

## **Gender Action Plan 2017**

**June 2017**

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## GENDER ACTION PLAN 2017

### 1.0 Introduction

This is the first Gender Action Plan for Fife College: It links to both the Regional Outcome Agreement 2017 – 2020 and the Equality Mainstreaming Report April 2017. It is this linkage between two key documents of the College that ensures there is an institutional approach to gender equality where there are synergies between each and that actions taken to ensure gender balance extend through the College and into community and partnership working at all levels.

The Gender Action Plan is both a reflective and forward planning document assessing current baseline information and setting out clear outcomes and outputs supported by a robust framework for monitoring, self-evaluation and action planning. It aims to tackle inequalities for students and staff, in a rapidly evolving environment where reduced access to knowledge and skills development would result in reduced opportunities and ultimately social and economic disadvantage.

The strategic priorities from the Regional Outcome Agreement and the Equality Action Plan April 2017 to April 2019 from the Equality Mainstreaming Report have been interpreted into this Gender Action Plan and translated into five Gender Based Outcomes as detailed below:

1. Provide accessible, inclusive and supportive work and learning opportunities based on positive action
2. Promote awareness of gender bias and engage with all stakeholders to address barriers
3. Continue to develop and share a robust evidence base to foster culture change and influence planning
4. Establish strong collaborative models to support gender balance within transitions
5. Create an gender friendly work and learning environment to develop confidence, encourage change and develop capacity for improvement

The actions required to achieve these high level outcomes and to realise measurable outputs have been organised under the five themes detailed in the document ‘Developing Gender Action Plans: April 2017’ produced by the Scottish Funding Council. This has the effect of broadening the scope of the Gender Action Plan to encompass actions that support gender balance within the student and staff base. This approach will enable every person in the College, whether a student or member of staff, to be part of and contribute to the further development of an inclusive culture and a respectful college supporting personal development and learning. It will also seek to engage, support and influence external stakeholders in existing and future collaborative arrangements with the College.

As a result of information gathered from the staff survey and in conjunction with staff during focus groups The College has introduced refreshed Vision and Values

The new Vision is:

***To Inspire and Empower***

To realise this Vision, Fife College has developed revised Values which recognise the importance of colleagues, customers, partners and communities in sharing these Values. The Values are embedded into the Organisational Development themes of Respect, Professionalism and Health and Wellbeing:

***Achievement*** - Encouraging, recognising and celebrating success and excellence in all that we do.

***Social Responsibility*** - Acting in the best interests of the College community financially, socially and sustainably.

***Enterprise*** - Actively supporting enterprise, creativity and open-mindedness. In our staff through continuous professional development, shared practice and empowerment. In our students through curriculum design and targeted information, advice and support, ensuring we are responsive to the needs of our students throughout their journey.

***Inclusiveness*** - Building and sustaining relationships with the diverse communities we serve providing a safe and welcoming place in which to learn and work.

***Integrity*** - Acting with honesty and fairness in our relationships with each other, students and partners making principled and transparent decisions which are mutually beneficial.

***Trust and Mutual Respect*** - Treating others with dignity and sensitivity to enable open communication and appreciation of other's choices and opinions.

These values are embedded into the Organisational Development Themes of Respect; Professionalism and Wellbeing.

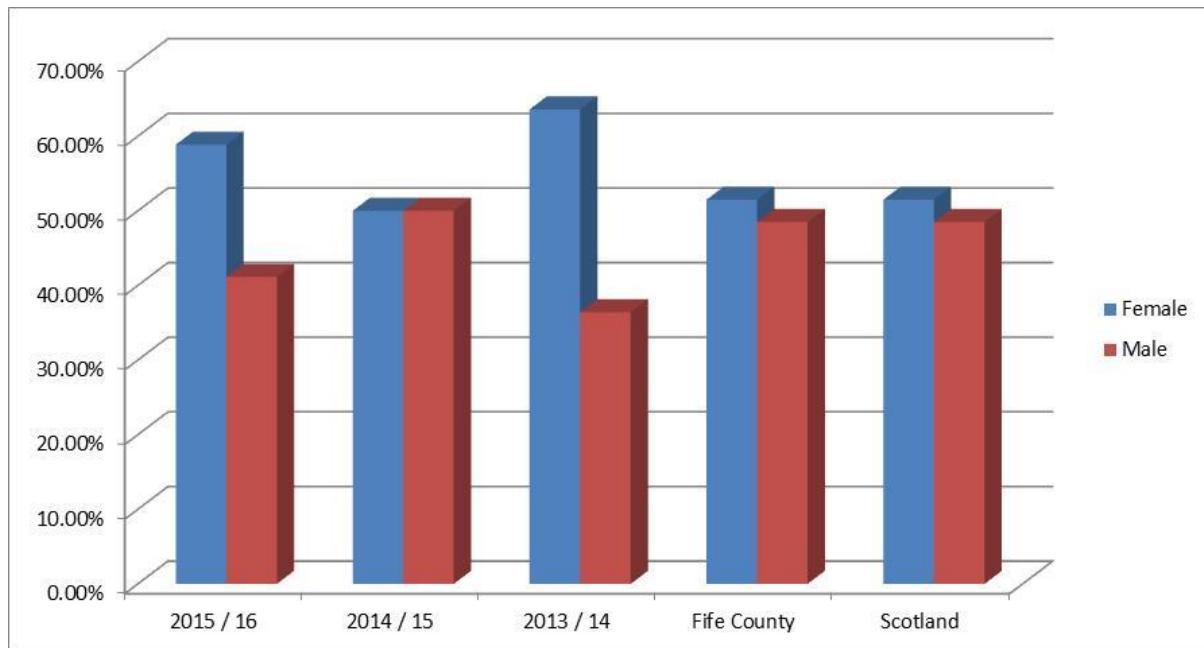
As part of the Respect Theme a number of leaflets on Respect for Self, Others, Difference and the College have been produced, these link to the newly created Values of the College. For the College to be truly respectful, all staff need to embrace diversity and value the differences.

## **2.0 Data**

A key part of determining the experience of people is to gather and analyse information to identify if outcomes differ between groups of people, determine why that is and design interventions to address these.

## **2.1 Staff Profile – Gender**

As reported in the Equality Mainstreaming Report – April 2017, the gender profile of Fife College at the baseline was 64:36, female: male and by the end of the academic year 2015-16 this was 59:31. There has been a decrease in the number of females between academic year 2014-15 and 2015-16 however this has corresponded with a decrease in the number of staff overall and reflects the number of staff leaving the College in the academic year 2015-16, where 120 females left the organisation as opposed to 70 males. There will be a review of the resignation rates to determine if action is required to address this and is reflected within the Action Plan – Infrastructure – Humans, Point 2.6.



## **2.2 Staff Recruitment Data – Gender**

For academic year 2015-16, the majority of interest in posts is from females at 69% which is an increase from the baseline of 66%. This differs substantially from that found in Fife County and Scotland which has a more even gender balance with a slight bias towards females at just over 51.5%. There is an improvement in each year of the prospect of being offered a post if you are female within the academic and support posts advertised and this is not so clearly identifiable for male applications. This will be monitored to determine if there is a clear trend towards more female than male applications being successful and if so, to investigate the reasons for this and to determine any appropriate action to redress this and is reflected within the Action Plan – Encouraging Applications – Recruitment, Point 9.8.

It is noteworthy that whilst females have an improving prospect of being offered a post when compared to males, there has been a decrease in the number of female members of staff overall. The two actions considering reasons why this is occurring will be linked to ensure that redressing any imbalance in one area supports and dovetails with the other.

## **2.3 Board Gender Profile – Gender**

In relation to gender, the composition of the Board is the opposite of that found in the College with the majority of members recorded as male at 61% which is a decrease from the baseline where membership was 72%. The College intends to match the ministerial guidance on public appointments and have a male and female representation of at least 40% of members and the current percentage representation is 42:58, female to male, excluding the Regional Chair and staff and student members. The overall gender profile of the Board is inconsistent with that seen in Fife County or Scotland.

## **2.4 Staff Gender Pay Gap**

As reported in the Equality Mainstreaming Report – 2017, a gender pay audit was conducted in June 2016, specific to that date. The analysis excluded members of staff whose salaries were conserved to avoid affecting the overall equal pay difference. The overall gender pay gap is now -2.07%. This occurs as a result of the difference between the average hourly rate of pay between females and males in the Senior Management Team (SMT) and also there being no males in the lower points of support grades B, E, G and the Offender Learning Lecturer Grade.

The College has a significantly lower pay gap from that of Scotland as a whole. Official statistics from the Office for National Statistics report the gender pay gap in Scotland in 2015 for full-time workers equates to 7.3% with the overall pay gap being 16.8% for all workers.

### **Overall Gender Pay Gap**

Female			Male			Mean Difference (£)	Median Difference (£)	Mean Difference (%)	Median Difference (%)
Average Salary	Mean Hourly Rate	Median Hourly Rate	Average Salary	Mean Hourly Rate	Median Hourly Rate				
£35,010.17	£19.24	£19.24	£35,733.89	£19.63	£19.63	-£0.40	-£0.40	-2.07%	-2.07%

## **2.5 Staff Occupational Segregation – Gender**

Considering occupational segregation, in April 2015 it was reported that females dominated the personal contract and support categories with a more even balance between females and males in the academic category and more males than females in SMT. In December 2016, a review was carried out of gender occupational segregation which reveals that females continue to dominate in management and support roles however in lecturing and associated roles there are more males than females. This difference is due to the categorisation of staff between management, support and academic grades which has now been finalised following completion of the managing organisational change process discussed earlier.

Reviewing the vertical segregation by gender, females dominate the first three support grades (Grades A – C), again in Grades F – G, in lecturing grades and management with males most dominant in Grade E.

## **2.6 Student Recruitment and Data – Gender**

The student data gathered evidences current baseline by mode, level and curriculum area in relation to both the specific curriculum area and the overall college position.

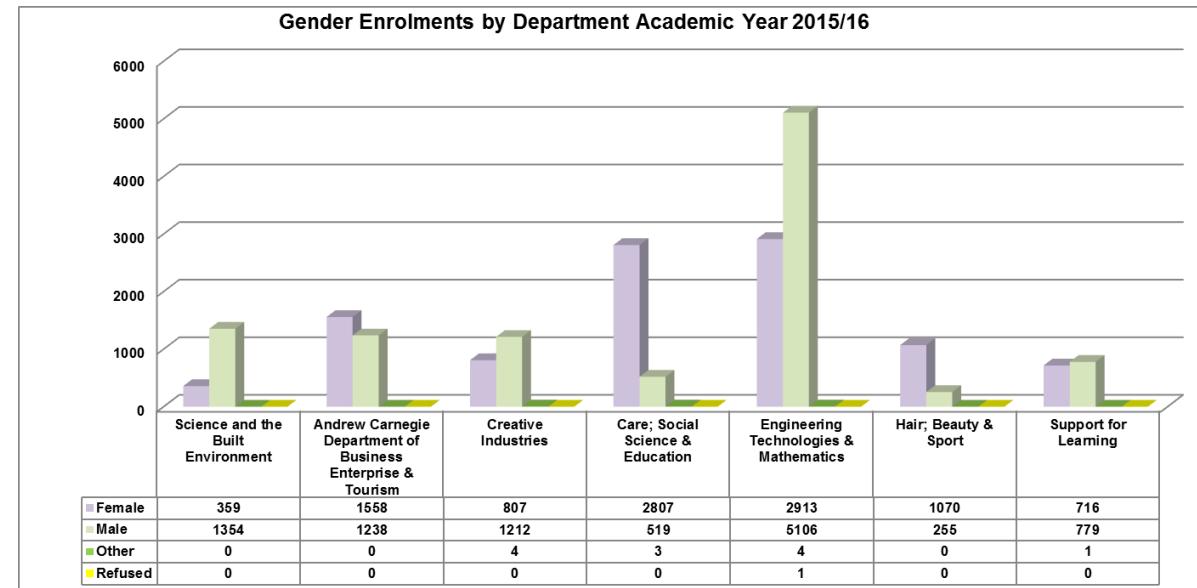
The gender profile of students for academic year 15-16 was 51:49 male: female. This remains the same as academic year 2013-14 where there were more enrolments from males. The higher proportion of withdrawals remains the same as academic year 2013-14 being female students at 59% of withdrawals, a decrease of 3% as compared to 41% of male withdrawals, an increase of 3%. The College acknowledges that further work is required to increase declarations made by students against all the protected characteristics, to develop standard reports and to benchmark regionally and nationally and is reflect within the Action Plan – Encouraging Applications – Recruitment, Point 9.1.

## 2.7 Gender Enrolments by Department: Academic Year 2015/16

For the academic year 2015/16, the majority of student enrolments were within the Engineering Technologies & Mathematics Department at 2,913 of females or 28.47% and 5,106 males 48.80%. This equated to 8,019 or 38.73% of the total student headcount.

The Support for Learning Department had the fewest number of student enrolments of 716 or 6.99% and 779 or 7.44% of female and male students respectively. This equated to 1,495 or 7.22% of the total student headcount.

The overall split for enrolments between females and males in the college is 10,230 or 49% and 10,463 or 51%.



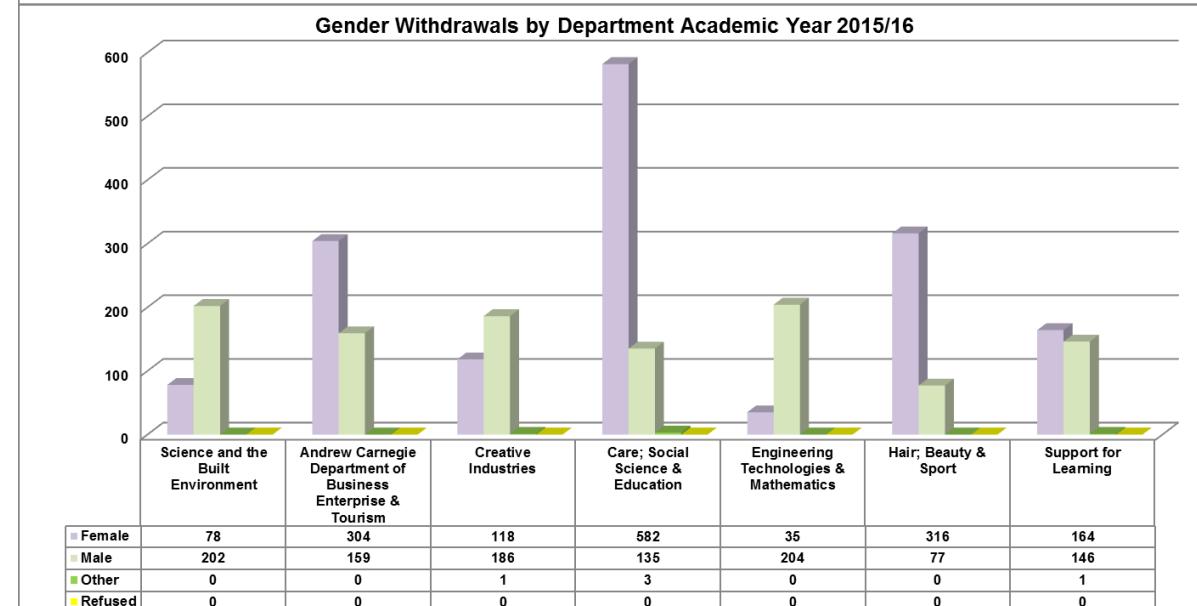
## 2.8 Gender Withdrawals by Department Academic Year 2015/16

Based on student enrolments within specific departments, the Department of Hair; Beauty and Sport has the highest percentage of withdrawals at 316 for females or 29.53% and 77 for males or 30.19%.

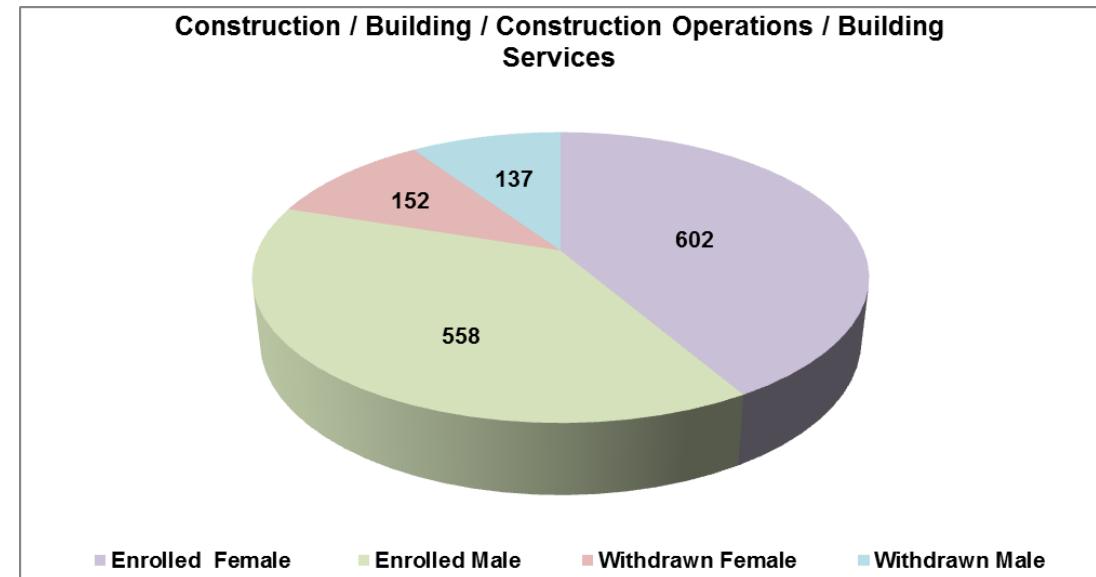
The highest of student withdrawals, when considering total student enrolments, is in the Care; Social Sciences and Education Department at 720 and as a percentage, 3.47% which equates to 582 for females or 20.73% and 135 for males or 26.01%.

Based on enrolments within specific departments, the department with the least withdrawals was the Engineering Technologies & Mathematics Department with a total of 35 females or 1.2% and 204 of males or 3.99%.

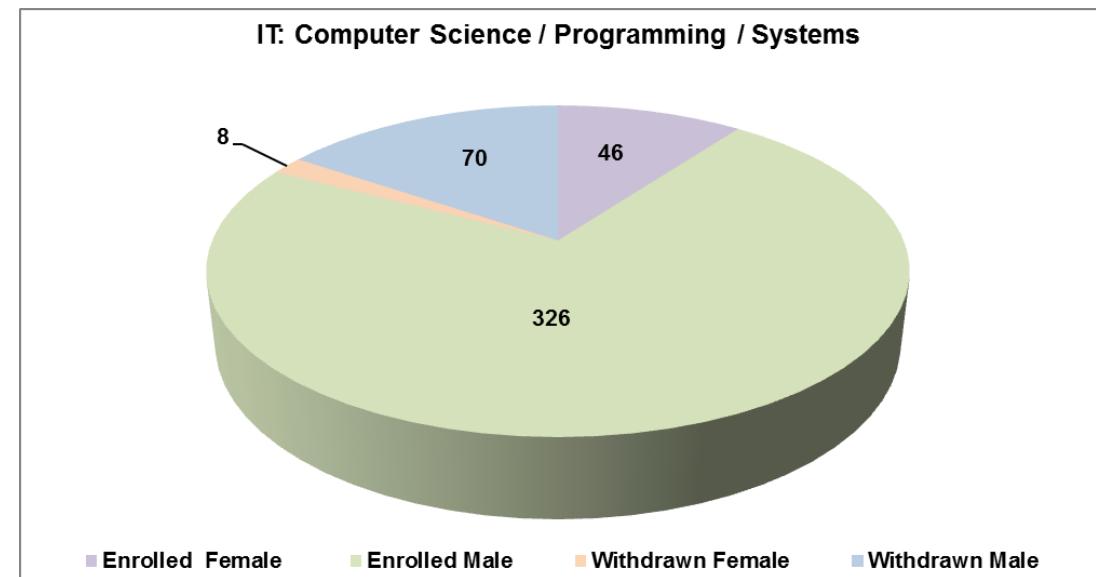
The overall split for withdrawals between females and males in the college is 1,597 or 59% and 1,109 or 41%.



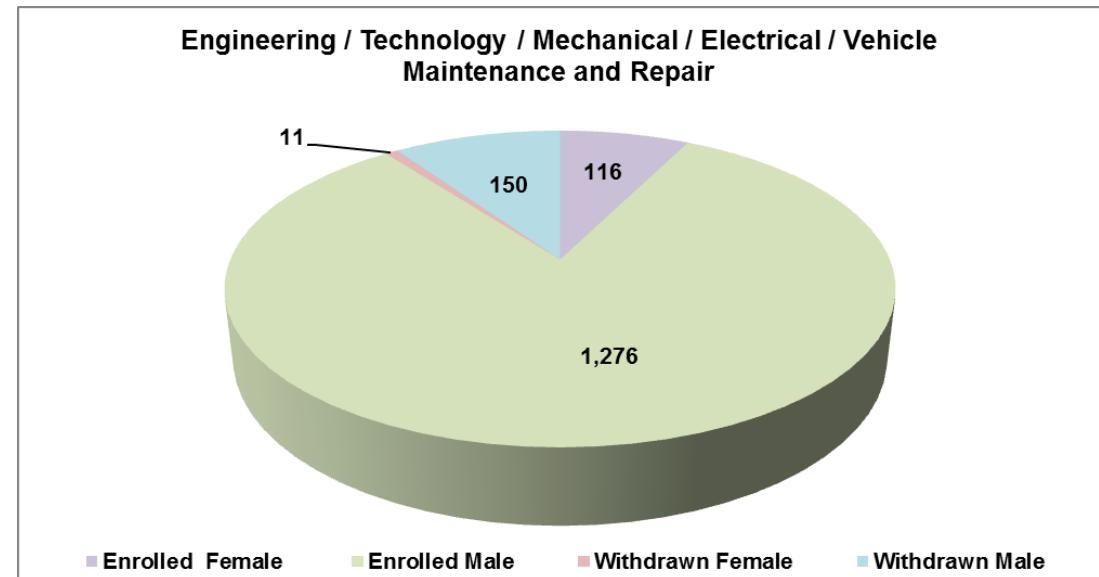
Reviewing specific subjects where females are under-represented, those within Construction / Building / Construction Operations and Building Services had a higher number of female students at 602 or 52% who enrolled in these subjects. Of these females 152 or 25.24% withdrew from the course. This compares to 558 of males enrolled in these subjects or 48% with 137 of these withdrawing or 24%. When comparing this to the enrolment and withdrawal rates for the College overall, it can be seen that the overall enrolment for these specific subjects for females was 602 or 5.88% and 558 or 5.33% for males based on the total number of enrolments. Withdrawals equated to 152 or 9.52% off females and 137 or 12.35% based on overall withdrawals for the College.



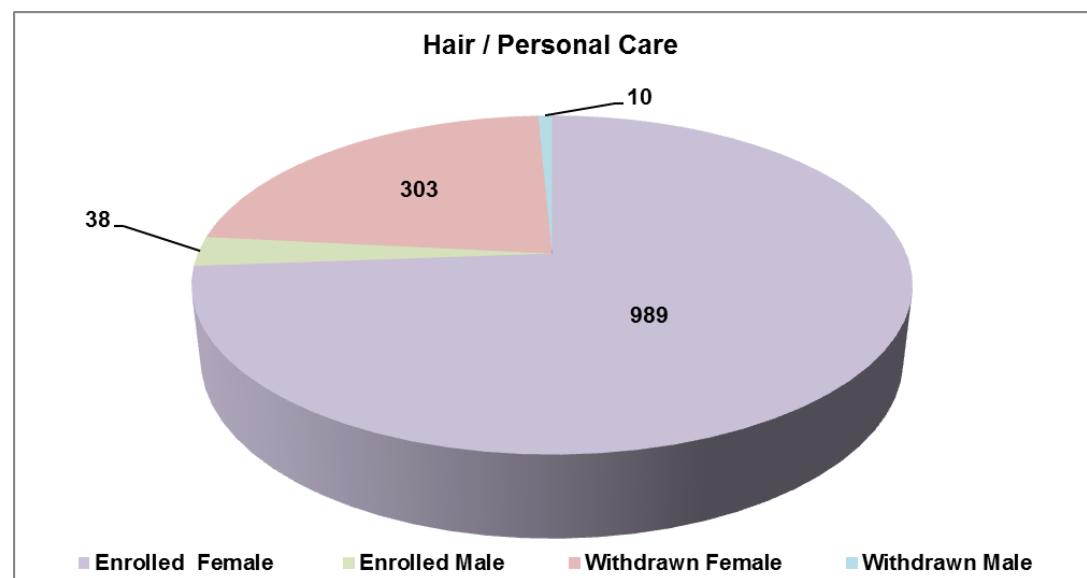
Considering Computer Science / Programming / Systems specific subjects, the number of enrolments for females was 46 or 12.37% with 8 of these or 17.39% withdrawing. This compares to 326 of males enrolled in these subjects or 87.63% and 70 or 21.47% withdrawing. When comparing this to the enrolment and withdrawal rates for the College overall, it can be seen that the overall enrolment for these specific subjects for females was 46 or 0.45% and 326 or 3.12% for males based on the total number of enrolments. Withdrawals equated to 8 or 0.5% off females and 70 or 6.31% based on overall withdrawals for the College.



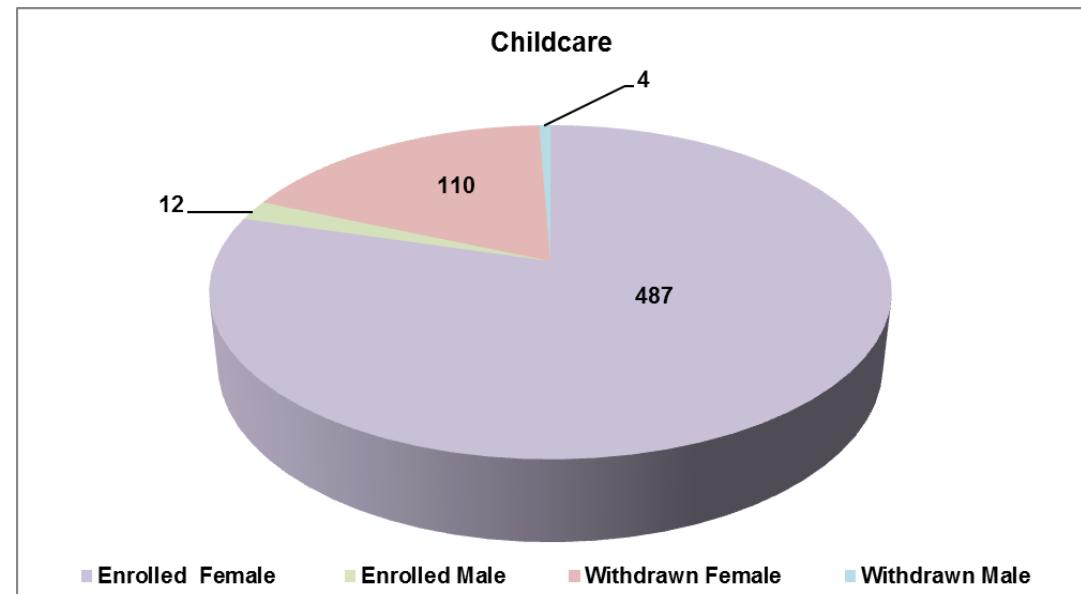
Within the subject areas of Engineering / Technology / Mechanical / Electrical / Vehicle Maintenance and Repair, 116 of enrolments were females or 8.33% and 11 or 9.48% withdrew. This compares to 1,276 of males enrolled in these subjects or 91.66% and 150 or 11.75% withdrawing. When comparing this to the enrolment and withdrawal rates for the College overall, it can be seen that the overall enrolment for these specific subjects for females was 116 or 1.13% and 1276 or 12.47% for males based on the total number of enrolments. Withdrawals equated to 11 or 0.69% off females and 150 or 13.53% based on overall withdrawals for the College.



Looking at specific subjects where males are under-represented of those within in Hair and Personal Care subjects, 38 or 3.7% enrolled were male and 10 or 26.31% withdrew. This compares to 989 of females enrolled in these subjects or 96.3% and 303 or 30.63% withdrawing. When comparing this to the enrolment and withdrawal rates for the College overall, it can be seen that the overall enrolment for these specific subjects for females was 989 or 9.67% and 38 or 0.36% for males based on the total number of enrolments. Withdrawals equated to 303 or 18.97% off females and 10 or 0.90% based on overall withdrawals for the College.



Reviewing Child Care Services specific subjects, 12 were male or 2.4% and 4 or 33.33% withdrew. This compares to 487 of females enrolled in these subjects or 97.6% and 110 or 22.58% withdrawing. When comparing this to the enrolment and withdrawal rates for the College overall, it can be seen that the overall enrolment for these specific subjects for females was 487 or 4.76% and 12 or 0.11% for males based on the total number of enrolments. Withdrawals equated to 110 or 6.89% off females and 4 or 0.36% based on overall withdrawals for the College.



## 2.9 Gender Enrolments by Department Academic Year 2015/16 & 2016/17

Comparing student enrolments for the academic Years 2015/16 and 2016/17, the highest increase in student enrolments is within the Engineering Technologies & Mathematics Department with 2,070 or 71% of females and 903 or 17.68% of males.

The largest decrease in student enrolments is within the Support for Learning Department with a decrease of 139 or 19.41% of females and 235 or 30.16% of males.

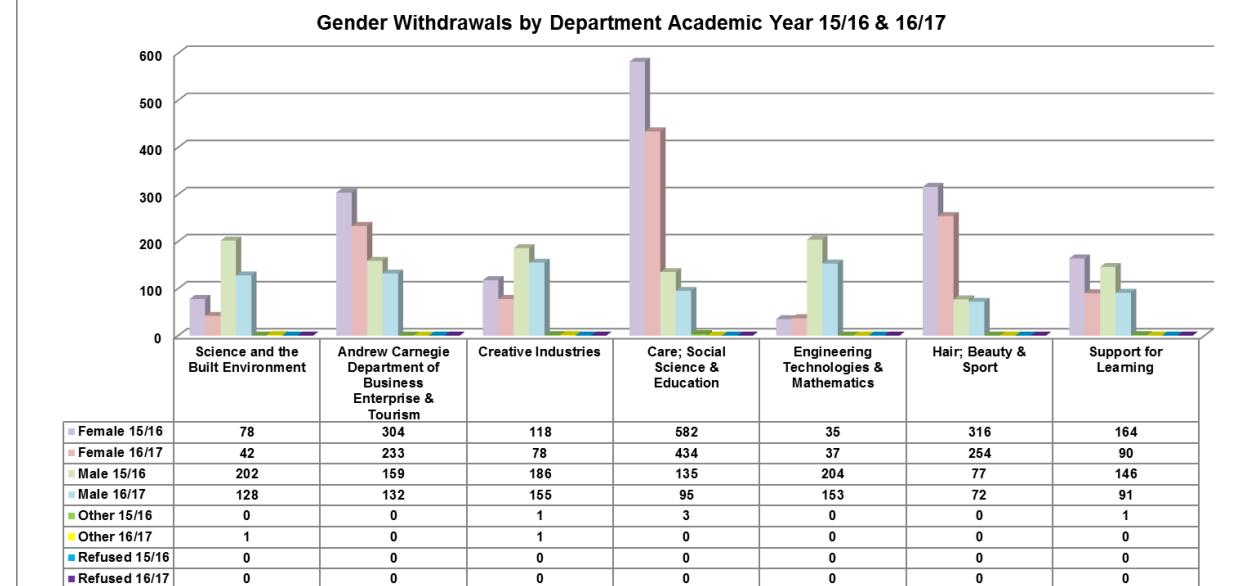
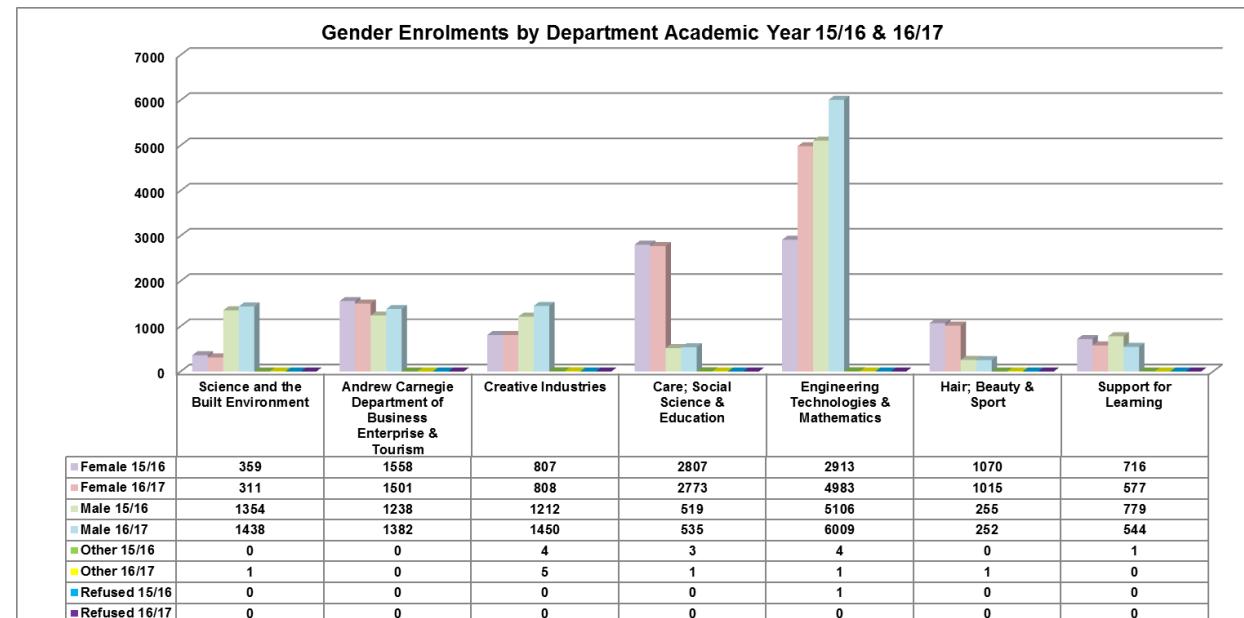
When comparing this to the enrolments in the College overall in 2016/17, it can be seen that there has been an overall increase in female student enrolments by 1,738 or 16.9% and 1,147 or 10.96% of males. With an overall increase of 2,881 or 13.9%

## 2.10 Gender Withdrawals by Department Academic Year 2015/16 & 2016/17

Comparing student withdrawals for the academic Years 2015/16 and 2016/17, overall there has been a significant decrease of student withdrawals with 2,715 or 13.09% withdrawing in 2015/16 compared to 1,996 or 8.46% in 2016/17.

The highest decreases are within the Science and Built Environment and Support for Learning Departments. For Science and the Built Environment, the difference is 280 or 16.35% withdrawing in 2015/16 compared to 17 or 9.77% in 2016/17. For Support for Learning, the difference is 311 or 20.79% withdrawing in 2015/16 compared to 181 or 16.15% in 2016/17.

These Departments have seen a decrease in the number of female withdrawals by 36 or 45.16% and 74 or 45.12% in each academic year. For males, the decrease is 74 or 36.63% and 55 or 37.67% for males in each academic year.



## 2.11 Gender Enrolments by Level and Mode of Study Academic Year 2015/16

The overall split for enrolments by level of study between females and males in the College was 10,230 or 49.4% and 10,462 or 50.52% respectively.

Care, Social Science and Education had the highest number of female enrolments within Full Time Further Education (FTFE) courses at 903 or 39.26% compared to 187 or 9.71% of males.

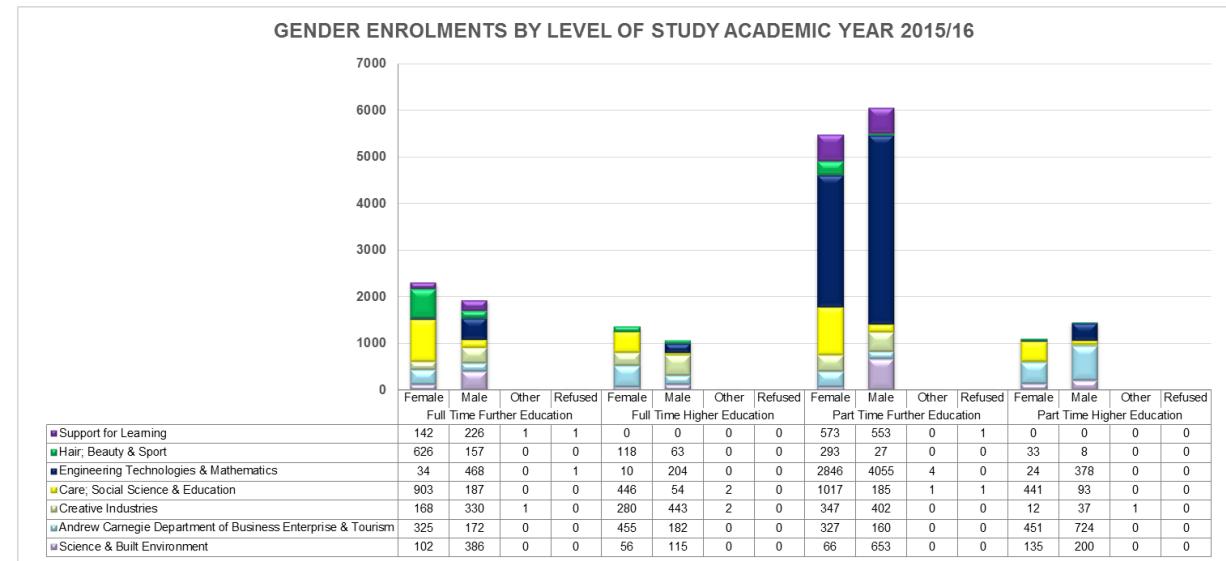
Engineering Technologies and Mathematics had the highest number of male enrolments within FTFE courses at 468 or 24.3% compared to 34 or 1.48% of females.

Andrew Carnegie Department of Business, Enterprise & Tourism had the highest number of females within Full Time Higher Education (FTHE) courses at 455 or 33.33% compared to 182 or 17.15% of males.

Creative Industries had the highest number of male enrolments within FTHE courses at 443 or 41.75% compared to 280 or 20.51% of females.

Engineering Technologies and Mathematics had the highest number of female enrolments within Part Time Further Education (PTFE) courses at 2,846 or 52%. This Department also had the highest male enrolments of 4,055 or 67.19%.

Andrew Carnegie Department of Business, Enterprise & Tourism had the highest number of females within PTFE courses at 451 or 41.14%. This department also had the highest number of male enrolments of 724 or 50.27%.



Enrolments	Full Time Further Education				Full Time Higher Education				Part Time Further Education				Part Time Higher Education				Total Department Gender %		Total Overall Gender Enrolment %		
	Female	Male	Other	Refused	Female	Male	Other	Refused	Female	Male	Other	Refused	Female	Male	Other	Refused	Female	Male	Female	Male	
Department																					Total
Science & Built Environment	4.43%	20.04%	0.00%	0.00%	4.10%	10.84%	0.00%	0.00%	1.21%	10.82%	0.00%	0.00%	12.32%	13.89%	0.00%	0.00%	20.96%	79.04%	1.73%	6.54%	8.27%
Andrew Carnegie Department of Business Enterprise & Tourism	14.13%	8.93%	0.00%	0.00%	33.33%	17.15%	0.00%	0.00%	5.98%	2.65%	0.00%	0.00%	41.15%	50.28%	0.00%	0.00%	55.72%	44.28%	7.52%	5.98%	13.50%
Creative Industries	7.30%	17.13%	50.00%	0.00%	20.51%	41.75%	50.00%	0.00%	6.34%	6.66%	0.00%	0.00%	1.09%	2.57%	100%	0.00%	39.89%	59.91%	3.90%	5.85%	9.77%
Care; Social Science & Education	39.26%	9.71%	0.00%	0.00%	32.67%	5.09%	50.00%	0.00%	18.60%	3.07%	20.00%	50.00%	40.24%	6.46%	0.00%	0.00%	84.29%	15.59%	13.56%	2.51%	16.08%
Engineering Technologies & Mathematics	1.48%	24.30%	0.00%	50.00%	0.73%	19.23%	0.00%	0.00%	52.04%	67.19%	80.00%	0.00%	2.19%	26.25%	0.00%	0.00%	36.32%	63.62%	14.07%	24.65%	38.75%
Hair; Beauty & Sport	27.22%	8.15%	0.00%	0.00%	8.64%	5.94%	0.00%	0.00%	5.36%	0.45%	0.00%	0.00%	3.01%	0.56%	0.00%	0.00%	80.75%	19.25%	5.17%	1.23%	6.40%
Support for Learning	6.17%	11.73%	50.00%	50.00%	0.00%	0.00%	0.00%	0.00%	10.48%	9.16%	0.00%	50.00%	0.00%	0.00%	0.00%	0.00%	47.76%	52.04%	3.45%	3.76%	7.23%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>49.40%</b>	<b>50.52%</b>	<b>49.40%</b>	<b>50.52%</b>	<b>100%</b>	

## 2.12 Gender Withdrawals by Level and Mode of Study Academic Year 2015/16

The overall split for withdrawals between females and males within the College was 1,597 or 58.91% and 1,108 or 40.87% respectively.

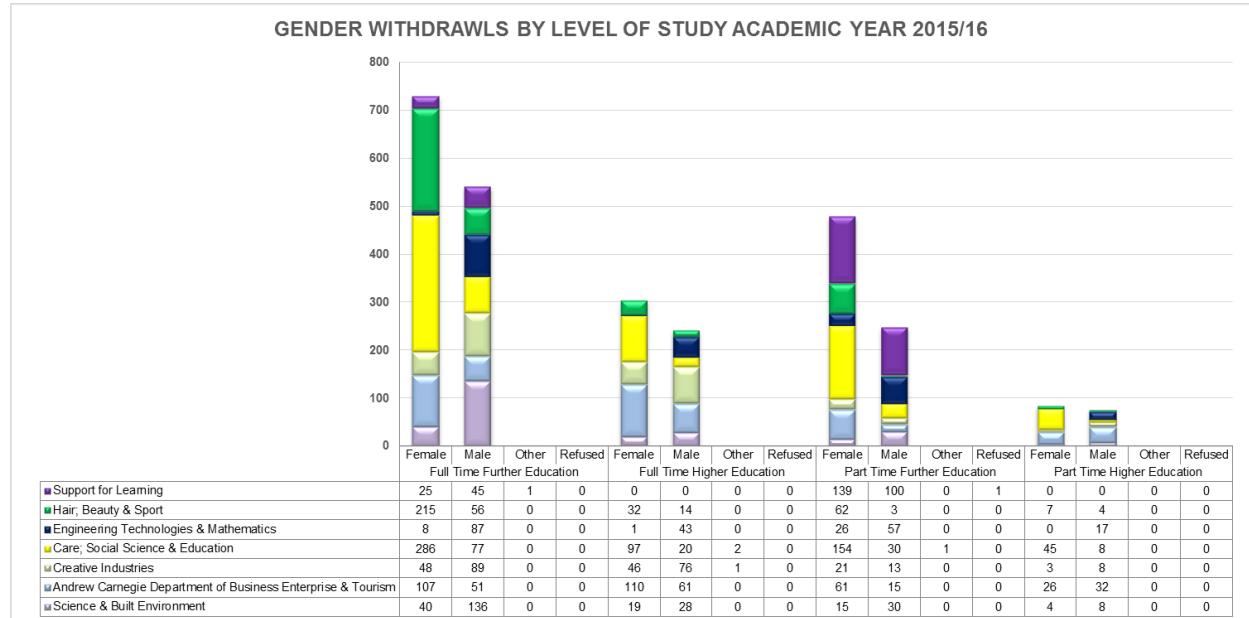
Care, Social Science and Education had the highest number of female withdrawals within FTFE courses at 286 or 39.23% compared to 77 or 14.23% of males. This equated to 31.67% and 41.18% of female and male enrolments.

Science & Built Environment had the highest number of male withdrawals within FTFE courses at 136 or 25.14% compared to 40 or 5.49% of females. This equated to 35.23% and 39.22% of male and female enrolments.

Andrew Carnegie Department of Business, Enterprise & Tourism had the highest number of female withdrawals within FTHE courses at 110 or 36.07% compared to 25 or 25.21% of Males. This equated to 24.18% and 13.74% of female and male enrolments.

Creative Industries had the highest number of male withdrawals within FTHE courses at 76 or 31.40% compared to 46 or 15.08% of females. This equated to 17.16% and 16.43% of male and female enrolments.

Care, Social Science and Education had the highest number of Female withdrawals within Part Time Further Education Courses at 154 or 32.22% compared to 30 or 12.10% of



Males. This equated to 15.14% and 16.22% of Female and Male enrolments.

Support for Learning had the highest number of Male withdrawals within Part Time Further Education Courses at 100 or 40.32% compared to 139 or 29.08% of Females. This equated to 18.08% and 24.26% of Male and Female enrolments.

Care; Social Science and Education had the highest number of Females within Part Time Higher Education Courses at 45 or 52.94%, compared to 8 or 10.39% of Males. This equated to 10.20% and 8.61% of Female and Male enrolments.

Andrew Carnegie Department of Business, Enterprise & Tourism had the highest number of Male withdrawals within Part Time Higher Education Courses at 32 or 41.56% compared to 26 or 30.59% of Females. This equated to 4.42% and 5.76% of Males and Females.

Withdrawals	Full Time Further Education				Full Time Higher Education				Part Time Further Education				Part Time Higher Education				Total Department Gender %		Total Overall Gender Enrolment %			
	Department	Female	Male	Other	Refused	Female	Male	Other	Refused	Female	Male	Other	Refused	Female	Male	Other	Refused	Female	Male	Female	Male	
Science & Built Environment	5.49%	25.14%	0.00%	0.00%	6.23%	11.57%	0.00%	0.00%	3.14%	12.10%	0.00%	0.00%	4.71%	10.39%	0.00%	0.00%	27.86%	72.14%	2.88%	7.45%	10.33%	
Andrew Carnegie Department of Business Enterprise & Tourism	14.68%	9.43%	0.00%	0.00%	36.07%	25.21%	0.00%	0.00%	12.76%	6.05%	0.00%	0.00%	30.59%	41.56%	0.00%	0.00%	65.66%	34.34%	11.21%	5.86%	17.08%	
Creative Industries	6.58%	16.45%	0.00%	0.00%	15.08%	31.40%	33.33%	0.00%	4.39%	5.24%	0.00%	0.00%	3.53%	10.39%	0.00%	0.00%	38.69%	60.98%	4.35%	6.86%	11.25%	
Care; Social Science & Education	39.23%	14.23%	0.00%	0.00%	31.80%	8.26%	66.67%	0.00%	32.22%	12.10%	100%	0.00%	52.94%	10.39%	0.00%	0.00%	80.83%	18.75%	21.47%	4.98%	26.56%	
Engineering Technologies & Mathematics	1.10%	16.08%	0.00%	0.00%	0.33%	17.77%	0.00%	0.00%	5.44%	22.98%	0.00%	0.00%	0.00%	22.08%	0.00%	0.00%	0.00%	14.64%	85.36%	1.29%	7.52%	8.82%
Hair; Beauty & Sport	29.49%	10.35%	0.00%	0.00%	10.49%	5.79%	0.00%	0.00%	12.97%	1.21%	0.00%	0.00%	8.24%	5.19%	0.00%	0.00%	80.41%	19.59%	11.66%	2.84%	14.50%	
Support for Learning	3.43%	8.32%	100%	0.00%	0.00%	0.00%	0.00%	0.00%	29.08%	40.32%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	52.73%	46.62%	6.05%	5.35%	11.47%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>58.91%</b>	<b>40.87%</b>	<b>58.91%</b>	<b>40.87%</b>	<b>100%</b>	

## **2.13 Full Time Further Education Gender Success by Academic Year 2015/16**

Based on the total overall student success by Gender for Full Time Further Education (FTFE) Females were 1,777 or 20.58% and 1,511 or 16.84% for Males.

The overall success rate for this level of study was 3,289 of 18.67%.

Based on the total gender student success rate for FTFE equates to 3,289 or 18.67%.

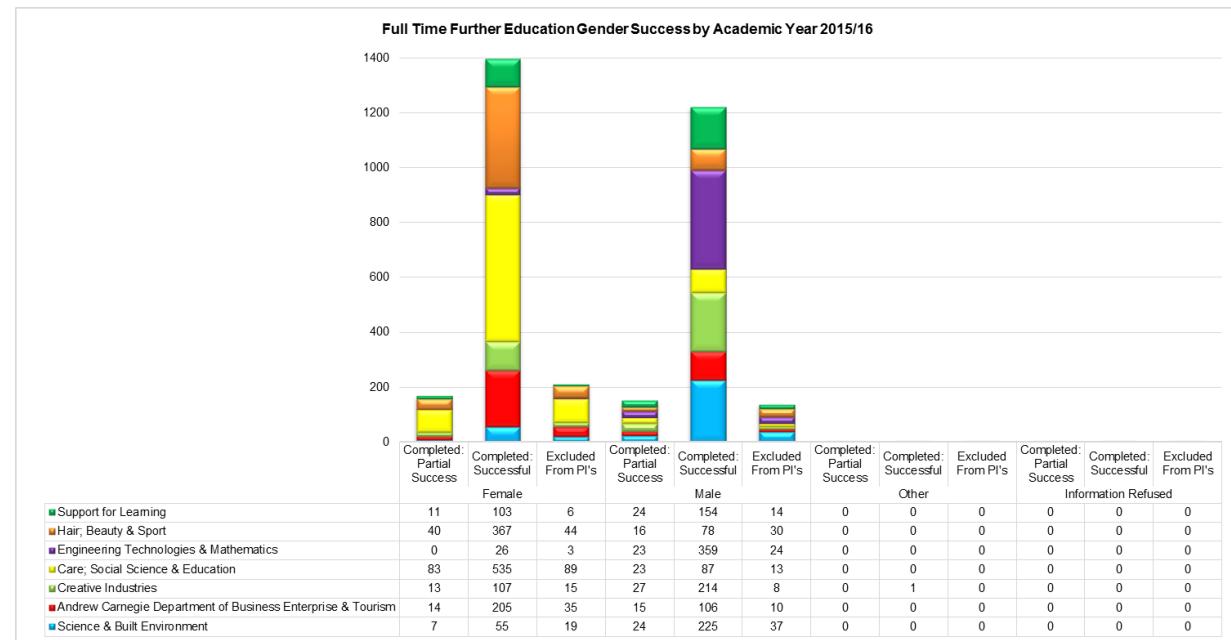
Care; Social Science and Education had the highest Female Partial Success, Success and Excluded from PI's within FTFE Courses at 83 or 49.40%, 535 or 38.27% and 89 or 42.18% respectively, compared to 23 or 15.13%, 87 or 7.11% and 13 or 9.56% of males respectively. This equates to 9.19%, 59.25% and 9.86% of Female Enrolments and 12.3%, 46.52% and 6.95% of Male Enrolments.

Creative Industries had the highest number of Partial Successes for Males within FTFE Courses at 27 or 17.76%, compared to 13 or 7.74% of Females. This equates to 8.18% and 7.74% of Male and Female enrolments.

Engineering Technologies and Mathematics had the highest number of Successes for Males within FTFE Courses at 359 or 29.35, compared to 26 or 1.86% of Females. This equated to 76.71% and 76.47% of Male and Female enrolments.

Sciences & Built Environment had the highest number of Males Excluded from PI's with 37 or 27.21%, compared to 19 or 9% of Females. This equated to 9.58% and 18.63% of Male and Female enrolments.

**Excluded from Pls:** - This includes students who enrolled but never attended the programme; Students who transferred to another course within the College; Courses with no qualification at the end of the programme, where it is not assessed; students who were enrolled on a programme whose result is not yet known, as the student is on a programme, such as VQs where it is unknown when they will complete as students can enrol and complete at any time.



Completion Information	Full Time Further Education															Total Department Gender Completion Information %	Total Overall Gender Completion Information %	
	Female			Male			Other			Information Refused			Female	Male	Female	Male		
Department	Completed: Partial Success	Completed: Successful	Excluded From PI's	Completed: Partial Success	Completed: Successful	Excluded From PI's	Completed: Partial Success	Completed: Successful	Excluded From PI's	Completed: Partial Success	Completed: Successful	Excluded From PI's	Female	Male	Female	Male	Total	
Science & Built Environment	4.17%	3.93%	9.00%	15.79%	18.40%	27.21%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	22.09%	78.02%	2.47%	8.71%	11.16%	
Andrew Carnegie Department of Business Enterprise & Tourism	8.33%	14.66%	16.59%	9.87%	8.67%	7.35%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	66.03%	34.07%	7.73%	3.99%	11.71%	
Creative Industries	7.74%	7.65%	7.11%	17.76%	17.50%	5.88%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	35.10%	64.77%	4.11%	7.58%	11.71%	
Care; Social Science & Education	49.40%	38.27%	42.18%	15.13%	7.11%	9.56%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	85.29%	14.85%	21.52%	3.75%	25.24%	
Engineering Technologies & Maths	0.00%	1.86%	1.42%	15.13%	29.35%	17.65%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	6.67%	93.44%	0.88%	12.36%	13.23%	
Hair; Beauty & Sport	23.81%	26.25%	20.85%	10.53%	6.38%	22.06%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	78.52%	21.59%	13.73%	3.78%	17.48%	
Support for Learning	6.55%	7.37%	2.84%	15.79%	12.59%	10.29%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	38.51%	61.63%	3.65%	5.85%	9.49%	
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>54.09%</b>	<b>46.00%</b>	<b>54.09%</b>	<b>46.00%</b>	<b>100%</b>	

## 2.14 Full Time Higher Education Gender Success by Academic Year 2015/16

Based on the total overall student success by Gender for Full Time Higher Education Females (FTHE) were 1,164 or 20.58% and 874 or 9.74% for Males.

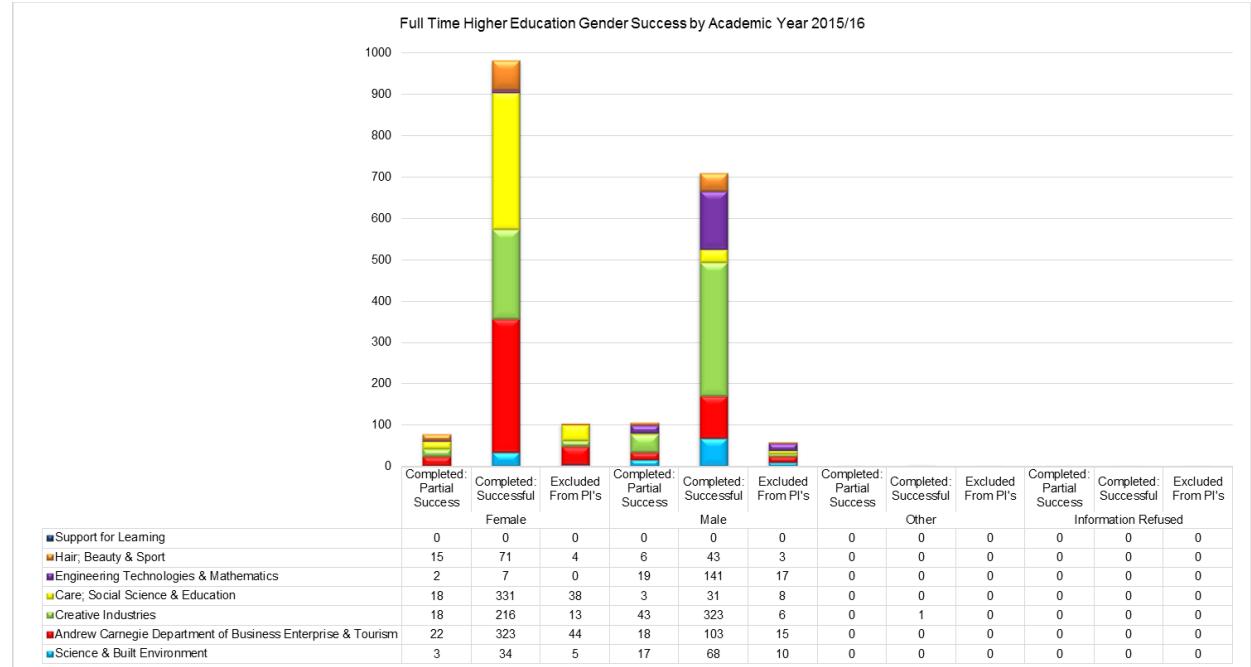
The overall success rate for this level of study was 2,038 of 11.57%.

Within FTHE courses a total of 1,164 or 57.08 Females were successful, compared to 874 or 42.86% of Males.

Andrew Carnegie Department of Business Enterprise and Tourism had the highest Female Partial Success and Excluded from PI's within FTHE Courses at 22 or 28.2% and 44 or 42.31% respectively, compared to 18 or 16.98% and 15 or 25.42% for Males. This equated to 4.8% and 9.67% of Female enrolments and 9.89% and 8.24% of Male enrolments.

Care; Social Science & Education had the highest number of Female Successes at 331 or 33.71%, compared to 31 or 4.37% of Males. This equated to 74.22% and 57.41% of Male enrolments.

Creative Industries had the highest Male Partial Success and Successes within FTHE Courses at 43 or 40.57% and 323 or 45.56% respectively this compares to 43 or 23.08% and



216 or 22% of Females respectively. This equated to 9.71% and 72.91% of Male enrolments and 15.36% and 77.14% of Female enrolments. Engineering Technologies and Mathematics had the highest Male Excluded from PI's at 17 or 28.81%, compared to 0 for Females. This equated to 8.33% of Male enrolments.

Completion Information	Full Time Higher Education																Total Overall Gender Completion Information %
	Female			Male			Other			Information Refused			Total Department Gender Completion Information %		Total Overall Gender Completion Information %		
Department	Completed: Partial Success	Completed: Successful	Excluded From PI's	Female	Male	Female	Male	Total									
Science & Built Environment	3.85%	3.46%	4.81%	16.04%	9.59%	16.95%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	30.71%	69.53%	2.06%	4.67%	<b>6.72%</b>
Andrew Carnegie Department of Business Enterprise & Tourism	28.21%	32.89%	42.31%	16.98%	14.53%	25.42%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	74.21%	25.96%	19.11%	6.69%	<b>25.75%</b>
Creative Industries	23.08%	22.00%	12.50%	40.57%	45.56%	10.17%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	39.91%	60.14%	12.14%	18.29%	<b>30.41%</b>
Care; Social Science & Education	23.08%	33.71%	36.54%	2.83%	4.37%	13.56%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	90.34%	9.81%	19.01%	2.06%	<b>21.04%</b>
Engineering Technologies & Materi	2.56%	0.71%	0.00%	17.92%	19.89%	28.81%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	4.86%	95.36%	0.44%	8.70%	<b>9.12%</b>
Hair; Beauty & Sport	19.23%	7.23%	3.85%	5.66%	6.06%	5.08%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	63.57%	36.70%	4.43%	2.56%	<b>6.96%</b>
Support for Learning	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>57.18%</b>	<b>42.96%</b>	<b>57.18%</b>	<b>42.96%</b>	<b>100%</b>									

## 2.15 Part Time Further Education Gender Success by Academic Year 2015/16

Based on the total overall student success by Gender for Part Time Further Education (PTFE) Females were 4,689 or 54.31% and 5,252 or 58.55% for Males.

The overall success rate for this level of study was 9,941 or 56.44%.

Within the PTFE courses a total of 4,689 or 47.14% Females were successful, compared to 5,252 or 52.81% of Males.

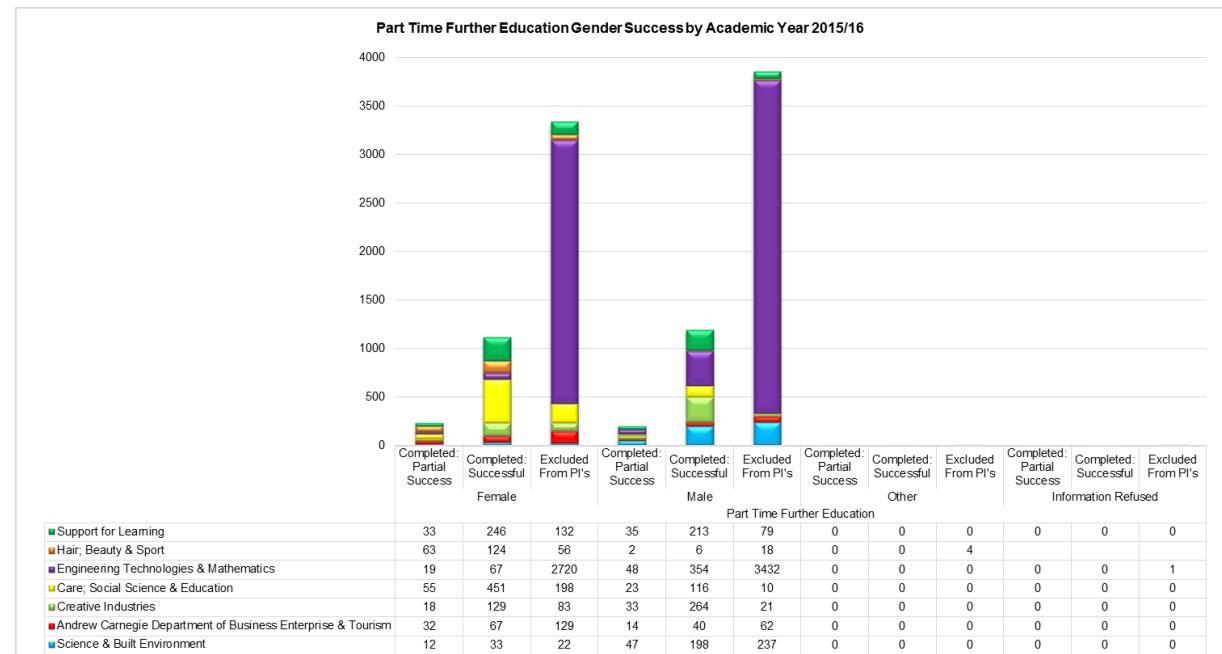
Hair; Beauty and Sport had the highest Female Partial Success within PTFE Courses at 63 or 27.16%, compared to 2 or 0.99% of Males. This equated to 21.5% of Female enrolments and 7.41% of Male enrolments.

Care; Social Science & Education had the highest number of Female

Successes at 451 or 40.38%, compared to 116 or 9.74% of Males. This equated to 44.34% of Female enrolments and 62.71% of Male enrolments.

Engineering Technologies and Mathematics had the highest number of Female Excluded from PI's at 2,720 or 81.44%, compared to 3,432 or 88.93%. This equated to 95.57% of Female enrolments and 84.63% of Male enrolments.

Engineering Technologies and Mathematics had the highest number of Male Partial Success, Successful and Excluded from PI's within PTFE Courses at 48 or 23.76%, 354 or 29.72% and 3,432 or 88.93% respectively, this compares to 19 or 8.19%, 67 or 6% and 2,720 or 81.44% respectively for Females. This equated to 1.18%, 8.73% and 84.63% of Male enrolments and 0.66%, 2.35% and 95.97% of Female enrolments.



Completion Information	Part Time Further Education																	Total Department Gender Completion Information %	Total Overall Gender Completion Information %			
	Female				Male				Other				Information Refused									
	Completed: Partial Success	Completed: Successful	Excluded From PI's	Completed: Partial Success	Completed: Successful	Excluded From PI's	Completed: Partial Success	Completed: Successful	Excluded From PI's	Completed: Partial Success	Completed: Successful	Excluded From PI's	Female	Male	Female	Male						
Department	Completed: Partial Success	Completed: Successful	Excluded From PI's	Completed: Partial Success	Completed: Successful	Excluded From PI's	Completed: Partial Success	Completed: Successful	Excluded From PI's	Completed: Partial Success	Completed: Successful	Excluded From PI's	Female	Male	Female	Male	Total					
Science & Built Environment	5.17%	2.95%	0.66%	23.27%	16.62%	6.14%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	12.22%	87.87%	0.67%	4.85%	5.52%					
Andrew Carnegie Department of Business Enterprise & Tourism	13.79%	6.00%	3.86%	6.93%	3.36%	1.61%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	66.34%	33.75%	2.29%	1.17%	3.46%					
Creative Industries	7.76%	11.55%	2.49%	16.34%	22.17%	0.54%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	42.01%	58.10%	2.31%	3.20%	5.51%					
Care; Social Science & Education	23.71%	40.38%	5.93%	11.39%	9.74%	0.26%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	82.61%	17.49%	7.08%	1.50%	8.58%					
Engineering Technologies & Maths	8.19%	6.00%	81.44%	23.76%	29.72%	88.93%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	42.25%	57.74%	28.21%	38.55%	66.77%					
Hair, Beauty & Sport	27.16%	11.10%	1.68%	0.99%	0.50%	0.47%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	89.15%	9.53%	2.45%	0.26%	2.74%					
Support for Learning	14.22%	22.02%	3.95%	17.33%	17.88%	2.05%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	55.74%	44.36%	4.14%	3.29%	7.42%					
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>47.16%</b>	<b>52.83%</b>	<b>47.16%</b>	<b>52.83%</b>	<b>100%</b>					

## **2.16 Part Time Higher Education Gender Success by Academic Year 2015/16**

Based on the total overall student success by Gender for Part Time Higher Education (PTHE) Females were 1,004 or 11.63% and 1,332 or 14.85% for Males.

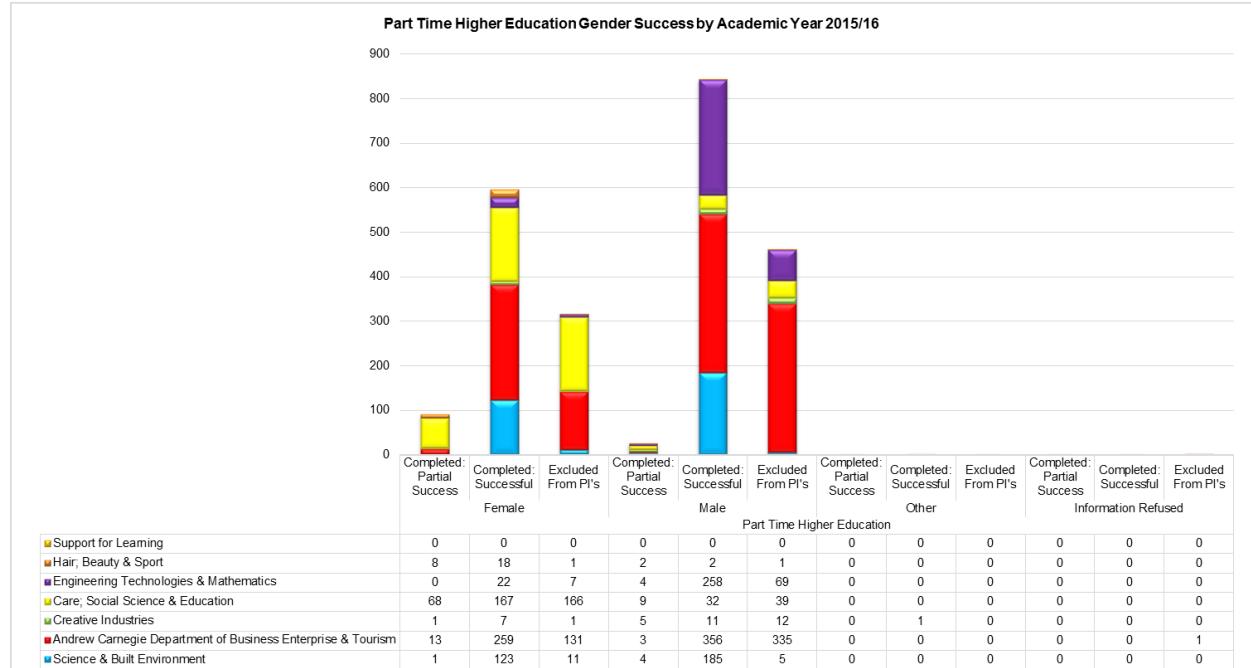
The overall success rate for this level of study was 2,336 or 13.26%.

Within the PTHE courses a total of 1,004 or 42.94% Females were successful, compared to 1,332 or 56.97% of Males

Care; Social Science and Education had the highest Female Partial Success and Excluded from PI's within PTHE Courses at 68 or 74.73% and 166 or 52.37% respectively, compared to 9 or 33.33% and 39 or 8.46% of Males respectively. This equated to 15.41% and 37.64% of Female enrolments and 9.68% and 41.94% of Male enrolments.

Andrew Carnegie Department of Business Enterprise & Tourism had

the highest number of Female Successes at 259 or 43.46%, compared to 356 or 42.18% of Males. This equated to 57.43% of Female enrolments and 49.17% of Male enrolments.



Care; Social Science and Education had the highest Male Partial Successes within PTHE Courses at 9 or 33.33%, compared to 68 or 74.73% of Females. This equated to 9.68% of Male enrolments and 15.42% of Female enrolments.

Andrew Carnegie Department of Business Enterprise & Tourism had the highest number of Male Successes at 356 or 42.18%, compared to 259 or 43.46% of Females. This equated to 49.17% of Males and 57.43% of Female enrolments.

Andrew Carnegie Department of Business Enterprise & Tourism had the highest number of Male Excluded from PI's within PTFE Courses at 335 or 72.67%, this compares to 131 or 41.32% of Females. This equated to 46.27% of Males and 29.05% of Females.

Completion Information	Part Time Higher Education																Total Overall Gender Completion Information %
	Female			Male			Other			Information Refused			Total Department Gender Completion Information %		Total Overall Gender Completion Information %		
	Completed: Partial Success	Completed: Successful	Excluded From PI's	Completed: Partial Success	Completed: Successful	Excluded From PI's	Completed: Partial Success	Completed: Successful	Excluded From PI's	Completed: Partial Success	Completed: Successful	Excluded From PI's	Female	Male	Female	Male	Total
Science & Built Environment	1.10%	20.64%	3.47%	14.81%	21.92%	1.08%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	41.10%	59.08%	5.78%	8.31%	14.07%
Andrew Carnegie Department of Business Enterprise & Tourism	14.29%	43.46%	41.32%	11.11%	42.18%	72.67%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	36.76%	63.25%	17.26%	29.71%	46.96%
Creative Industries	1.10%	1.17%	0.32%	18.52%	1.30%	2.60%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	23.74%	74.21%	0.39%	1.21%	1.63%
Care; Social Science & Education	74.73%	28.02%	52.37%	33.33%	3.79%	8.46%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	83.58%	16.71%	17.20%	3.44%	20.57%
Engineering Technologies & Materiel	0.00%	3.69%	2.21%	14.81%	30.57%	14.97%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	8.07%	92.07%	1.24%	14.18%	15.40%
Hair; Beauty & Sport	8.79%	3.02%	0.32%	7.41%	0.24%	0.22%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	84.74%	15.86%	1.16%	0.22%	1.37%
Support for Learning	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>43.03%</b>	<b>57.06%</b>	<b>43.03%</b>	<b>57.06%</b>	<b>100%</b>									

## 2.17 STEM – Success by Academic Year 2015/16

Based on the total overall student success by Gender for STEM Females were 3,292 or 37.06% and 5,586 or 62.89% for Males.

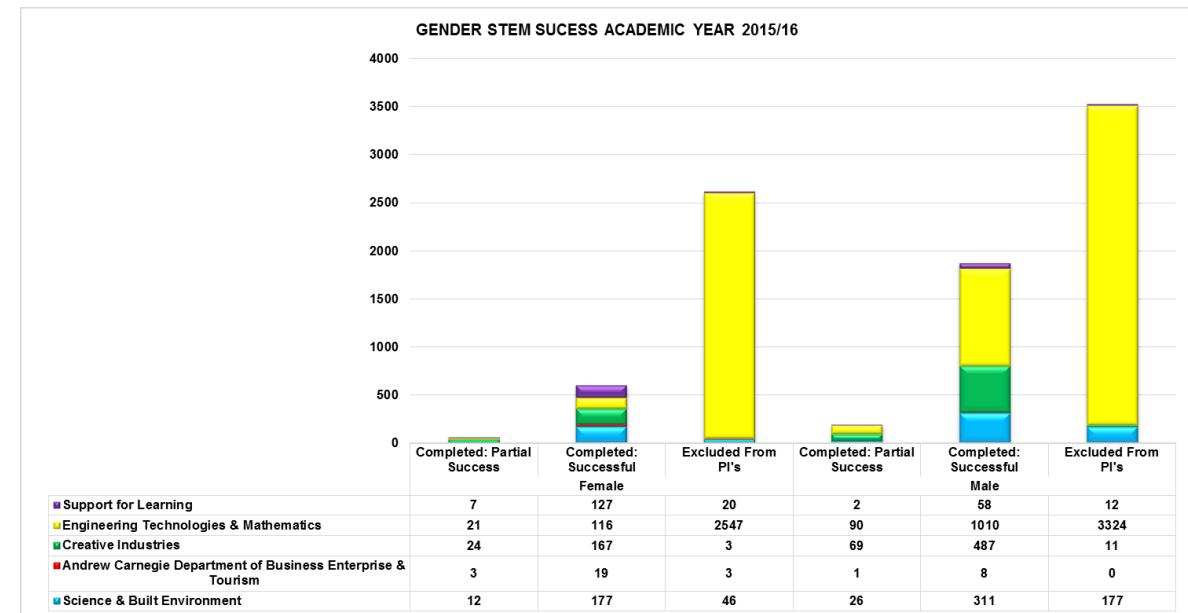
The overall success rate for STEM Course was 8,882 or 50.43%.

Within the STEM courses a total of 3,292 or 38.13% Females were successful, compared to 5,586 or 62.28% of Males

Creative Industries had the highest Female Partial Success within STEM Courses at 24 or 35.82%, compared to 69 or 36.70%.

Science & Built Environment had the highest Female Success within STEM Courses at 177 or 29.21%, compared to 311 or 16.6%.

Engineering Technologies had the highest Female Excluded from PI's within STEM Courses at 2,547 or 97.25%. This department also had the highest Male Partial Success, Successes and Excluded from PI's at 90 or 47.87%, 1,010 or 53.90% and 3,324 or 94.32% respectively.



STEM - Success by Academic Year 2015/16	Female			Male			Total Department Gender STEM		Total Overall Gender STEM Success			
	Completed: Partial Success	Completed: Successful	Excluded From PI's	Completed: Partial Success	Completed: Successful	Excluded From PI's	Female	Male	Female	Male	Total	
Science & Built Environment	17.91%	29.21%	1.76%	13.83%	16.60%	5.02%	31.38%	68.62%	2.65%	5.79%	8.44%	
Andrew Carnegie Department of Business Enterprise & Tourism	4.48%	3.14%	0.11%	0.53%	0.43%	0.00%	73.53%	26.47%	0.28%	0.10%	0.38%	
Creative Industries	35.82%	27.56%	0.11%	36.70%	25.99%	0.31%	25.49%	74.51%	2.19%	6.39%	8.57%	
Engineering Technologies & Mathematics	31.34%	19.14%	97.25%	47.87%	53.90%	94.32%	37.76%	62.24%	30.23%	49.83%	80.06%	
Support for Learning	10.45%	20.96%	0.76%	1.06%	3.09%	0.34%	68.14%	31.86%	1.73%	0.81%	2.55%	
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>37.08%</b>	<b>62.92%</b>	<b>37.08%</b>	<b>62.92%</b>	<b>100%</b>	

The student data highlights marked gender imbalances at recruitment level in four departments: Science and Built Environment, Engineering Technologies and Mathematics where male representation is higher and Care, Social Sciences and Education and Hair, Beauty and Sport where female representation is higher. These figures are commensurate with national figures in relation to subjects with an imbalance of more than 75%. Withdrawal and completion data highlights some differences with what might be expected from enrolment data: this indicates that on course support and clarity of progression opportunities may need to be carefully considered. Discrepancies are also apparent when looking at modes and levels of study in these specific areas with gender imbalances tending to be less marked at HE level and for part time students. It is to be noted that although the overall figures in the Creative Industries department do not show a significant gender imbalance, the imbalance exists in Computer Science, Programming and Systems specific subjects.

Whilst the action plan addresses College wide objectives to tackle gender imbalance across the board, the level of detail provided in the student data will be shared with departments and used at curriculum area level to support operational planning and to set specific targets.

### **3.0 Action Plan**

The following action plan aims to tackle gender imbalances in the College and to encourage positive action in support of the realisation of the College's gender based outcomes as described in the introduction. It is derived from the analysis of the existing evidence baseline which will be reviewed on an annual basis to allow monitoring of progress and regular review and update of this plan to ensure efficacy.

Monitoring arrangements will include regular review by cross College groups (e.g. the Equality and Diversity Strategy Group) and by course teams for curriculum based actions. Internal audits, staff and student feedback, data monitoring and analysing (e.g. for recruitment patterns) Operational planning, self-evaluation processes and reporting - including for or by external stakeholders – will support the development and review of the action plan.

<b>1.0</b>	<b>Infrastructure – Systems</b>						
	<b>What are the actions required to achieve the outcome?</b>	<b>Gender Outcome</b>	<b>Lead Responsibility</b>	<b>Others Involved</b>	<b>What is the timescale for achievement?</b>	<b>What are the measurements for achieving the outcomes?</b>	<b>General Comments</b>
1.1	Review the current Professional Development Review (PDR) system and how this translates into a College wide Continuous Professional Development (CPD) Plan – <b>(EMR 1.3)</b>	1, 2, 5	Head of Organisational Development and Human Resources	Organisational Development Team and Learning and Teaching Practice and Development Team	September 2017	Ensure the PDR system is meaningful for all staff who participate as well as providing appropriate information to support the College's annual CPD plan	
1.2	Ensure the Access and Inclusion Strategy is fully implemented across the College – <b>(EMR 1.7)</b>	1,2,3,4,5	Vice Principal Curriculum and Academic Planning	HoDs, CMs, AP Quality and Curriculum partnerships Student support services, SIM, external agencies	July 2018	Members of staff are aware of the Strategy and its implications for their work practices, adjustments are made to ensure effective implementation of the strategy.	
1.3	Review the governance, management and consultation structures to ensure that responsibility for equality and diversity is clear and transparent – <b>(EMR 7.1)</b>	1,2,3,4,5	Vice Principal Organisational Development and Change	Head of Organisational Development and Human Resources	September 2017	The structures for equality and diversity consideration are clear to members of staff and students with clear lines of responsibility and resources attached	

<b>2.0</b>	<b>Infrastructure – Humans</b>						
	<b>What are the actions required to achieve the outcome?</b>	<b>Gender Outcome</b>	<b>Lead Responsibility</b>	<b>Others Involved</b>	<b>What is the timescale for achievement?</b>	<b>What are the measurements for achieving the outcomes?</b>	<b>General Comments</b>
2.1	Ensure that there is a system by which information and relevant training is provided to members of staff when a new student policy or procedure is introduced or an existing student policy or procedure is amended which affects how it is operated – <b>(EMR 1.2)</b>	1,3	Assistant Principal – Quality and Curriculum Partnerships	HoDs, CMs, Student support services, SIM	July 2018	Shared understanding of how student policies and procedures are applied equally and transparently with responsibility for their operation clearly defined Positive impact on defined student categories	

<b>2.0</b>	<b>Infrastructure – Humans</b>						
	<b>What are the actions required to achieve the outcome?</b>	<b>Gender Outcome</b>	<b>Lead Responsibility</b>	<b>Others Involved</b>	<b>What is the timescale for achievement?</b>	<b>What are the measurements for achieving the outcomes?</b>	<b>General Comments</b>
2.2	Develop a Career Succession Planning process which takes into account equality and diversity issues facilitating all members of staff to progress their careers within the College – <b>(EMR 1.4)</b>	1,4,5	Vice Principal Organisational Development and Change	Head of Organisational Development and Human Resources	December 2017	Career succession is actively considered within the College and for key posts with development and support in place. It is anticipated that as this is implemented over the longer term, the College would have a balanced and management structure representative of the staff profile	
2.3	Encourage and promote career progression out with traditional subject based routes through consideration and development of existing individual skills sets - <b>(GAP 1.1)</b>	1,2,5	Vice Principal Curriculum and Academic Planning	HoDs SMT	July 2019	Staff male / female representation shows greater gender balance across all curriculum areas	
2.4	Improve the health and wellbeing of members of staff through an evidence based review and working towards the Gold Award – Healthy Working Lives – <b>(EMR 1.5)</b>	1,2,5	HR Operations Manager	Human Resources Team	December 2018	The College achieves and maintains the Gold award – Healthy Working Lives and there is an improvement in the wellbeing of staff as measured by a range of metrics including absence, access to support services , turnover etc.	
2.5	Review the process by which support is provided to member of staff who have declared a disability and how their ongoing needs are managed – <b>(EMR 1.6)</b>	1,5	HR Operations Manager	Human Resources Team	September 2017	The process of support is clear and is consistently applied to members of staff who have declared a disability which enables those staff to contribute fully and to their potential	
2.6	Review the resignation rate of females which appears to be higher than for males in 2016 and to determine if there is action required to address reasons for this that relate to College practices – <b>(EMR 2.9)</b>	1,2,3,4,5	Head of Organisational Development and Human Resources	Organisational Development Team	September 2017 for the analysis and December 2018 for implementation of any actions identified	The resignation rate for women is proportionate to the number of women within the staff profile. The reason for resignations relate to positive destinations and choice as opposed to practices at the College relating to an aspect of gender	

<b>2.0</b>	<b>Infrastructure – Humans</b>						
	<b>What are the actions required to achieve the outcome?</b>	<b>Gender Outcome</b>	<b>Lead Responsibility</b>	<b>Others Involved</b>	<b>What is the timescale for achievement?</b>	<b>What are the measurements for achieving the outcomes?</b>	<b>General Comments</b>
2.7	Investigate further the finding that people with disabilities appear to earn more than members of staff who have not declared disability – <b>(EMR 2.10)</b>	1,2,3,5	Head of Organisational Development and Human Resources	Organisational Development Team	September 2017 for the analysis and where action is required December 2018 for their implementation	Identify possible reasons for this and to consider if there is any action required by the College to support further all members of staff	
2.8	Investigate further the finding that people who declare their ethnicity as ‘White Other’ appear to earn more than other ethnicities – <b>(EMR 2.11)</b>	1,2,3,5	Head of Organisational Development and Human Resources	Organisational Development Team	September 2017 for the analysis and where action is required December 2018 for their implementation	Identify possible reasons for this and to consider if there is any action required by the College to support further all members of staff	
2.9	The CPD programme will include training relating to equality, diversity and gender bias – <b>(EMR 3.2 / GAP 1.2)</b>	1,2,5	Head of Organisational Development and Human Resources	Organisational Development Team	December 2018	There will be a programme of training related to equality and diversity that staff attend and can implement within their roles	
2.10	CPD providers will be asked to ensure that equality and diversity is central to and part of programmes delivered to staff – <b>(EMR 3.3)</b>	1,2,5	Head of Organisational Development and Human Resources	Organisational Development Team	December 2018	There is relevant and demonstrable focus on equality and diversity with learning outcomes that reflect this	
2.11	Ensure regular training opportunities (internal / external) for Student association representatives in relation to gender based issues – <b>(GAP 1.3)</b>	1,2,4	Head of Student Experience and Engagement	Student Association officers External partners (e.g. SPARQs, NUS)	December 2018	The FCSA student representatives are knowledgeable about gender based issues and offer support and advice to student and staff to advance gender equality across the college	

<b>3.0</b> <u>Infrastructure – Resources</u>							
	<b>What are the actions required to achieve the outcome?</b>	<b>Gender Outcome</b>	<b>Lead Responsibility</b>	<b>Others Involved</b>	<b>What is the timescale for achievement?</b>	<b>What are the measurements for achieving the outcomes?</b>	<b>General Comments</b>
3.1	Develop a matrix of key aspects of complex staff policies and procedures to support managers and members of staff understanding how they apply to them and who is responsible for which aspects – <b>(EMR 1.1)</b>	1,2,3,5	Head of Organisational Development and Human Resources	Organisational Development Team	July 2017	Shared understanding of how policies and procedures are applied to all staff equally and the responsibilities of managers and members of staff in their operation	
3.2	Analyse further the data from the Staff Survey in 2015 to determine if there are groups of staff whose experience of working at the College differs from other staff in relation to their gender – <b>(EMR 2.5 / GAP 1.4)</b>	1,2,3,4,5	Head of Organisational Development and Human Resources	Organisational Development Team	August 2017	This will result in further reports on working at the College and where these highlight that there are differences in responses, further analysis will be undertaken including consultation with members of staff directly	
3.3	Re-run the Staff Survey in December <b>2018 – (EMR 2.6)</b>	1,2,3,5	Head of Organisational Development and Human Resources	Organisational Development Team	December 2018 for the survey and then March 2018 for analysis of the results	Analyse the data from the Staff Survey 2018 to determine the experience of staff identifying areas for improvements and to compare the results against the baseline of 2015 to determine if things have changed and how	
3.4	Conduct further analysis of the staff profile, for example by department, grade and absence to establish gender imbalances – <b>(EMR 2.8 / GAP 1.5)</b>	1,2,3,5	Head of Organisational Development and Human Resources	Organisational Development Team	December 2018	The various analysis has been undertaken and action taken to address any areas where the data suggests there are differences in outcomes or underrepresentation of people from differing protected characteristics	
3.5	Equality and Diversity is a key part of the Respect theme and developing a Respectful College. The themes will be continuing into the academic year 2017–18 and there will be a requirement for all staff to complete relevant e-learning modules – <b>(EMR 3.1)</b>	1,2,3,5	Head of Organisational Development and Human Resources	Organisational Development Team	July 2018	All members of staff will have participated in equality and diversity training to support them in understanding the needs of all those they meet within the course of their duties	

<b>3.0</b> <u>Infrastructure – Resources</u>							
	<b>What are the actions required to achieve the outcome?</b>	<b>Gender Outcome</b>	<b>Lead Responsibility</b>	<b>Others Involved</b>	<b>What is the timescale for achievement?</b>	<b>What are the measurements for achieving the outcomes?</b>	<b>General Comments</b>
3.6	Improve the religious literacy of members of staff and students through development of material related to the Respect theme and other initiatives – <b>(EMR 3.7)</b>	1,2,3,5	Vice Principal Organisational Development and Change	Head of Organisational Development and Human Resources	December 2018	All members of staff and students have access to materials related to religion and belief and provide a relevant service to all those they support	
3.7	Improve the awareness of new and emerging career pathways and opportunities among curriculum and guidance members of staff – <b>(GAP 1.6)</b>	1, 2, 3, 5	Vice Principal Curriculum and Academic Planning	HoDs, CMs, Head of Student Experience, external partners (e.g. SDS, employers, schools)	July 2018	Curriculum and guidance members of staff are aware of and updated on career pathways and provide quality support on these to others in College	
<b>4.0</b> <u>Infrastructure – Relationships</u>							
	<b>What are the actions required to achieve the outcome?</b>	<b>Gender Outcome</b>	<b>Lead Responsibility</b>	<b>Others Involved</b>	<b>What is the timescale for achievement?</b>	<b>What are the measurements for achieving the outcomes?</b>	<b>General Comments</b>
4.1	Promote the effective use of equality impact assessments to improve and ensure that account of equality and diversity is given in decision making and policy development – <b>(EMR 1.8)</b>	1,2,3,4,5	Head of Organisational Development and Human Resources	Organisational Development Team. Equality and Diversity Strategy Group	July 2018	Equality impact assessments are part of the process of developing policy, procedure and practices and this is evidenced through the level and quality of equality impact assessments reviewed by the Equality and Diversity Strategy Group	
4.2	All members of staff receive regular communications about the work of the College and how this links to mainstreaming of equality and diversity – <b>(EMR 3.4)</b>	1,2,3,4,5	Vice Principal Organisational Development and Change	Head of Organisational Development and Human Resources	December 2018	All members of staff consider equality and diversity as part of the everyday activity of the College and understand how it supports people to work together. They are able to express this in what they do and how they do it	

<b>4.0</b>	<b>Infrastructure – Relationships</b>						
	<b>What are the actions required to achieve the outcome?</b>	<b>Gender Outcome</b>	<b>Lead Responsibility</b>	<b>Others Involved</b>	<b>What is the timescale for achievement?</b>	<b>What are the measurements for achieving the outcomes?</b>	<b>General Comments</b>
4.3	There is further consideration of how to encourage people to work together across and within teams, including through review of curriculum design and delivery – <b>(GAP 1.7)</b>	1, 2, 3, 4, 5	Vice Principal Organisational Development and Change Vice Principal Curriculum and Academic Planning	Head of Organisational Development and Human Resources HoDs, CMs	July 2018	All members of staff work to the values of the College and for each other maximising their potential and creating a positive learning and working environment	
4.4	Grow the College's SDS Modern Apprenticeship contract by 5% (18 places) including a focus on adding new frameworks aligned to the region's business needs as described in the Fife Workforce Modelling Report and the National Skills Investment Plans for example ICT with a particular focus on gender balance – <b>(EMR 6.1 / GAP 1.8)</b>	1, 4	Vice Principal – Curriculum and Academic Planning	HoDs, CMs Business Development team Student support services	July 2018	Modern Apprenticeships growth is achieved supporting those people who have been out of employment or who have found access to employment difficult, including within specific industries where people from certain protected characteristics are underrepresented	
4.5	Review the Fife Regional STEM Strategy in conjunction with local partners, taking cognisance of DYW, regional and national STEM priorities. This will include addressing gender imbalance in STEM subjects through earlier engagement with schools and further development of a College and employer led curriculum delivery – <b>(EMR 6.2 / GAP 1.9)</b>	1, 2, 4	Vice Principal – Curriculum and Academic Planning	HoDs, CMs External stakeholders (Fife Council, DYW regional board)	July 2018	The STEM Strategy for Fife College has been reviewed. There is a positive change in the gender imbalance in the identified STEM subjects and there is evidence that the curriculum delivery has developed through project working with schools and businesses	
4.6	Increase the proportion of credits delivered to learners through school / college shared curriculum with an enhanced focus on gender balance in STEM and CARE areas – <b>(EMR 6.5 / GAP 1.10)</b>	2, 4	Vice Principal Curriculum and Academic Planning	AP Quality and Curriculum partnerships, HoDs, CMs External stakeholders (Fife Council, DYW regional board, SDS)	July 2018	There is an increase in the proportion of credits to learners in schools which is evidenced through the data available and that young people have fair access to opportunities for employment in all sectors, irrespectively of their gender	

<b>4.0</b>	<b>Infrastructure – Relationships</b>						
	<b>What are the actions required to achieve the outcome?</b>	<b>Gender Outcome</b>	<b>Lead Responsibility</b>	<b>Others Involved</b>	<b>What is the timescale for achievement?</b>	<b>What are the measurements for achieving the outcomes?</b>	<b>General Comments</b>
4.7	Play a central role in the delivery of Developing the Young Workforce (DYW) outcomes as a core member of the regional DYW Group – <b>(EMR 6.6)</b>	2, 3, 4	Vice Principal Curriculum and Academic Planning	HoDs, CMs	July 2018	The College supports the DYW outcomes within the region including in relation to equality and diversity	

<b>5.0</b>	<b>Influencing the Influencers – Educators and Careers Advisors</b>						
	<b>What are the actions required to achieve the outcome?</b>	<b>Gender Outcome</b>	<b>Lead Responsibility</b>	<b>Others Involved</b>	<b>What is the timescale for achievement?</b>	<b>What are the measurements for achieving the outcomes?</b>	<b>General Comments</b>
5.1	There is specific CPD that helps those in the classroom to develop inclusive teaching practices and to understand gender bias - <b>(GAP 1.11)</b>	1, 2, 5	Vice Principal Curriculum and Academic Planning	HoDs, CMs, CM – Learning and Teaching Practice and Development, Student Support services	July 2019	Members of staff in the classroom have inclusive teaching practice which enables all students to participate in and develop their own learning	

<b>5.0</b>	<b>Influencing the Influencers – Educators and Careers Advisors</b>						
	<b>What are the actions required to achieve the outcome?</b>	<b>Gender Outcome</b>	<b>Lead Responsibility</b>	<b>Others Involved</b>	<b>What is the timescale for achievement?</b>	<b>What are the measurements for achieving the outcomes?</b>	<b>General Comments</b>
5.2	Fully implement the Fife College Learning and Teaching Strategy that supports the development of engaging and high quality learning experiences with an enhanced focus on existing or perceived barriers. This has links to other equality outcomes for example equality outcome one, action 1.7 – <b>(EMR 5.2)</b>	1,2,5	Vice Principal Curriculum and Academic Planning	Assistant Principal – Quality and Curriculum Partnerships HoDs, CMs, CM L&T Enhancement CM – Learning & Teaching Services	December 2018	Evidence is available that demonstrates the core principles of the Strategy have been implemented and that makes a positive difference to the experience of everyone who studies at the College as well as increases the understanding of learners of inclusion, equality and diversity	

5.0 Influencing the Influencers – Educators and Careers Advisors							
	What are the actions required to achieve the outcome?	Gender Outcome	Lead Responsibility	Others Involved	What is the timescale for achievement?	What are the measurements for achieving the outcomes?	General Comments
5.3	Review the employability and careers provision on offer with a specific focus on gender imbalanced career pathways through closer working with curriculum and external partners – <b>(GAP 1.12)</b>	2, 3, 4	Lead Advisor Employability & Career Development	Head of Student Experience, HoDs, CMs External stakeholders (Fife Council schools, DYW regional board, SDS) Marketing	July 2018	Application patterns evolve towards fewer imbalances, success rates improve for defined groups	

6.0 Influencing the Influencers – Parents							
	What are the actions required to achieve the outcome?	Gender Outcome	Lead Responsibility	Others Involved	What is the timescale for achievement?	What are the measurements for achieving the outcomes?	General Comments
6.1	Improve access to information to support informed career choices, including increased knowledge of local and regional employment opportunities for all – <b>(GAP 1.13)</b>	2, 3, 4	Head of Marketing	Vice Principal Curriculum and Academic Planning School College Partnerships team, HoDs, CMs, Student Support services team, CM – Learning and Teaching Practice and Development External stakeholders (Schools, SDS, Employers)	July 2018	Application patterns evolve towards fewer imbalances, success rates improve for defined groups Increased usage of resources available (e.g. Career coach tool, open events) Better defined progression routes evidenced for increasing numbers of students	

6.0 Influencing the Influencers – Parents							
	What are the actions required to achieve the outcome?	Gender Outcome	Lead Responsibility	Others Involved	What is the timescale for achievement?	What are the measurements for achieving the outcomes?	General Comments
6.2	Work more closely with Student association to encourage support mentoring and buddyng schemes focusing on reducing gender based perceptions in heavily gender segregated areas – <b>(GAP 1.14)</b>	2, 3, 4	Fife College Student Association	Head of Student Experience, HoDs, CMs School College Partnerships team	July 2018	Application patterns evolve towards fewer imbalances, success rates improve for defined groups Increased usage of resources available (e.g. Career coach tool, open events) Better defined progression routes evidenced for increasing numbers of students	

7.0 Influencing the Influencers – Current Students							
	What are the actions required to achieve the outcome?	Gender Outcome	Lead Responsibility	Others Involved	What is the timescale for achievement?	What are the measurements for achieving the outcomes?	General Comments
7.1	Review the Learning and Teaching Programme Review (LTPR) process to ensure that gender specific issues are recorded, monitored and addressed in programme delivery and increase opportunities for sharing good practice – <b>(EMR 5.7 / GAP 1.15)</b>	3	Assistant Principal – Quality and Curriculum Partnerships	Vice Principal Curriculum and Academic Planning HoDs, CMs,	July 2018	The LTPR includes equality and diversity as a core consideration and this is captured at that level. The process is designed to ensure that information on good practice is shared within and across teams and this can be evidenced through changing practice	
7.2	Establish an evidence base for the impact of gender based violence on staff and students and where that evidence base suggests action is required, this is undertaken – <b>(EMR 2.4)</b>	3, 5	Head of Student Experience and Engagement / HR Operations Manager	As appropriate	July 2018	There is an evidence base that describes whether there is an impact of gender based violence as it affects those who work and study in the College. Where this is established, support is put in place to lessen that impact	
7.3	Equality and diversity continues to be embedded in learning and teaching with a particular focus on gender – <b>(EMR 5.3 / GAP 1.16)</b>	1, 2, 3,	Vice Principal Curriculum and Academic Planning	HoDs, CMs,	July 2018	Learning and teaching approaches draw on a wide variety of role models, publications, events – topical and historical	

7.0 Influencing the Influencers – Current Students							
	What are the actions required to achieve the outcome?	Gender Outcome	Lead Responsibility	Others Involved	What is the timescale for achievement?	What are the measurements for achieving the outcomes?	General Comments
7.4	Gender equality is specifically included in the curriculum plans produced by each Academic Department with objectives and targets to increase the percentage of minority gender students in the most imbalanced disciplines – <b>(EMR 5.5)</b>	3	Vice Principal Curriculum and Academic Planning	HoDs, CMs,	July 2018	There is a demonstrable increase in the minority gender share of the most imbalanced disciplines and the percentage targets set are being met. Where they are not being met, remedial action is put in place to address this	
7.5	Increase the proportion of credits delivered to learners from the 10% most deprived (SIMD) deprived postcode areas by 3% and proportionally to Male / female students in targeted areas – <b>(EMR 5.8)</b>	1, 3	Vice Principal – Curriculum and Academic Planning	HoDs, CMs Head of Student Experience, School College Partnerships team	July 2018	The data from the baseline measurement to the end of the academic year 2017-18 shows a 3% increase	
7.6	Develop and promote entrepreneurial skills, open and growing mind sets and behaviours as essential skills within all substantive curriculum provision – <b>(EMR 6.3)</b>	3, 5	Vice Principal Curriculum and Academic Planning	HoDs, CMs Head of Student Experience, School College Partnerships team	July 2018	Students leave the College with a set of skills that enable them to take forward their learning and ideas into business and to do so in ways that are inclusive and no gender biased This would be evidenced by utilising data on destination data following graduation	

8.0 Raising Awareness and Aspirations - Outreach							
	What are the actions required to achieve the outcome?	Gender Outcome	Lead Responsibility	Others Involved	What is the timescale for achievement?	What are the measurements for achieving the outcomes?	General Comments
8.1	Decrease the proportion of learners from secondary school who are heading for a negative destination by 3% through a bespoke intervention model based on skills identification and enhancement of career management skills, irrespectively of gender – <b>(EMR 5.9 / GAP 1.17)</b>	2, 3, 4	Assistant Principal – Quality and Curriculum Partnerships	HoDs, CMs Head of Student Experience, School College Partnerships team Vice Principal – Curriculum and Academic Planning	July 2018	The data from the baseline measurement to the end of the academic year 2017-18 shows a 3% decrease	
8.2	Develop specific outreach tasters courses to increase awareness of career pathways (schools BGE, outreach centres, community inputs, partnership events) – <b>(EMR 5.10)</b>	2, 3, 4	Assistant Principal – Quality and Curriculum Partnerships	HoDs, External partners (Schools, CLD, SDS, external agencies e.g. Voluntary sector, Opportunities fife Partnership)	July 2018	Increased numbers of male and female students apply for a variety of courses traditionally affected by gender imbalances and progress successfully	
8.3	Review promotion of courses affected by gender imbalances through positive action (e.g. use of role models, specific media campaigns) – <b>(GAP 1.18)</b>	2, 3, 4	HoDs, CMs	Marketing Student association, external stakeholders, board members	July 2018	Increased numbers of male and female students apply for a variety of courses traditionally affected by gender imbalances and progress successfully	
8.4	Increase partnership work and joint promotion of career pathways with HEI partners – <b>(GAP 1.19)</b>	2, 3, 4	Assistant Principal – Quality and Curriculum Partnerships	HoDs, CMs, Head of Student Experience Marketing	July 2018	Increased numbers of male and female students apply for a variety of university courses traditionally affected by gender imbalances and progress successfully	

9.0 Encouraging Applications - Recruitment							
	What are the actions required to achieve the outcome?	Gender Outcome	Lead Responsibility	Others Involved	What is the timescale for achievement?	What are the measurements for achieving the outcomes?	General Comments
9.1	Increase the declarations made by students and potential students against all the protected characteristics to ensure there is a robust dataset against which the impact of initiatives can be measured. This will include the development of materials provided to students which detail the importance of providing the data and how the College uses it – <b>(EMR 2.1)</b>	1,2,3,4,5	Head of Student Information Management	Assistant Principal – Quality and Curriculum Partnerships	December 2018	There will be an increased percentage of declarations over the reporting period.	
9.2	Increase the declarations made by staff and applicants for posts against the protected characteristics of sexual orientation and religion / belief – <b>(EMR 2.7)</b>	1,2,3,5	Head of Organisational Development and Human Resources	Organisational Development and Human Resources Staff	December 2018	There is an increase in the percentage of staff who declare their sexual orientation and religion / belief aiming to achieve a 10% increase from the current position	
9.3	Offer more tailored course options for existing courses (e.g. “women / men only” courses) – <b>(GAP 1.20)</b>	1, 3, 5	HoDs, CMs	Marketing	January 2018	Increased numbers of male and female students apply for a variety of courses traditionally affected by gender imbalances and progress successfully	
9.4	Review the Recruitment Pay Policy on recruitment including how placement on salary scales is determined to ensure it is fair and transparent – <b>(EMR 2.12)</b>	1,2	HR Operations Manager	Human Resources Staff	September 2017	New staff are paid fairly and consistently according to the skills and experience they have compared to the essential and desirable criteria for the post they successfully applied for	
9.5	Continue to monitor the level of applications received across protected characteristics, reviewing and introducing new ways to increase these reinforcing the positive image of Fife College as a place to work – <b>(EMR 2.13)</b>	1,2,3,5	HR Operations Manager	Human Resources Staff	December 2018	Applications for posts are received from all members of the community of Fife and Scotland and are representative of these communities	

9.0 Encouraging Applications - Recruitment							
	What are the actions required to achieve the outcome?	Gender Outcome	Lead Responsibility	Others Involved	What is the timescale for achievement?	What are the measurements for achieving the outcomes?	General Comments
9.6	Continue to monitor the reasons why people withdraw their applications for posts and to respond to any patterns identified early to ensure that people are not lost through the recruitment pipeline – <b>(EMR 2.14)</b>	1,3,5	HR Operations Manager	Human Resources Staff	December 2018	The level of withdrawals is actively considered to ensure that there continues to be a pool of people applying for posts and progressing through the process to appointment and that there are no barriers to that progression	
9.7	Continue to monitor the number of staff by age group to determine if there is an increase in the age range ‘under 29’ as recruitment and data selection for 2015-16 suggests there may be – <b>(EMR 2.15)</b>	1,3,5	HR Operations Manager	Human Resources Staff	December 2018	There is an evidence base for an improved recruitment pipeline positively impacting on the age profile of the College specifically those aged ‘under 29’	
9.8	To monitor the finding that females have an improving prospect of being recruited compared to their male counterparts. If a trend is established, to identify the reasons of this and put in place appropriate action to redress this – <b>(EMR 2.16)</b>	1,2,3,5	HR Operations Manager	Human Resources Staff	December 2018	Recruitment by gender is monitored and action is taken to ensure that the process is fair and transparent for all	
9.9	Achieve Level Two of the Disability Confident Committed Employer Scheme by academic year 2016/17 – <b>(EMR 2.17)</b>	1,2,5	HR Operations Manager	Human Resources Staff	July 2017	Work towards Level Two of the Disability Confident Committed Employer Scheme	

9.0 Encouraging Applications - Recruitment							
	What are the actions required to achieve the outcome?	Gender Outcome	Lead Responsibility	Others Involved	What is the timescale for achievement?	What are the measurements for achieving the outcomes?	General Comments
9.10	Develop standard reports by protected characteristics which enable the College to track the achievement and attainment of students including by pattern of attendance – <b>(EMR 2.2)</b>	1,2,3,4,5	Head of Student Information Management		December 2017	<p>Student data will be analysed across the key stages of the student journey including admissions, retention and attainment to identify if any groups with particular protected characteristics have differing outcomes.</p> <p>Where it is identified that there are differing outcomes, further work will be undertaken to identify the reasons why and how they can be addressed with actions identified to address these</p>	
9.11	Student data will be benchmarked against regional and national data to identify any significant differences across the student journey with an action plan to address these as appropriate – <b>(EMR 2.3)</b>	3	Assistant Principal – Quality and Curriculum Partnerships	Head of Student Information Management	July 2018	<p>Student data will be benchmarked using relevant regional and national statistics to identify any differences when compared to the College across the student journey.</p> <p>Where it is identified that there are differences in the comparison, further work will be undertaken to identify potential reasons and how these can be addressed</p>	

Supporting Success – Creating Gender Inclusive Environments							
	What are the actions required to achieve the outcome?	Gender Outcome	Lead Responsibility	Others Involved	What is the timescale for achievement?	What are the measurements for achieving the outcomes?	General Comments
10.1	The development and build of New West Campus takes account of the needs of all those who study, visit and work in the campus with stakeholders involved and consulted on the development – <b>(EMR 4.1)</b>	1,2,5	Vice Principal Finance and Planning	Vice Principal Curriculum and Academic Planning HoDs, CMs Head of Student Experience and Engagement	2020	A new campus which is accessible to all and supports a high quality learning and working environment which has taken into account the outcomes from stakeholder consultations	
10.2	Existing campuses maintenance programmes and developments take account of the needs of all those who study, visit and work in the campus with stakeholders involved and consulted on the development – <b>(EMR 4.2)</b>	1,2,5	Head of Estates	HoDs, CMs Head of Student Experience and Engagement Student Association	December 2018	Existing campuses are accessible to all and support a high quality learning and working environment taking into account the outcomes from stakeholder consultations	
10.3	Investigate the reduction in full-time STEM activity at SCQF Levels 4-6, for both males and females, identifying actions to increase STEM Activity at these levels – <b>(EMR 6.4)</b>	3, 4, 5	Vice Principal Curriculum and Academic Planning		July 2018	Increase both Male and Female full-time student enrolments in STEM Activity. Development of joint regional STEM curriculum	
10.4	Reduce gender typical role allocation for staff and student within design and delivery of the learning experience – <b>(GAP 1.21)</b>	1, 2, 3, 5	HoDs, CMs Heads of support services	Lecturers	July 2018	There is no gender imbalance in the role allocation for staff and students within the design and delivery of the learning experience	
10.5	The student data and analysis is shared with Heads of Department to identify priority areas for action related to gender across the student journey both at a College and Department level. The actions may include further qualitative data gathering exercises for example focus groups – <b>(GAP 1.22)</b>		Assistant Principal Quality and Curriculum Partnerships	HoDs	December 2017 to set the baseline and June 2018 to measure the impact of the actions taken under priority areas		

11.0 Supporting Success – Enhancing the Student Experience							
	What are the actions required to achieve the outcome?	Gender Outcome	Lead Responsibility	Others Involved	What is the timescale for achievement?	What are the measurements for achieving the outcomes?	General Comments
11.1	Key transitions from school to college and then college to university are monitored to ensure that there is no potential bias for those with protected characteristics – <b>(EMR 5.1)</b>	2, 3, 4	Head of Supported Learning and Curriculum Partnerships	HoDs, CMs	July 2018	There is monitoring in place with the data analysed to ensure at the key transition points, no group of people are disadvantaged. Where any disadvantage is found, action is taken to redress this and to improve the way transition is managed	
11.2	Increase participation in and promotion of competitions and awards schemes with a specific focus on those illustrating non-traditional course / career choices from a gender point of view – <b>(GAP 1.23)</b>	1, 5	Vice Principal Curriculum and Academic Planning	HoDs, CMs Marketing	July 2018	Increased numbers of male and female students apply for a variety of courses traditionally affected by gender imbalances, progress successfully and become role models	
11.3	Access to student support services is monitored to ensure that these are accessed and accessible to all students irrespectively of gender – <b>(EMR 5.4 / GAP 1.24)</b>	1, 2, 4, 5	Head of Learner Experience and Engagement		December 2018	Monitoring demonstrates that services are accessible and accessed by students and where barriers to access are identified these are addressed by changes to the service offering	
11.4	Contribute to the development of a Fife-wide employability hub that will be focused on identifying and progressing those furthest from the workplace and those that for part of Fife's recent participation rates which are lower than the national average – <b>(EMR 6.7)</b>	2, 3, 5	Assistant Principal – Quality and Curriculum Partnerships	SDS, HoDs, Lead Advisor Employability & Career Development	July 2018	There is an increase in participation rates which increases from the baseline and which is aiming to at least be in line with the national average for participation	

#### EMR – Equality Mainstreaming Report – Equality Outcomes

#### GAP – Gender Action Plan – Gender Outcomes