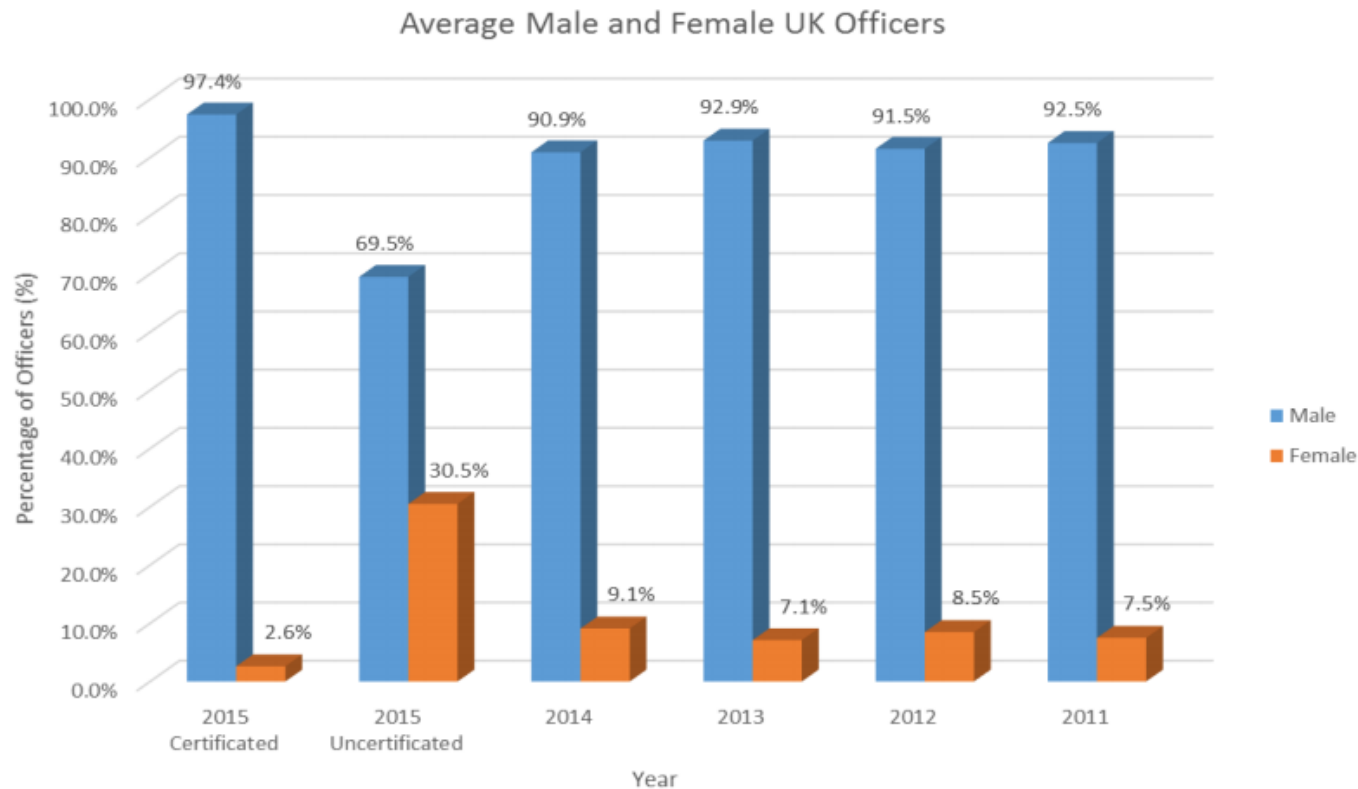
Source: Department for Transport (2011-2015)
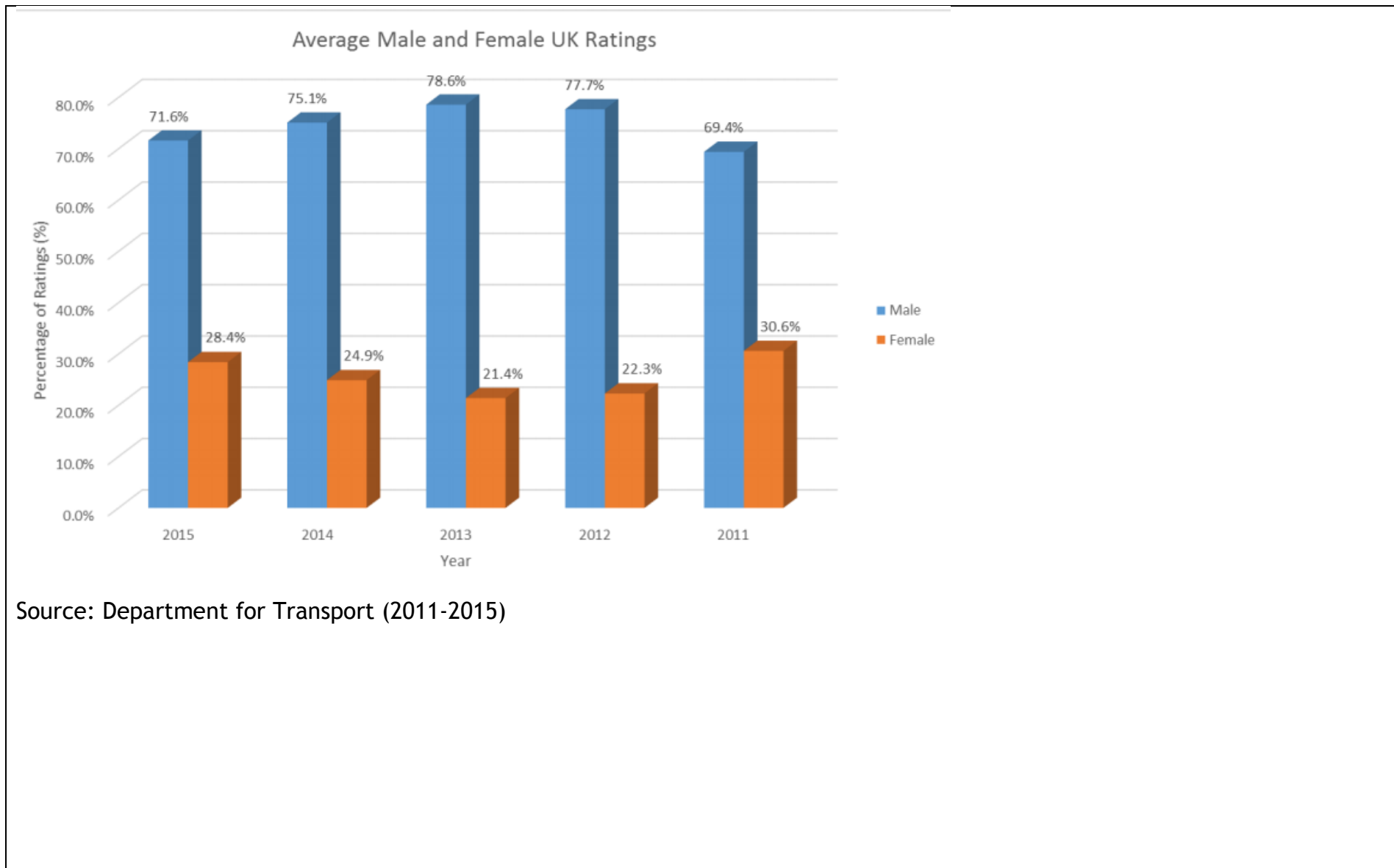
For many generations maritime industry was accepted as a male dominated career, however recently there was a major shift from this traditional thinking. The efforts have been made by many national and international organisations to change gender stereotypes and to achieve an effective balance.

For example, International Maritime Organisation (IMO) making efforts to help the industry to move from traditional thinking and achieve equal female representation through its global programme on the Integration of Women in the Maritime Sector[5]. A series of videos produced highlights women leaders in the maritime world.

Other example is The International Transport Workers' Federation (ITF) which comprises of 700 unions representing over 4.5 million transport workers from some 150 countries. The organisation has a special sub-unit 'ITF Seafarers which aim is to reduce gender stereotypes within the industry[6].

Similarly International Labour Organisation[7] and other specific institutions develop initiatives of women integration in the maritime sector and training opportunities to match the specific needs and requirements of women.

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[5] http://www.imo.org/en/MediaCentre/HotTopics/women/Pages/default.aspx

[6] http://www.itfseafarers.org/ITI-women-seafarers.cfm

[7] http://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---sector/documents/publication/wcms_234880.pdf

3. Barriers in maritime industry for women

According to working paper "Promoting the employment women in the transport sector – obstacles and policy options" written by International Labour Organisation in 2013, there are two main reasons for women's low participation in the transport sector: working conditions and gender stereotyping.
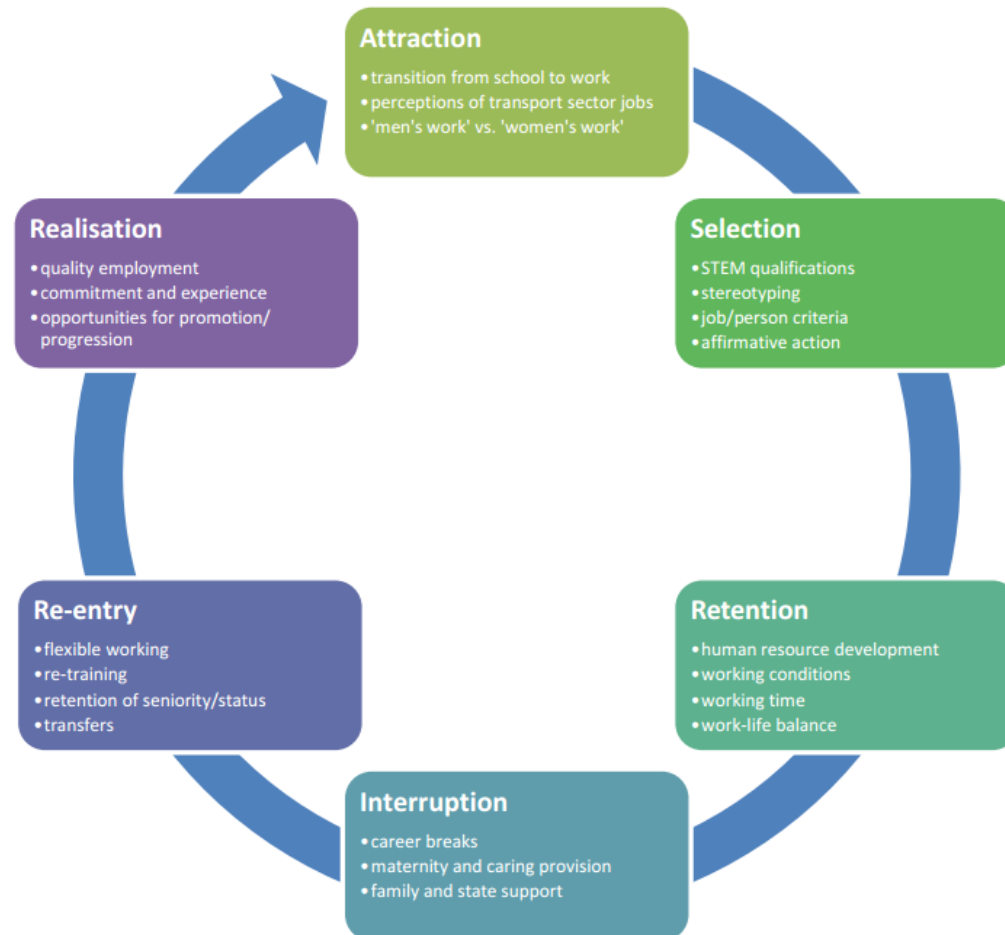
Other reasons for this industry being male dominated highlighted by various articles and papers are[8]:

- Lack of awareness and information[9]
- Traditional stereotype of male dominated industry.
- Lack of support.
- Less acceptance by shipping companies.
- Environmental.
- Security.

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[8] http://www.marineinsight.com/life-at-sea/7-fewer-women-seafarers-in-the-maritime-industry/

[9] https://www.worldwide-rs.com/blog/the-girls-who-found-themselves-at-sea-62652113202

International Labour Organisation has developed a tool "Women's career cycle in transport sector" which can be used to analyse and better understand various barriers women might face in transport sector:

Attraction
- transition from school to work
- perceptions of transport sector jobs
- 'men's work' vs. 'women's work'

Selection
- STEM qualifications
- stereotyping
- job/person criteria
- affirmative action

Retention
- human resource development
- working conditions
- working time
- work-life balance

Interruption
- career breaks
- maternity and caring provision
- family and state support

Re-entry
- flexible working
- re-training
- retention of seniority/status
- transfers

Realisation
- quality employment
- commitment and experience
- opportunities for promotion/ progression

"Working around the cycle from initial attraction, transport jobs are unlikely to be 'advertised' to young girls at school as a potential career choice because of (inter alia) gender stereotypes (i.e. the assumption that transport jobs are 'not for women' and preconceptions about the careers that young girls might, or might not, be interested in)." Traditionally the public opinion was that women are more fragile than men and should not work or live in such an environment (i.e. onboard ship).There is also a view that women is unable to do a job involving strength and heavy mechanical work. However, recent technological advances resulted in major changes as there is a greater demand for knowledge and skills rather than actual physical power.

All of the above means women are less likely to study science, technology, engineering and mathematics ('STEM subjects') which not only limits the possibilities of initial attraction and selection but also career progression"[10].

Indeed, the maritime industry is one of the sectors which perceived to be only for men due to numerous stereotypes and barriers present within the industry itself, which in turn makes it difficult for women to enter this sector. The lack of awareness about opportunities for women in this sector at initial stages. i.e. school education, and general perception and stereotyping means young girls are less likely to choose relevant subjects (i.e. STEM) to pursue this type of career. To enhance the opportunities for women there is a need for a change to happen in general attitude and the general awareness about maritime sector need to be addressed by educators, policy makers and industry leaders. There is a need for educators and training providers, as well as industry leaders to encourage females into maritime industry and change public perspective that the maritime industry is a career only for men[11].

Another huge barrier for women to enter maritime career is selection and securing a job at sea. Not all shipping companies are willing or can provide necessary support and security for female trainees. This is especially true if female would like to work on specific types of ships (e.g. bulk carriers, container ships) which sail in deep-sea. Indeed, the report written by European Transport Workers' Federation (2011) on '*How to enhance training and recruitment in the shipping industry in Europe*' provides an evidence of female applicants being rejected on the grounds of their gender[12].

Even if a female were successful in obtaining sponsorship to access training, and subsequently obtain the necessary qualifications, females find it difficult to secure employment on deep-sea vessels[13]. Research studies highlight that senior

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[10] http://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---sector/documents/publication/wcms_234880.pdf

[11] http://commons.wmu.se/cgi/viewcontent.cgi?article=1382&context=all_dissertations

[12] http://www.etf-europe.org/files/extranet/-75/33460/Brochure%20recrut.pdf

[13] http://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---sector/documents/publication/wcms_234880.pdf

managers in shipping and ship management companies are reluctant to employ women seafarers (Thomas 2004, Belcher et al. 2003)[14].

The selection and retention are linked in a way that there are many barriers in the industry itself for women successfully continue with chosen maritime career. Although life at sea is difficult the research carried by ILO suggests that "long periods away from home or the physical working conditions on board are not the main reasons in low retention". Indeed, numerous studies highlight that "women need to work harder at sea than men in order to be accepted and be seen as able to do their job"[15][16]. "Women must often perform better than men in a male-dominated working environment, usually just to 'fit in' and be accepted and certainly if they want to progress and realise their career aspirations. However, realisation can be retarded by human resource development policies such as performance appraisal, which is often biased against women because of their 'token' status (i.e. men assume that women have been hired simply to comply with equal opportunities policies – statutory and/or company-based – rather than on merit)." Various research papers also highlights the barriers that retard the retention of women are usually associated with 'family friendly' HR policies and flexible working arrangement, which makes it less attractive for women from the early stages of their life.

Moreover, various opinions highlight discrimination against women in the maritime industry which is rooted in traditional thinking and attitudes, such as when women on board are given less dirty and dangerous work in comparison to males. This is typical on board ships, when female cadets are asked to do general cleaning duties whilst the men will be cleaning the cargo holds after discharging a dirty cargo. The negative effect of such form of discrimination is that women are prevented from gaining experience[17].

One of the major problems women face in maritime industry is sexual harassment, which makes this career not that appealing in comparison to others and those who have already qualified very often leave their career. The research conducted by Southampton Solent University, "The Gender Empowerment and Multi-cultural Crew (GEM) Project Report (2015-2016), found that the majority of females would have experienced sexual harassment or bullying in their career[18]. Although many other sectors face the same problem, this problem is in particularly experienced by females employed at sea, where they are in

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[14] Belcher et al (2003) ILO research paper

[15] http://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---sector/documents/publication/wcms_234880.pdf

[16] https://www.solent.ac.uk/research/documents/gem-full-report.pdf

[17] http://commons.wmu.se/cgi/viewcontent.cgi?article=1382&context=all_dissertations

[18] https://www.solent.ac.uk/research/documents/gem-full-report.pdf

isolation from family, friends and other sources of support. ITF organisation along with other industry leaders have produces guidelines on dealing with these problems, however very often due to lack of support and mentoring female won't report issues arising on board, with the consequence that potentially unacceptable male behaviour is unrecorded. This brings us to the problem GAP is trying to address – to challenge gender imbalance and ensure women representation in the underrepresented courses is equal to men – which will result in more females employed in sector who can become mentors and provide support and required assistance to their female colleagues.

There is a huge need to enhance the opportunities and mitigate the barriers facing women in the maritime sector. To achieve this more holistic approach is required to engage all industry stakeholders in raising awareness about the issues women face in the maritime sector, and to address these in a more targeted way.

Progress

Nautical Faculty has already done a lot to raise awareness about maritime careers to general public, educators, and career advisers. A number of activities implemented by the Faculty are listed in this section:

Infrastructure

- Dashboard representation of figures available to view Gender in classes.

- Audit partially complete within the Faculty. All induction packs have been updated.

Influencing the Influencers

- As part of the Buoyed Up programme, organized by the charitable foundation inspired by Sir Thomas Lipton, more than 100 Primary 6 pupils from three Glasgow primary schools in Milton and Possilpark – Chirnsyde, Saracen and St Monica's – visited City of Glasgow College Riverside Campus in May 2016 over two days, and in April and May 2017 over three days. During the visit, the pupils experienced the facilities the campus has on offer, taking part in metalwork using the welding and fabrication facility, rope tying in the Seamanship Centre, ship stability experiments and calculations in the marine workshops and steering a merchant ship in one of the five ship simulators, including the fantastic 360 degree full mission ship's simulator which really fired the children's imagination. City of Glasgow College staff went out of their way to facilitate this experience for a very worthwhile cause and received excellent feedback from all the pupils.

- We have recently highlighted our nautical and marine engineering courses to careers advisers from a number of schools

and local councils. Over 30 careers advisers and representatives from East Renfrewshire Council, the Employment Skills Partnership Team, Glasgow Caledonian University, St Andrews Secondary, East Dunbartonshire Council and Skills Development Scotland attended the awareness raising event on Monday 10 April 2017. This has proved to be very valuable as it has immediately resulted in stronger links being established with the individuals and organisations who are working directly with young people at the stage of considering their future prospects.

- The link has been established with some of local schools with help of City of Glasgow College School Programme Co-Ordination Officer. 3 school visits were organised for June 2017.

- A link has also been established with ROUTES FOR ALL organisation to organise school visits and educate pupils about maritime careers.

- Faculty has organised International Maritime Conference on 25th – 26th October 2016, at which 14 international speakers (including female speakers) delivered speeches on the themes of Innovation, Excellence, and Inspiration. Over 60 guests attended the Conference including major shipping companies, industry leaders, educators, senior cadets. We have received an excellent feedback based on a survey conducted in November 2016.

- Appropriate images of women have been obtained for use on website and promotional materials.

Raising Awareness and Expectations

- This year we are offering two Merchant Navy Open Days held on Saturday 22 April and 18 November 2017. We will continue to offer this twice a year. During Merchant Navy Open day held on 22nd April 2017 amongst visitors we had 18 female possible applicants from a pool of 119.

- Over 30 Sea Cadets have attended Merchant Navy Open Day on 22nd April 2017 to experience some of our practical activities which were on offer (i.e. Simulator room, Welding Shop, Engine Room).

- The Faculty are offering two summer schools for the first time which will be open to the public from July 2017: Celestial Navigation and Creative Welding. These have been developed as part of an initiative to raise awareness of Nautical and also to allow anyone the opportunity to experience interesting areas.

- Our staff have visited some of Glasgow local schools to speak about "Being a Seafarer".

- Some of our cadets are ambassadors for MFA visiting local schools to promote maritime careers.

- A pilot has been undertaken within the Faculty, teaching cubs/scouts from Scouts to teach various merchant navy skills to obtain Nautical badges. From 6th February 2017 sessions are delivered by two female members of staff to 18 scouts amongst who are 8 female scouts. The skills gained during this training can be then applied to qualifications.
  - This has proved to be a successful pilot and an interest has increased in studying towards maritime career.

- We have organised open day for the general public on 26th February 2017 to have a tour of our Facilities and have a better insight of what we are doing.

- As part of the Buoyed Up programme, organized by the charitable foundation inspired by Sir Thomas Lipton, more than 100 Primary 6 pupils from three Glasgow primary schools in Milton and Possilpark – Chirnsyde, Saracen and St Monica's – the pupils visited City of Glasgow College Riverside Campus in May 2016 over two days and in April and May 2017 over three days where they experienced the facilities the campus has on offer and they all took part in various activities.

- The Faculty and 4 cadets along with senior staff members and Faculty Director were filmed by ITN filmed on 6th June 2016 to help promote the industry with women and it has been displayed with UK shipping industry.

- We have established partnership with local Sea Cadets unit which for the past 18 months are using our facilities to deliver training to their sea cadets.

Encouraging Applications

- We have introduced NC Shipping and Maritime Operations introductory qualification in September 2016 which provides a broad experiential introduction to maritime skills. It develops the skills, knowledge and attitudes, needed for work in the industry. The course has attracted only 1 female student out of 19; hence this GAP action plan will be used to implement actions to raise awareness amongst female groups.

- We have developed Access course into Shipping and Maritime Operations course which will be launched in September 2017. The course is for anyone looking to gain the qualifications required to apply for the NC Shipping and Maritime Operations course. This is an excellent opportunity for those who don't meet entry requirements for NC Shipping ad Maritime Operations.

- We are offering National 5 Maritime Skills for work course for secondary school pupils from August 2017.

- Appropriate images of women have been obtained for use on website and promotional materials.

- We have designed a new Nautical Faculty Overview brochure which has a mixture of female and male cadets' photographs.

- We have designed Maritime Careers leaflet in April 2017 to be used for school visit and career advisers.

- During Merchant Navy Open day on 22nd April our officer cadets (both female and male) shared first-hand experience of the training and life as a cadet, both at the college and on board ship with 119 potential applicants.

- We have attended 'The Skills Show' in 2015 to showcase maritime education to young people. Although, event hasn't proved to be successful due to limited resources available to professionally present both deck and engineering courses, we are in the process of trying to obtain funding for hardware/software required.

- Management and Leadership unit introduced within SPD Nautical Science & Marine Engineering cadetship course programmes.

Supporting Success

- Our cadets have attended numerous MNTB TRB review meetings/seminars and conference: 8th November 2016, 18th May 2016, 8th February 2017, 27th April 2017. These cadet sessions are arranged in collaboration with MNTB to seek a general feedback on what is working well and what might benefit from review within the current cadet training programmes – at college and at sea.

- Our cadets were selected to attend evening dinner with the College Principal, Board of Management, representatives from the SFC, the Scottish Government and other key stakeholders on 17th May 2016 to celebrate the excellence and achievement. We had multiple students (both male and female) awarded Excellence Award.

- In October 2015, Nautilus International has presented its annual Bevis Minter Award to the a female engineer officer – Caera Kimmitt –trainee studying at our Faculty, who was judged to have demonstrated outstanding performance, commitment and dedication during her training. Caera had also impressed lecturers by the way she helped others during her cadetship, as well as taking part in open days, school visits

- One of our students – Jordan Small – has been awarded 'Special Commendation' award by Sir Alan Massey on 3rd November 2016 as part of the SmarT team at the MCA in Southampton (MCA Trainee of the Year award).

- 16 of our female and male cadets attended City Campus Gala Evening as an honour guard on the evening of 27th October. They were dressed in merchant navy uniform and presented flags. They also had a chance to network with over 500

- guests amongst which were shipping companies, industry leaders and educators.

- Female and male cadets and our lecturing staff attended a lunch at The Worshipful Company of Shipwrights' on 20th November 2016. Amongst guests were shipbuilders, ship owners, merchant seamen, maritime lawyers, maritime insurers, engineers and Royal Navy personnel, which provided an excellent networking opportunity for our cadets.

- Quarterly visits of Nautical Institute organised for our cadets to received talks about recent maritime issues/challenges.

Stakeholder Engagement

- We are offering National 5 Maritime Skills for Work course for schools from September 2017 in collaboration with local schools.

- We are hosting annual K'Nex science challenge competition. On 3rd May 2017 16 primary schools competed in the K'Nex challenge at Nautical Faculty.

- Our Faculty volunteered to support annual Pride Glasgow 2016 in August 2015 & 2016.

- The Faculty is invited annually to attend Merchant Navy Memorial Service at Leith which is Scotland's most important event for the Merchant Navy. For example, a group of our cadets attended an annual 72nd Scottish MN Memorial Service in Leith on 20th November 2016 and on 20th November 2017. The event was in three phases starting with a Church service followed by a buffet reception hosted by Lord Provost of Edinburgh. The third phase took place at the Merchant Navy Memorial in Leith where wreaths were laid. The memorial was very impressive and was funded by local community who donated it to Edinburgh City. The High Constables of Edinburgh together with Trinity House Edinburgh took part in the ceremony.

- Faculty held Remembrance Day on Friday 11th November 2016 where Rev Stephen Prem was invited.

- Faculty staff and students participated in Merchant Navy Memorial Event held on 2nd September 2016 at Cenotaph in George Square to commemorate the lives of merchant navy seafarers lost at sea in the course of their duties in war and peace. Wreaths were formally laid at the Cenotaph and later brought in to be displayed at the Merchant Navy memorial plaque in the foyer. After the ceremony our cadets had an opportunity to meet the Lord Provost and socialise with attendees.

- The Faculty has attended Merchant Navy Day at East Renfrew Council, City Chambers on 2nd September 2016.

- 8 of our cadets (both female and male) attended Nautical Institute AGM event on 9th & 10th June 2016 in Aberdeen.
- Riverside Campus tour was organised by Faculty in November 2016 for 2 former students of Nautical Science as part of networking with Glasgow for a Scottish Ship Management reunion who were cadets when the College was first opened by Lord Mountbatten.
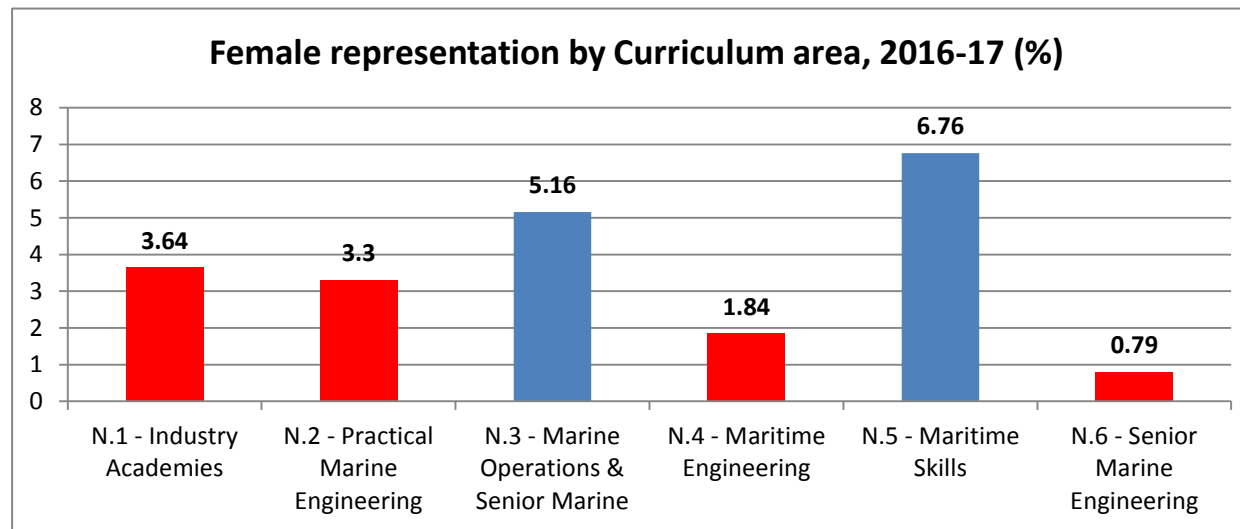
Impact Measure and Target

The Faculty experienced significant gender imbalance, with females underrepresented in most of the cadetship courses. The figure below shows a historic outlook of female representation in Nautical Faculty with significant decrease in female students in 2014/15 and 2015/16 academic years. The introduction of GAP and implementation of some of the actions mentioned in this report and reported in progress section slightly helped to alleviate this percentage (1.3% raise in 2016/17).

Female Representation, Nautical Faculty (%)

Year	Percentage
2013/2014	5.6
2014/2015	3.7
2015/2016	2.7
2016/2017	4
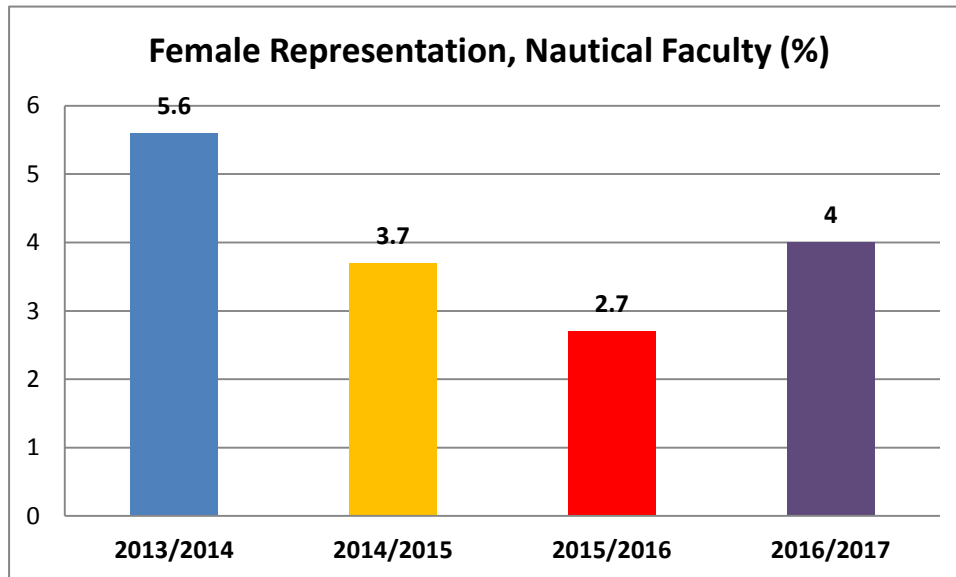
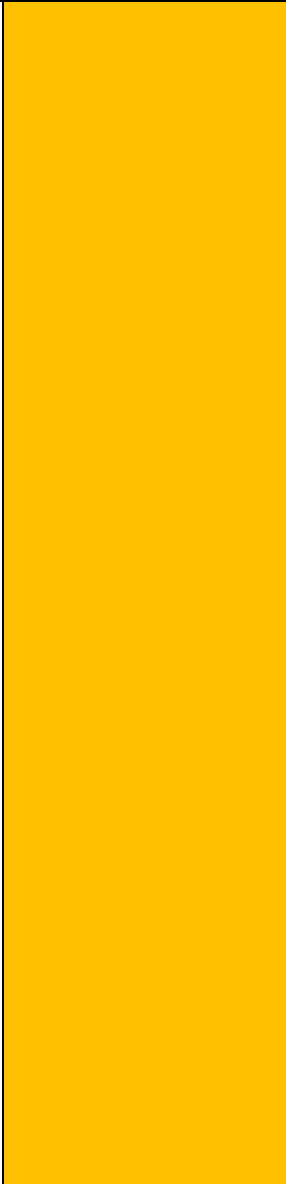The major areas of underrepresentation are in the following curriculum areas:

- **N.1 Industry Academy:** this is primarily due to a newly introduced NC Shipping course which attracted only 1 female (total 19 students)

- **N.4 Marine Engineering and N.6 Senior Marine Engineering**

- **N.2 Practical Marine Engineering:** this curriculum area is depended on N.1 and N.4. as cadets attend workshop and industrial experience classes from this curriculum area as part of their main course N.1 or N.4.

Female representation by Curriculum area, 2016-17 (%)

Curriculum area	%
N.1 - Industry Academies	3.64
N.2 - Practical Marine Engineering	3.3
N.3 - Marine Operations & Senior Marine	5.16
N.4 - Maritime Engineering	1.84
N.5 - Maritime Skills	6.76
N.6 - Senior Marine Engineering	0.79

Female representation in N.3. and N.5 curriculum areas is considerably better and although these were included in Faculty aims for SFC GAP, the Faculty will put priority on N.1 and N.4 and N.6 curriculum area courses.

Aims from SFC GAP	Milestones from SFC GAP	Milestones for Faculty of Nautical Studies (NS)

By 2021, increase by five percentage points the minority gender share in each of the 10 largest and most imbalanced 'superclasses' among 16-24year olds (DYW KPI).
The Faculty will focus on HNC and SPD cadetship courses as well as rating courses in the following curriculum areas:
N.4: Maritime Engineering:
 	
  o HNC Marine Engineering.
  o HND/SPD Marine Engineering.
 	
N.5: Maritime Skills:
 	
  o Maritime Studies Able. Seafarers/Tug Ratings (Deck).
  o Diploma in Maritime Studies: Able Seafarer (Engine room).
  o HNC Nautical Science.
  o HND/SPD Nautical Science.
 	
N.1: Industry Academy:
 	
  o NC Shipping and Maritime Operations.
	Increase by 4.2% by 2019-20.	Indicative increases associated with all programmes with reported and evidence based underrepresentation.
		
		Increase by 3% by 2018-19.
		Increase by 2% by 2017-18.

By 2030, no subject has an extreme gender imbalance (75:25).	50% reduction in the number of college and university subjects in this category by 2025.	25% reduction in the number of NS subjects in this category by 2020.

1.1.	Student representation of gender in courses currently characterised by significant imbalance of over 90% is redressed by 5% between 2017 and 2021.			
Action to Target Students/Staff/Stakeholders	**Intended Outputs**	**Timescale**	**Responsibility**	**RAG and Review Status**

1.1.1. Infrastructure:
 	
• **Systems:**
Remove barriers to educational programmes by:
 	
   o Incorporating gender imbalance monitoring mechanisms into policies, processes, strategies, leadership and reporting.
   o Review faculty brochures and merchant navy course information on website to incorporate inclusive wording and imaging.
	• **Systems:**
	All policies and procedures reviewed as per college GAP. Gender inclusive recruitment materials developed in collaboration with HR. The following faculty brochures reviewed and updated to include inclusive wording and imaging: Course information document, welcome/induction pack, faculty overview brochure, maritime careers brochure.
		January 2017 – December 2017.	Faculty Director/ HR/ Performance.	Amber.

• **Humans:** Introduce positive action in recruitment and training of staff where there is an evidence based business need by:
 	
   o Developing and delivering unconscious bias training.
   o staff participation in unconscious bias. Workshop training
   o staff workshop/training in "Female issues faced on board".
	• **Humans:** Staff involved in recruitment, completed unconscious bias training. More female seafaring role models within the college teaching or guest lectures invited to deliver talks. Teaching staff raised their awareness of the issues females face on board as part of CPD workshop session.	January 2017 – December 2017.	Faculty Director/ HR/ Performance.	

• **Resources:** Appoint Gender Leads in each category of GAP to monitor the progress of GAP. Continues development of knowledge about gender imbalance by:
 	
   o Utilising GAP College Dashboard to monitor underrepresented superclasses.
   o Conducting surveys and
	• **Resources:** Gender Leads are appointed within 6 curriculum areas (N1-N6) with each having a specific focus on one of the 6 GAP pillars (i.e. infrastructure/influencing the influencer/raising awareness and aspirations/encouraging applications/supporting	January 2017 – December 2017.	Faculty Director.	

focus groups with underrepresented groups of pupils at schools to understand their perception about the merchant navy. o Conducting surveys and focus groups with current female students to understand and monitor gender participation and progression within underrepresented courses.	success/stakeholder engagement). The gender leads will act as role models in promoting of equality of opportunity within their area, monitoring and reporting the progress and advising on how to improve practices and utilise resources to implement various activities to break through gender imbalance.	Continuous.	Gender Leads.	
	Collected student experience feedback through surveys and focus groups helps to reflect on the success of limiting barriers into merchant navy. Results are used to introduce best practice. Survey/Feedback information collected from school visits and events is analysed and used to understand the	Continuous.	Faculty Director/ Curriculum Heads/ Gender Leads.	

	underpinning issues and to think of new approaches to promote gender equality in merchant navy training.			
• **Relationships:** Develop new or strengthen existing internal and external networks by: ○ Participating in already formed working groups such as Gender Action Plan Working Group and Student Experience Working Group. ○ Exploring external networks for the collaboration and development of joint projects with other colleges/universities/industry organisations (e.g. occupational segregation project steering group). Collaborate with our client	• **Relationships:** Faculty of Nautical Studies internal Gender Leads Working Group once per academic year to ensure information is shared between Gender Leads and necessary actions/initiatives discussed and agreed. College GAP review meetings once per academic year or when required to ensure consistency across college and sharing of best practice. Existing relationship with MNTB used to join forces to address gender issues in merchant navy industry	Continuous. January 2017 – December 2017.	Faculty Director/ Curriculum Heads/ Gender Leads. Faculty Director/ Curriculum Heads.	

shipping company –Caledonian MacBrayne (Calmac Ferries) which aims to raise awareness among young women of apprenticeship opportunities in Merchant Navy.	in UK. Joint campaign/project establishes with Caledonia MacBrayne.			

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status

1.1.2. Influencing the Influencers:
 	
• **Educators and careers advisors:**
 	
Raising awareness to educators initially at Glasgow schools, both primary and secondary (state and independent) about merchant navy career opportunities for both male and female by:
 	
  o Links to be made with schools liaison co-ordinator in the college to approach schools.
 	
  o Liaising with local primary and secondary schools.
 	
  o Delivering talks at schools and inviting schools to Faculty visits.
 	
  o Developing Nautical Science project resources (covering STEM subjects) to be used by schools as part of their curriculum.
	• **Educators and careers advisors:**
	
	A video specifically related to females in the maritime sector, called "shescape", to be sent to local Glasgow schools (both primary and secondary) for both staff and students.
	
	Nautical Science projects and online platform developed and used by local schools to raise awareness, gain interest and better understanding about maritime sector.
	
	Combined resources are developed and offered to schools in collaboration with MFA.
		January 2017 – December 2017.
		
		January 2017 – April 2018.
			Faculty Director/ Curriculum Heads/ Gender Leads.
			
			Faculty Director/ Curriculum Heads.
				Amber.

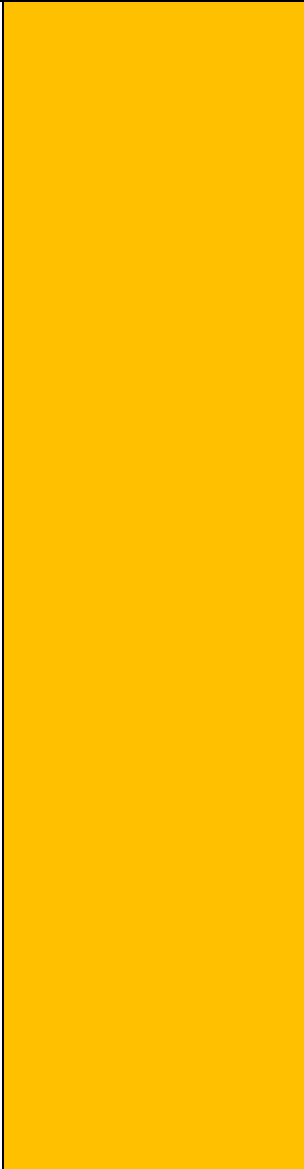|			
Explore possibility to join efforts with Maritime Foundation Association (MFA) to develop resources which can be used by school teaching staff to embed some of the nautical related themes within curriculum. Develop an online platform of resources for educators and career advisers. Raising awareness to career advisers who strongly influence the young person's perception and choice by organising Maritime Awareness CPD event to give insights and raise awareness about available career opportunities in maritime industry. Research available career websites to see where there is a lack of information about maritime careers and language used to describe merchant navy. As a result, collaborate with potential website hosts/owners to update required information.			

• **Parents:** Introduce parents' information evenings/days to raise awareness about available maritime careers and break the counter-stereotypes about maritime industry. Devise and run short evening courses and targeted merchant navy days.	• **Parents:** Merchant Navy open days are organised twice per academic year. Information sessions and short evening courses are offered to general public to raise awareness and get an interest in maritime sector.	Continuous.	Faculty Director/ Curriculum Heads.	
• **Current students:** Deliver workshops to current students on gender stereotyping, attitudes to women and domestic violence as part of guidance classes. Collaborate with Student Association and Marketing departments to run awareness-raising campaigns and events, e.g. guest alumni female speaker, ambassadors from our client shipping companies. Involve current students in collaboration with other faculties to introduce a project competition for the best viral video – 'My Journey' case study.	• **Current students:** All enrolled students in targeted under-rep' superclasses received training in gender stereotyping. International Women's Day is used to introduce gender awareness-raising campaign. Alumni female speakers are invited during Seafarers Week. The best video created by students as project to be used to raise awareness about gender imbalance in underrep' areas.	Continuous. April 2018.	Faculty Director/ Curriculum Heads Faculty Director / Curriculum Heads / Gender Leads.	

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status

1.1.3. Raising Awareness and expectations:
 	
• **Outreach:**
Raising awareness of Merchant Navy in general and also shore based positions within the primary and secondary sector.
To link with Industry and schools to ensure that a triangulated approach taken by:
 	
  o Offering taster sessions and Nautical Faculty visits.
  o Offering summer schools.
  o Female staff role models delivering talks to school pupils about maritime careers.
  o Utilising current student role models to speak about their experience to school pupils.
  o Utilising alumni speakers.
  o Collaborating with MFA and MNTB by utilising
	• **Outreach:**
	Delivery of taster sessions, site visits, talks will result in increased awareness of career opportunities, interest in the subject area and industry in general, increased awareness of further study pathways. Visiting female only schools linking with "inspiring women national campaign". Senior cadets and female staff becoming ambassadors for MNTB. Working with Shell with "women into maritime". Nautical Faculty participate in 'The Skills Show' which gives an excellent opportunity to get future generations
		January 2017 – January 2019.	MNTB/ College/ Faculty / Sponsoring Companies / Chambers of Shipping.	Amber.

industry ambassadors in delivering talks at schools. o Linking with MNTB and national strategy to encourage more females to consider a career at sea. o Offering merchant navy skills resources to achieve badges to cubs/scouts, for example Sea Cadets, Guides, Scouts, Boys Brigade, Girls Brigade and Combined Cadet forces. Open doors event allowing the public to come in and see what we do. Attend various national career fairs and events across UK.	inspired about maritime sector. Resources are developed for various badges for various cubs/scouts clubs in local Glasgow area.			

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
1.1.4. Encouraging Applications: • **Recruitment:** Develop and deliver unconscious bias training for our partner shipping companies to encourage more female recruiters into merchant navy. Build partnerships with more shipping companies willing to recruit female trainees. Utilise current female students during Merchant Navy Open days. Analyse collected survey data from underrepresented groups (e.g. young people who never considered such career, young people who dropped their application) to understand the reason of not considering career in maritime sector.	• **Recruitment:** Recruitment events have females in positions to speak to prospective candidates. Merchant Navy open days are organised twice per academic year. Analysed data used to make positive actions to improve numbers attending Merchant Navy Open Day and applying for nautical and marine engineering courses.	Continuous.	Faculty Director / Curriculum Heads/ Sponsoring companies / Gender Leads.	Amber.

• **Marketing:** Review and update all faculty marketing materials. Attend national career fairs across Glasgow local area. Use more marketing channels to advertise Merchant Navy Open Days and Nautical courses. Use viral video to raise awareness about gender imbalance in maritime education and encourage applications. Female role models utilised within marketing events and materials. Participate in College wide schools gender awareness event. Collaborate with Student Association and Marketing departments to run awareness-raising campaigns and events, e.g. guest alumni female speaker, ambassadors from our client shipping	• **Marketing:** Images of women utilised in all literature and course material. Nautical Graduates' case studies used on website. Viral video project implemented in collaboration with other faculties in the college to create a video as a tool to raise awareness about gender imbalance and encourage applications in underrep' subject areas. Nautical Faculty participate in 'The Skills Show' which gives an excellent opportunity to get future generations inspired about maritime sector. Social Media used to share information about upcoming events, applications and new courses.	Continuous.	Faculty Director/ Curriculum Head / Marketing.	

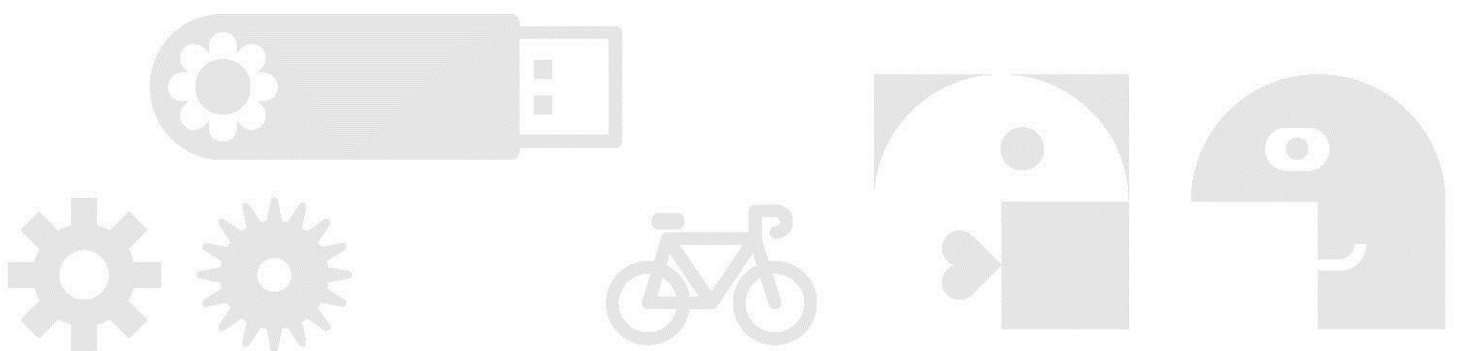|				

companies.
Utilise a single faculty platform for social media communications.
• **Course Packaging:** Development of progression pathways by looking at alternative routes to enter maritime careers by:
   o Offering National 5 Maritime Skills for work introductory course to secondary school pupils
   o Developing maritime introductory course not requiring sponsorship.
   o Developing an access course to allow anyone who doesn't meet entry requirements for NC course to apply and get entry and also to join without a sponsoring company.
Redesign current HNC/SPD course to include elements attractive to under-rep' genders and targeting of access progrs'.
	• **Course Packaging:** Introductory and access courses have offered more inclusive entry routes to underrepresented groups.	August 2016 – September 2017 (and continuous afterwards).	Faculty Director/ Curriculum Heads.	

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
1.1.5. Supporting Success: • **Creating Gender Inclusive Environment:** Supporting progression through Further study. Audit faculty resources and facilities for barriers to women in nautical science and marine engineering to ensure they are inclusive.	• **Creating Gender Inclusive Environ':** Advice and support is offered to final year students fishing to pursue further studies. Learning and teaching materials/resources and facilities are inclusive of difference, for example: o Equal number of female changing rooms to male offered. o Practical marine engineering engine room has both male and female dummy (i.e. mannequin) to support inclusive demonstration and delivery of Enclosed Space course.	Continuous.	Faculty Director / Curriculum Heads.	Amber.

• **Enhancing the Student Experience:** CPD raising awareness of issues relating to inclusiveness. Ensure all support tailored to individual needs. Review course and induction materials based on Student Experience Strategy. More female speakers during internal faculty/college events. Mentoring scheme for 1st year female students. Organize networking events for current students. Collaborate with Student Association and Student Engagement teams in organising students events/activities with aim to engage with industry.	• **Enhancing the Student Experience:** Shift in attitude and culture for a more inclusive environment. Women feel supported and confident and have plenty of female role models within the Faculty. Provide networking opportunities for students with shipping companies, industry experts to enhance their interest about career and possibly help to establish relevant links with employers	Continuous.	Faculty Director/ Curriculum Heads/ Gender Leads/ Student Association / Student Experience Director.	

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
1.1.6. Stakeholder Engagement Engage with Industry and schools and the moderators of maritime education. Working with schools and offering a national 5 in Maritime Skills. Working with Industry to remove barriers.	Close affiliation with sponsoring companies who undertake all our recruitment to work towards national agenda. National 5 Skills for work course is offered to schools. 'Careers at sea' has female images and case studies. Working with Shell with "Women into Maritime". Utilise existing relationship with Nautical Institute to deliver talks to cadets specifically on 'Women into maritime' topic. Involve students in various faculty events, campaigns in relations to GAP action plan.	January 2017 – January 2019.	Faculty Director/ Curriculum Heads/ Sponsoring companies/ MNTB/ College.	Amber.

	Alumni speakers invited to share their story with current students.			
	Existing relationship with MNTB used to join forces to address gender issues in merchant navy industry in UK.			
	Collaborate with our client shipping company – Caledonian MacBrayne (Calmac Ferries) which aims to raise awareness among young women of apprenticeship opportunities in Merchant Navy.			
	Collaborating with MFA and MNTB by utilising industry ambassadors in delivering talks at schools			
	Senior cadets and female staff becoming ambassadors for MNTB.			