



Gender Action Plan 2018-19

July 2018

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GENDER ACTION PLAN 2017

1.0 Introduction

This is the updated Gender Action Plan for Fife College: It links to both the Regional Outcome Agreement 2018 – 2021 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 a 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.

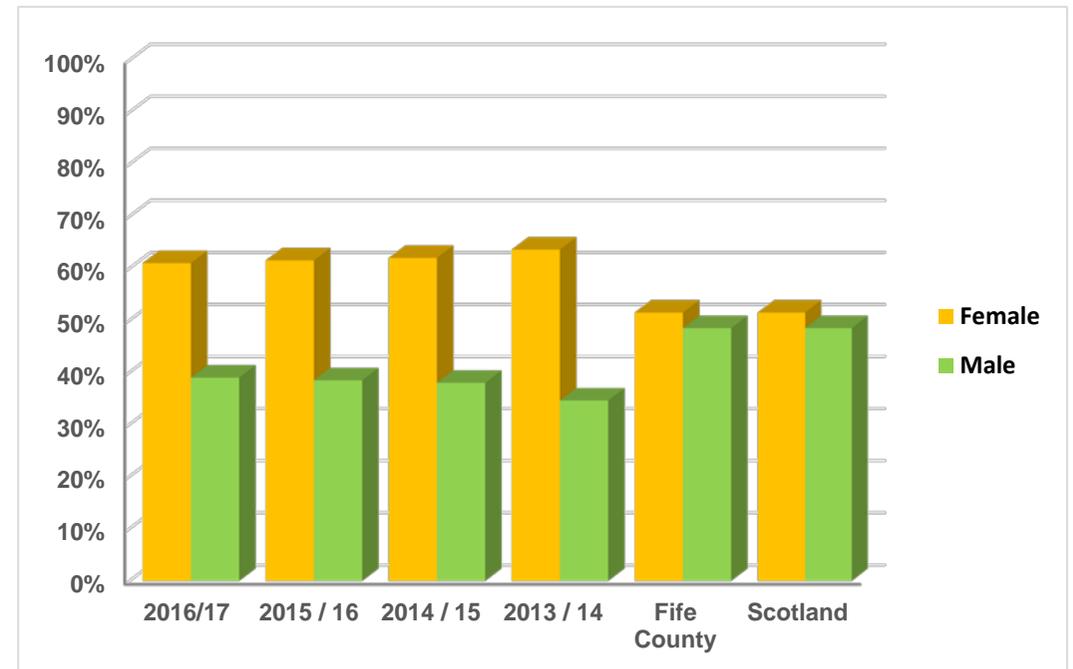
2.0 Data

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

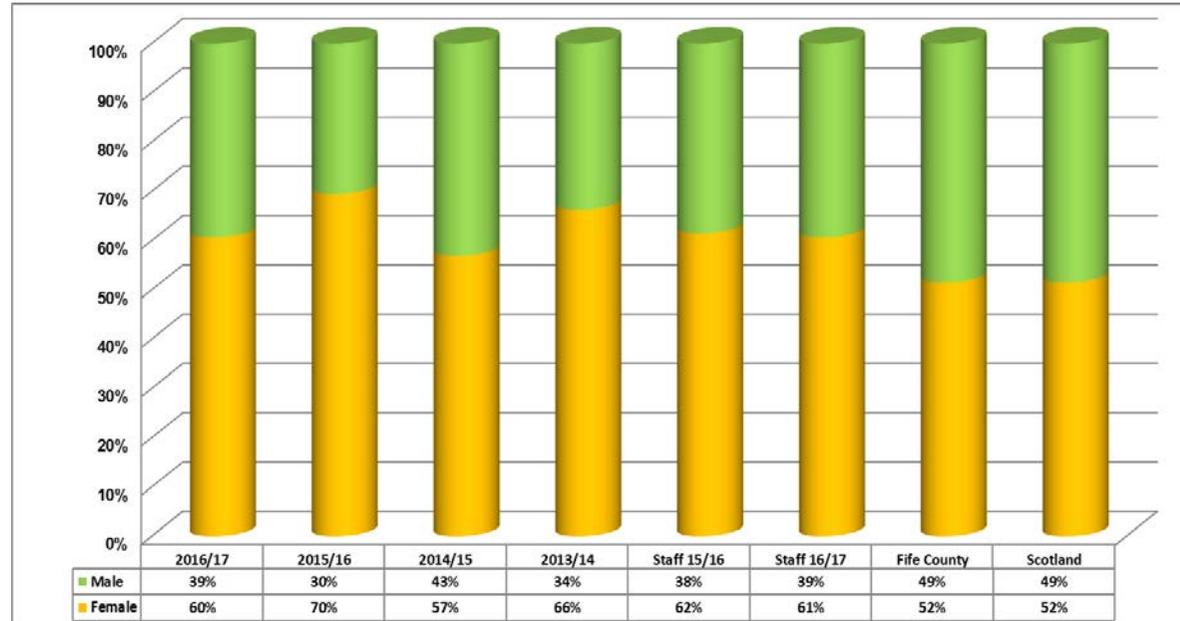
For academic year 2016-17, the gender profile of Fife College had a baseline was 61:39, female: male. The gender profile of Fife College has remained fairly consistent when compared to previous academic years although there has been a slight increase in the male gender population and a reduction in the female gender population when compared to the academic years 14-15 & 15-16. As with the previous Gender Action Plan report this corresponds with a decrease in the number of staff overall and reflects the number of staff leaving the College in academic year 2016-17. A higher number of females, 67 left the organisation as opposed to 47 males, with a resignation rate of 55% and 40% of females and males respectively **Action Plan – Infrastructure – Humans, Point 2.6.**

Recommendations - In future reports, include analysis of College Sector data against the College's profile. As the dataset further develops and the College continues to consider any necessary reorganisation of some areas, analysis of turnover should include a stability index which gives a measure of the retention rate rather than the number of leavers. Using the two statistics will assist in identifying any trends with individuals leaving the College.



2.2 Staff Recruitment Data – Gender

The split between females and males is less pronounced than last academic year and that of the academic year 2013-14. There is a higher percentage of female applicants and fewer male applicants than that in Fife County and Scotland. This has changed from previous academic years where these were moving towards that of Fife County and Scotland. It is not known why this has occurred however continued monitoring of applicants gender for each post will establish if this is an emerging trend. There is a slight difference between the female applicant profile compared to the staff profile and this is a change from previous years.



Recommendations - to continue to monitor the finding that females have an improving prospect of being recruited compared to their male counterparts if a trend is established, identify reasons for this and put place appropriate action to redress this. Develop the Fife College Job Vacancies website with information relating to equality and diversity, the benefits of working at Fife College and changing the link which is included in the advert to the link to the vacancies page on the website may encourage candidates to disclose their protected characteristics. Analyse further applications for professional services posts by grade to establish if more females than males apply for lower graded posts and a difference in females and males applying for academic posts within specific departments. If so, conduct research into why and how this can be addressed. Further analysis to be completed on starting salaries of staff and whether or not there is a difference between genders **Action Plan – Encouraging Applications – Recruitment, Point 9.4**. Evaluate where posts are being advertised and whether posts can be advertised through other mediums to capture a diverse pool of applicants.

2.3 Staff Profile – Gender by Department

Department	Female %	Male %	Total %
Andrew Carnegie Department of Business Enterprise & Tourism	58%	42%	9%
Business Development	70%	30%	3%
Care; Social Science & Education	85%	15%	9%
Commercial Development	100%	0%	0.37%
Creative Industries	51%	49%	8%
Curriculum Partnerships and Supported Learning	70%	30%	5%
Engineering Technologies & Mathematics	19%	81%	9%
Estates	16%	84%	4%
Executive	87%	13%	1%
Finance	52%	48%	2%
Hair; Beauty & Sport	83%	17%	6%
Health & Safety	25%	75%	0.37%
ICT	23%	78%	4%
Learning and Skills Services (SPS)	80%	20%	6%
Learning and Teaching Services	75%	25%	2%
Marketing	44%	56%	1%
Organisational Development and HR	100%	0%	2%
Principal Office	25%	75%	0.37%
Quality and Curriculum Partnerships	82%	18%	3%
Science and the Built Environment	23%	78%	7%
Student Information Management	82%	18%	6%
Student Experience and Engagement	80%	20%	12%
Grand Total	61%	39%	100%

Looking at the gender profile by faculties for Academic Year 2016-17, Commercial Development and Organisational Development & HR has a 100% female gender population.

The highest male gender population can be found within Engineering Technologies & Mathematics and Estates at 81% and 84% respectively. It is recommended to monitor changes in the gender profile in the Faculty or Engineering, Energy and Mathematics to identify if STEM initiatives are increasing the female population or otherwise.

Creative Industries and Finance have an even gender profile split with 51%:49% and 52%:48% respectively.

The gender profile by Faculties is for the academic year 2016-17. There are organisational changes that have happened since the data was analysed and these will be reflected in the report next year. Such changes to organisational structure will affect the ability to compare across the profile of faculties and professional services over years and does not reflect recent organisational changes.

Recommendations - Continue to monitor changes in the gender profile in the Faculty or Engineering, Energy and Mathematics to identify if STEM initiatives are increasing the female population or otherwise. Continue to monitor and report on Departmental Gender Profiles, identifying where necessary actions to be taken. Reflected within the **Action Plan – Infrastructure – Resources, Point 3.4.**

2.4 Board Gender Profile – Gender

In relation to gender, the composition of the boards has changed from that of previous academic years; there is now a 50:50 split, female to male. The male composition of the board has decreased from the baseline of the previous year where membership was 61%. The College intends to match the ministerial guidance on public appointments and have a male and female representation of at least 40% of members, the current percentage representation has changed from the previous year where the split was 42:58, female to male, and these include the Regional Chair and staff and student members.

2.5 Staff Gender Pay Gap

The data used to prepare this report was extracted from the College's HR System on 31 January 2018 and has been analysed for all employees irrespective of their terms and conditions to calculate pay gaps. Subsequently, employee data has been grouped as considered being appropriate. 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 **-3.45%** and **-0.73%** respectively. Comparing this information to that of the previous equal pay report, there has been an increase of 1.38% in the mean pay gap and a 1.34% decrease in the median pay gap. This occurs as a result of the difference between the average hourly rate of pay between females and males in the Executive, Promoted Lecturer, Academic, Support Grades G & H and Academic – SPS Grade.

Overall Staff Equal Pay

Mean Difference (£)	Median Difference (£)	Mean Difference (%)	Median Difference (%)
-£0.72	-£0.15	-3.45%	-0.73%

2.6 Staff Occupational Segregation – Horizontal Segregation

Considering occupational segregation, in January 2018 it was report that females dominated the majority of Professional Services categories with a more even balance in the academic and personal contract categories, this is a change in comparison to April 2015 and December 2016 where females dominated personal contract roles, however there has been a change in academic roles where there were more males than females this has switched and there are now slightly more females than males within this category.

Reviewing the vertical segregation by gender, again females dominate the first 3 professional services grade (A – C) and again in Grade (F & G), lecturing grade this has not changed in comparison to the previous Gender Action Plan Report there has however been a change in the personal contract category and this is now a more equal split with 1 more female than male within this category, there has been no change in professional services category Grade D & E where it remains that males dominate females within this category.

2.7 Gender Pay Gap

From 2017 onwards it is a requirement for organisations employing over 250 staff members to report on their gender pay gap. The purpose of a gender pay gap analysis, as outlined by the Equality and Human Rights Commission, is to focus on comparing the pay of male and female employees. In addition to identifying the differences in pay, this analysis should also explore the factors influencing this and identify actions for addressing these differences.

All Staff

Data has been collected on the snap shot date of the 31 March 2017, where the workforce consisted of 984 staff, 609 (61.89%) Females and 375 (38.11%) males.

Women's Earnings are:

Mean gender pay gap in hourly pay

8.03% Lower

Median gender pay gap in hourly pay

12.33% Lower

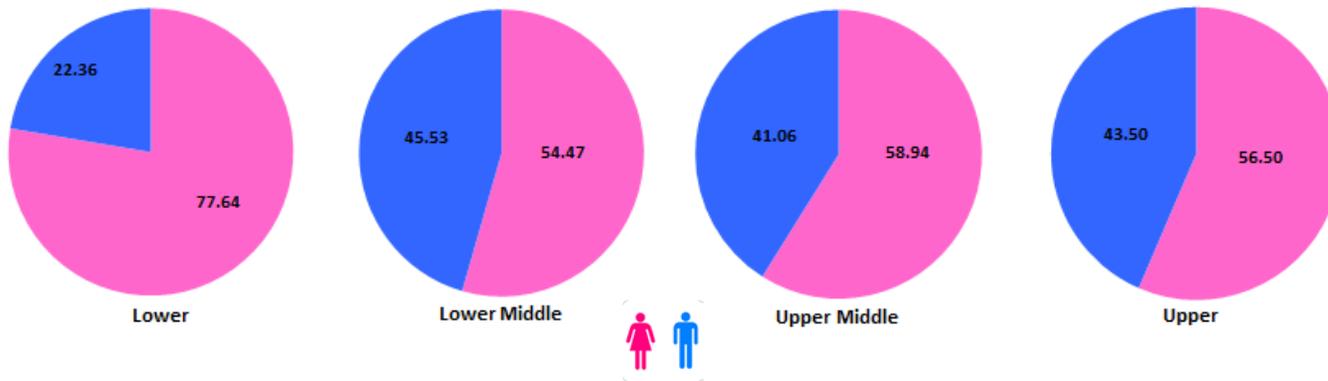
Mean bonus gender pay gap –

0.00%

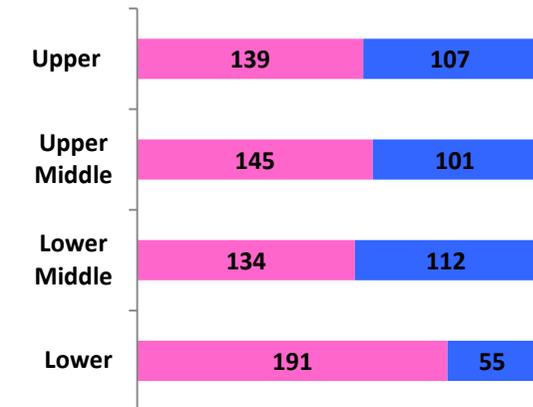
Median bonus gender pay gap –

0.00%

Proportion of males and females in each pay quartile (%)



Number of men and women in each pay quartile



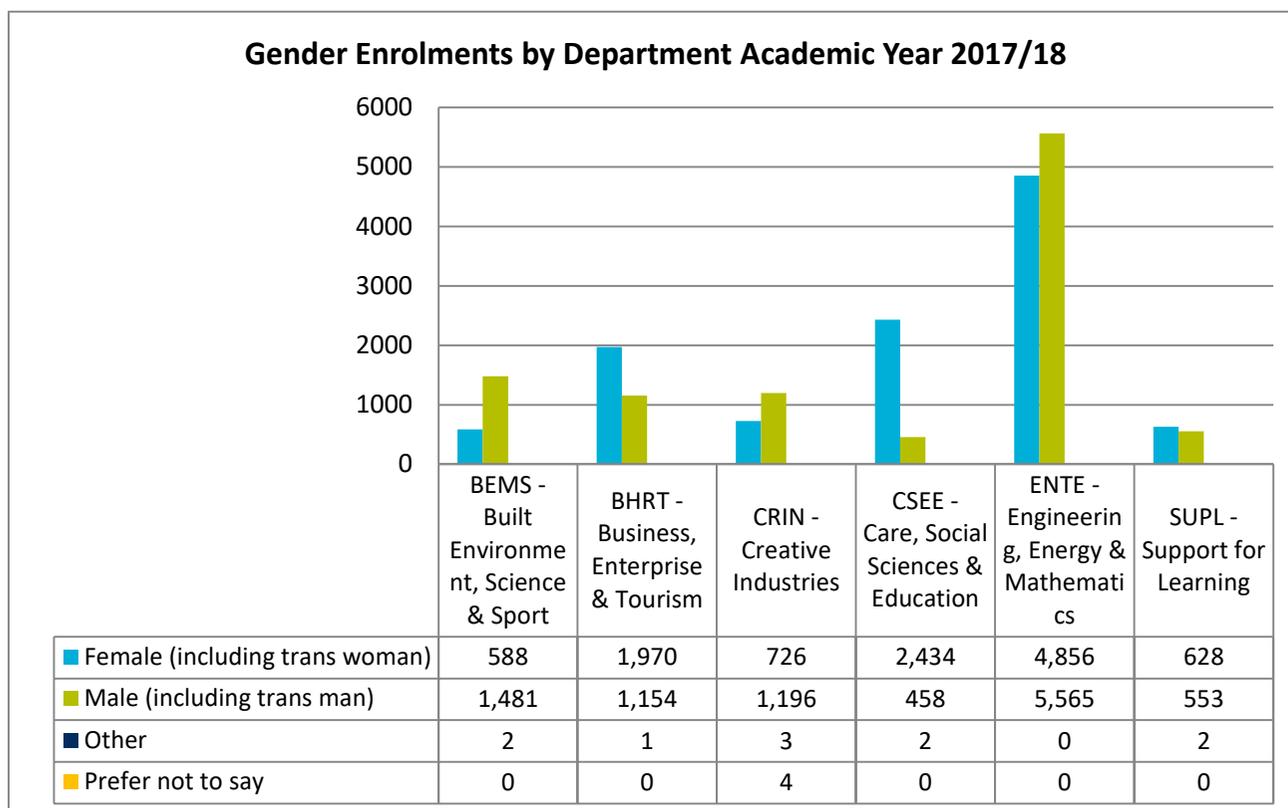
The mean average hourly rate for Females within the College is £16.02 as opposed to £17.42 for Males, this equates to a difference of £1.40. The median average hourly rate for Females within the College is £15.82 as opposed to £18.04 for Males, a difference to £2.22. This difference is due to a higher proportion of Males 55.46% of the total Males within the College within the Upper Middle and Upper pay quartiles as opposed to 46.63% of females the total females within the College.

2.8 Gender Enrolments by Department: Academic Year 2017/18

For the academic year 2017/18, the majority of student enrolments were within the Engineering Technologies & Mathematics Department at 4,856 females or 46.6% and 5,565 males or 53.4%. This represents a 1.3% increase in female enrolment.

The largest gender imbalances remain within the same departments of:

- Built Environment, Science and Sport at 588 females or 28.4% and 1,481 males or 71.6%. This does represent an 11% improvement for females enrolments; however it is to be noted that the academic structure has changed with now housed within this Faculty, which influences the figures to a degree although female enrolments are on the increase in other areas of the Faculty.
- Creative Industries at 726 females or 37.7% and 1,196 males or 62.3%. This represents a 7% improvement for female enrolments
- Care, Social Sciences and Education at 2,434 females or 84.2% and 458 males or 15.8%. This represents a 3% decrease for male enrolments with an increased number of female applicants for additional Childcare courses supporting the expansion of the Early Years workforce. Specific action planning to counterbalance this has now been put into place.



The gender split in the Supported Learning area remains balanced at 628 or 53.2% female enrolments and 553 or 46.8% male enrolments. It is to be noted however that there has been a 6% shift between genders compared to the previous years. This can be explained by an increase in female participation in adult community based learning, which the College has been reviewing.

The Faculty of Business, Enterprise and Tourism now includes the Hairdressing and Beauty curriculum areas which explains its increased in female enrolments compared to previous years. Enrolments for 2017/18 stand at 1,970 females or 63.1% and 1,154 males or 36.9% against 52.1% and 47.9% for,

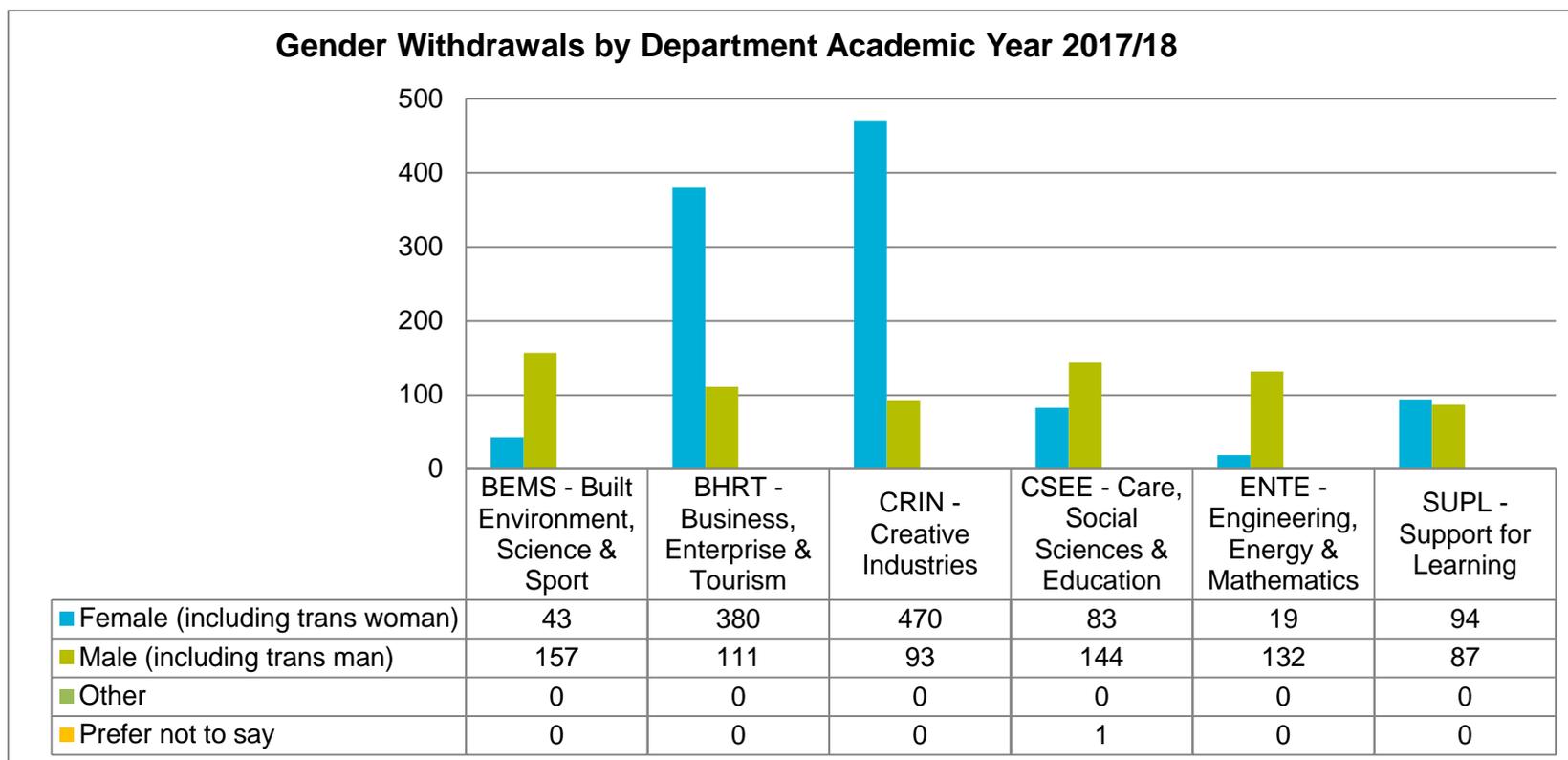
the previous year with the 11% shift fully attributed to the new curriculum areas.

The total enrolments in the College in 2017/18 show an increase in female student enrolments by 1.9%, which is reflective of positive actions taken in the STEM areas in particular.

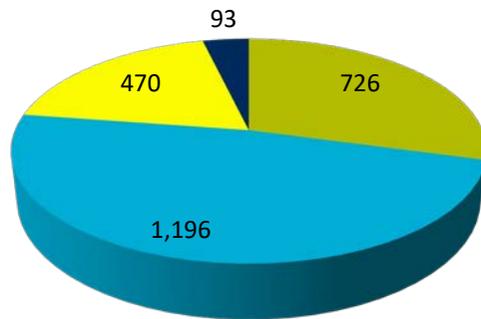
2.9 Gender Withdrawals by Department Academic Year 2017/18

Based on student enrolments within specific departments, the Faculties of Business, Enterprise and Tourism and of Creative Industries have high levels of withdrawals mainly concentrated in specific curriculum areas and denoting a marked imbalance towards female withdrawals, which highlights the need for further actions under **Action Plan –Points 4.3, 5.1, 5.2, 5.3, 6.2, 7.1, 7.3, 10.4, 10.5, 11.2 and 11.3**

Based on the figures at hand, the overall balance of withdrawals by gender stands at 60.1% for female learners and 39.9% for male learners, which is disproportionate to the increase in the number of overall female enrolments recorded. This is indicative of specific factors such as childcare / caring commitments in a number of cases. In line with SF guidance, the College has now developed new PT provision to help addressing some of these issues by supporting **Action Plan –Points 7.4, 9.3, 9.10 and 9.11**



CRIN - Creative Industries

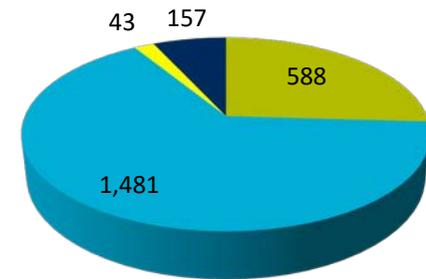


■ Enrolled Female ■ Enrolled Male ■ Withdrawn Female ■ Withdrawn Male

Considering Computer Science / Programming / Systems specific subjects, the number of female’s withdrawals is proportionally very high at 83.4% versus 16.5% for male learners. The College is addressing this under **Action Plan –Points 2.3, 3.7, 4.4, 5.1, 5.2, 5.3, 6.2, 9.3, 10.4 and 11.2. As for recruitment, an emphasis is placed on raising awareness of opportunities and on encouraging innovative thinking among stakeholders.**

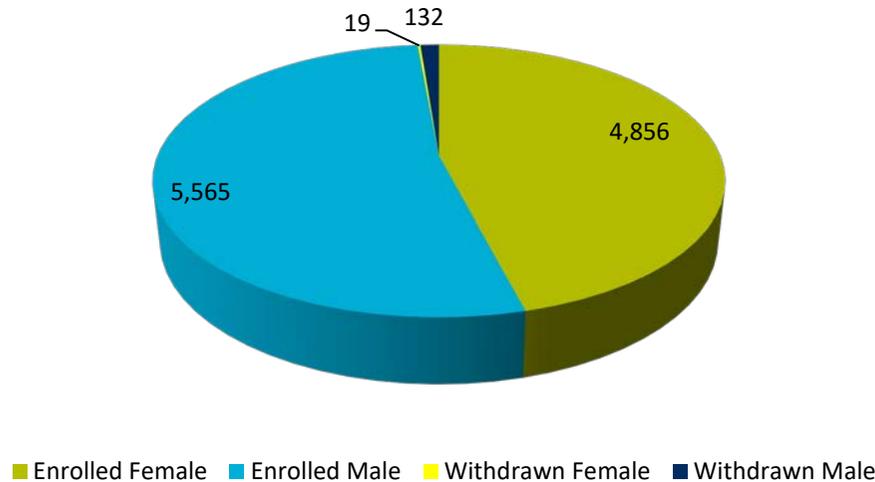
Reviewing specific subjects where females are under-represented, those within Construction / Building / Construction Operations and Building Services had a lower number of female students withdrawing from courses at 21.5% against 78.5% for males against the total withdrawal numbers recorded for 2017/18. This is encouraging and concordant with recent success stories with female learners being successful in wards and competitions in these curriculum areas as per **Action Plan –Points 11.2.**

BESS - Built Environment, Science & Sport



■ Enrolled Female ■ Enrolled Male ■ Withdrawn Female ■ Withdrawn Male

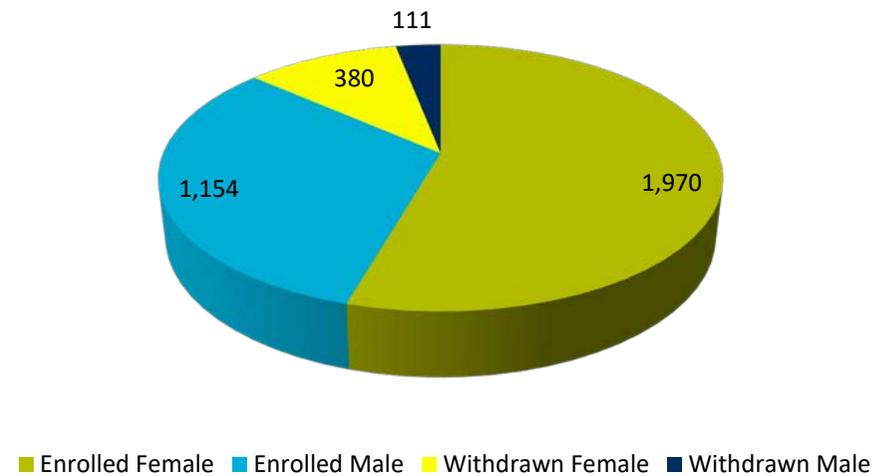
ENTE - Engineering, Energy & Mathematics



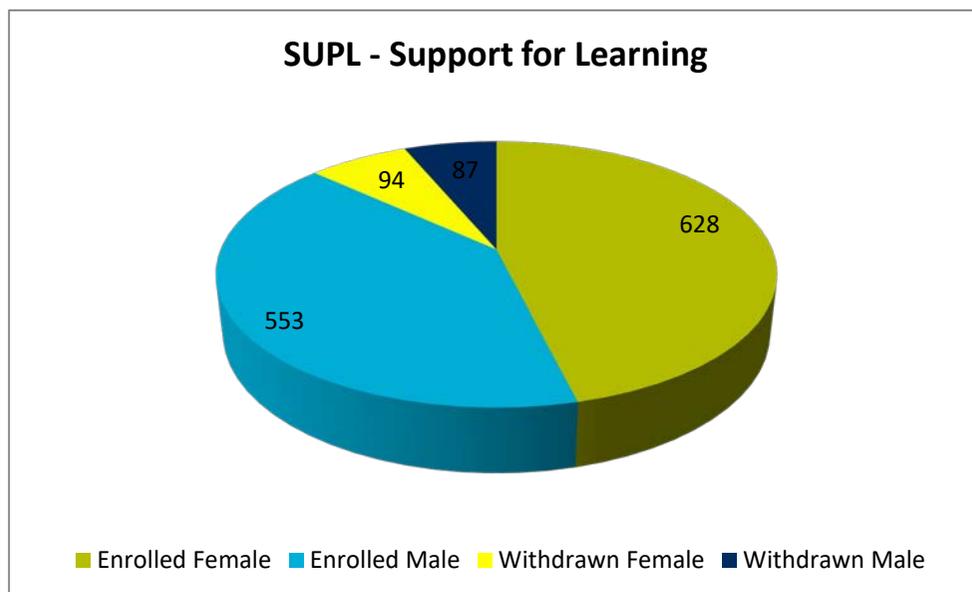
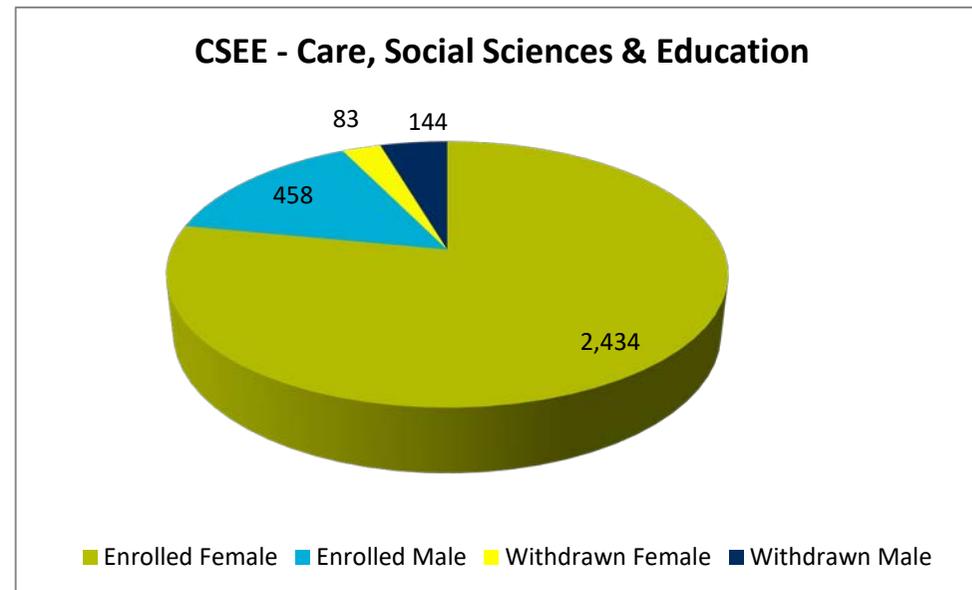
Within the subject areas of Engineering / Technology / Mechanical / Electrical / Vehicle Maintenance and Repair, the number of female learners withdrawing is equally disproportionate with 77.3% against 22.4% for males when considering total withdrawals. Action planning is similar to that described for the Creative Industries areas and aligns with the new Fife College and Fife regional STEM strategies and implementation plans for which specific KPIs will be made available in AY 2018.19.

In the Faculty of Business, Enterprise and Tourism, female withdrawals are proportionally much higher than male withdrawals with 77.3% against 22.6% of the total: this is heavily slanted by high numbers of withdrawals in the Hairdressing and Beauty areas but also representative of the Tourism courses. As for other Faculties with stark imbalances, action has been taken to ensure that courses on offer maximise student engagement and retention potential by introducing new courses (e.g. Barbering) and / or reviewing course design and delivery with a more balanced approach to curriculum content and presentation of career pathways and opportunities as per **Action Plan –Points 3.7, 5.3, 6.1, 7.3, 7.6, 10.4, 11.2** for example.

BHRT - Business, Enterprise & Tourism



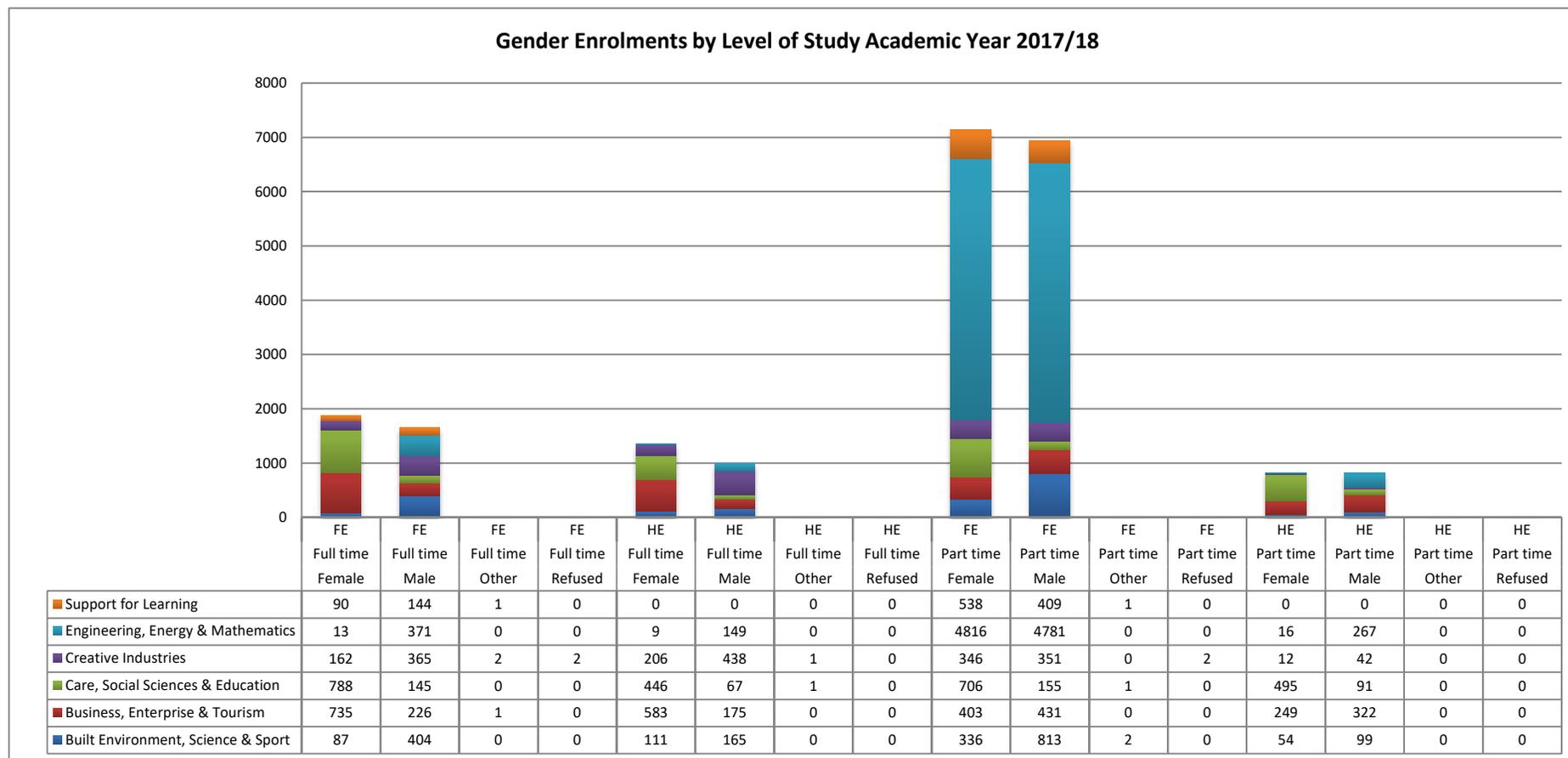
Care, Social Sciences and Education withdrawals remain heavily slanted towards male learners which is reflective of the societal perceptions encountered in a number of these areas, childcare in particular. As for other Faculties, positive action and increased engagement with partners at regional and national level (e.g. Men into Care course offering for 2018/19) to address these barriers is ongoing.



The balance of withdrawals in the Supported Learning area is broadly in line with enrolments with female withdrawals at 51.9% and male withdrawals at 48.1% of the total.

2.10 Gender Enrolments by Level and Mode of Study Academic Year 2017/18

When considering Faculties against overall College enrolments, the Faculty of Care, Social Science and Education had the highest number of female enrolments within Full Time Further Education (FTFE) courses at 788 or 42% compared to 145 or 8.7% of males. This was closely followed by Business, Enterprise and Tourism with 735 or 39.2% female enrolments and 13.6% male enrolments.



Built Environment, Science and Sport had the highest number of male enrolments within FTFE courses at 404 or 24.4% compared to 87 or 4.6% of females. Engineering, Energy and Mathematics and Creative Industries offer similar pictures with respectively 22.4% and 22% of the total College enrolments for male learners versus 0.7% and 8.6% of female enrolments. This evidences a dearth of female learners studying Engineering on a FT basis and is in line with current school subject choices and re-skilling / up-skilling of the existing regional workforce which is very predominantly male.

FT HE courses present a fairly similar picture with however an even more marked discrepancy in the Faculty of Creative Industries with 44% of the total male enrolments against only 15% of the total female enrolments whilst the balance is better for the Faculty of Built Environment, Science and Sport with 16.5 % of the total male [enrolments against](#) 8.1% of the total female enrolments. This reflects the uptake of Built Environment, Science and Sport courses in particular.

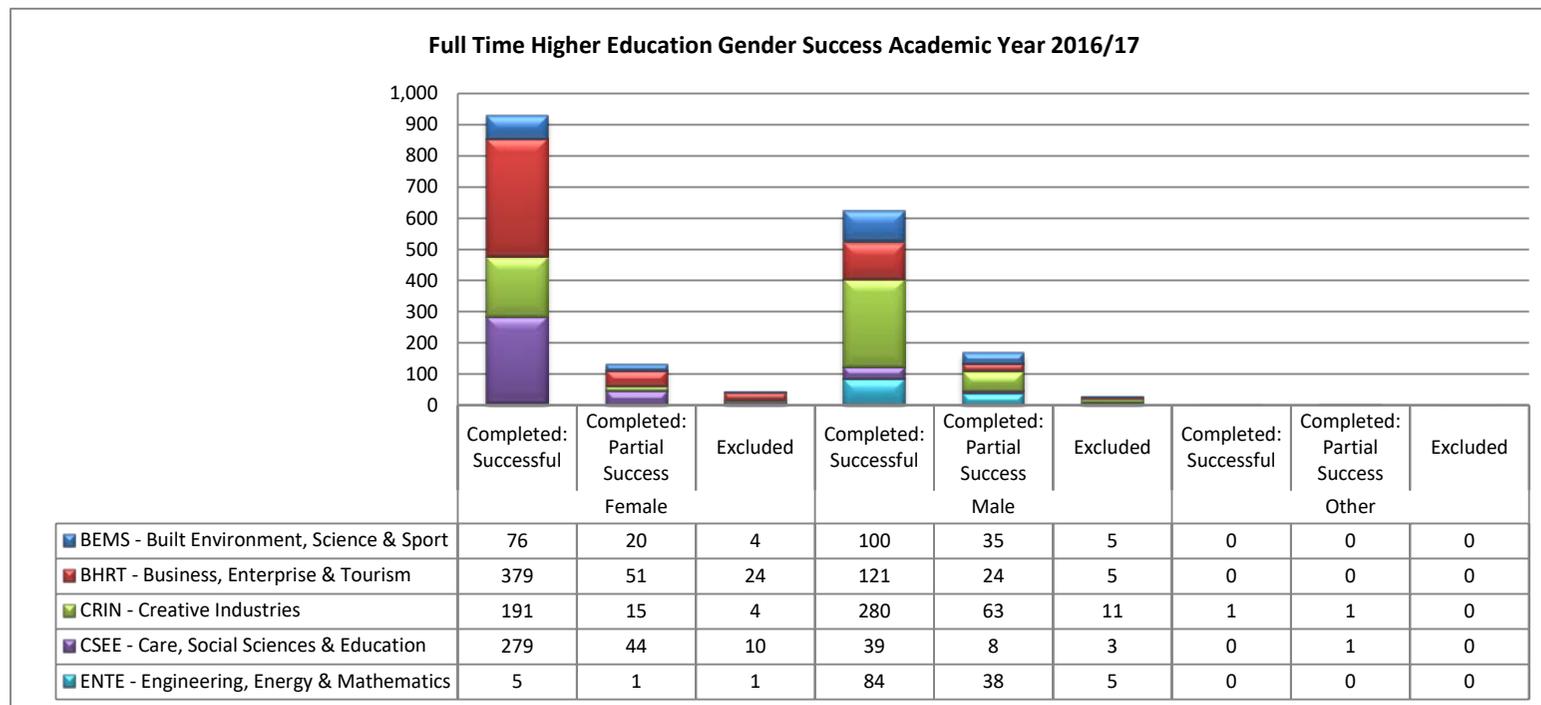
Numbers of female and male enrolments within Part Time Further Education (PTFE) and Part Time Higher Education (PTHE) courses reflect similar trends as these figures with the exception of the Faculty of Business, Enterprise and Tourism where male enrolments are higher at HE level, reflecting the nature of some of the PT provision currently on offer.

The large numbers of PT enrolments in Engineering reflect the Faculty's very extensive STEM activity partnership with the schools and evidence the work done to ensure gender parity in accessing activities on offer.

2.11 Full Time Higher Education Gender Success by Academic Year 2016.17

Based on the total overall student success by Gender for Full Time Higher Education (FTHE) Females were 930 or 59.8% and 624 or 40.2% for Males. This is in line with enrolments percentages and does not evidence any particular relation between success rate and gender.

Excluded from PIs: - 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 enroll and complete at anytime.



At Faculty level

Care, Social Science and Education have some of the highest rates for male Completed Successful and Partial Success, Success categories, which does correlate with enrolment and withdrawal data and with the required actions identified.

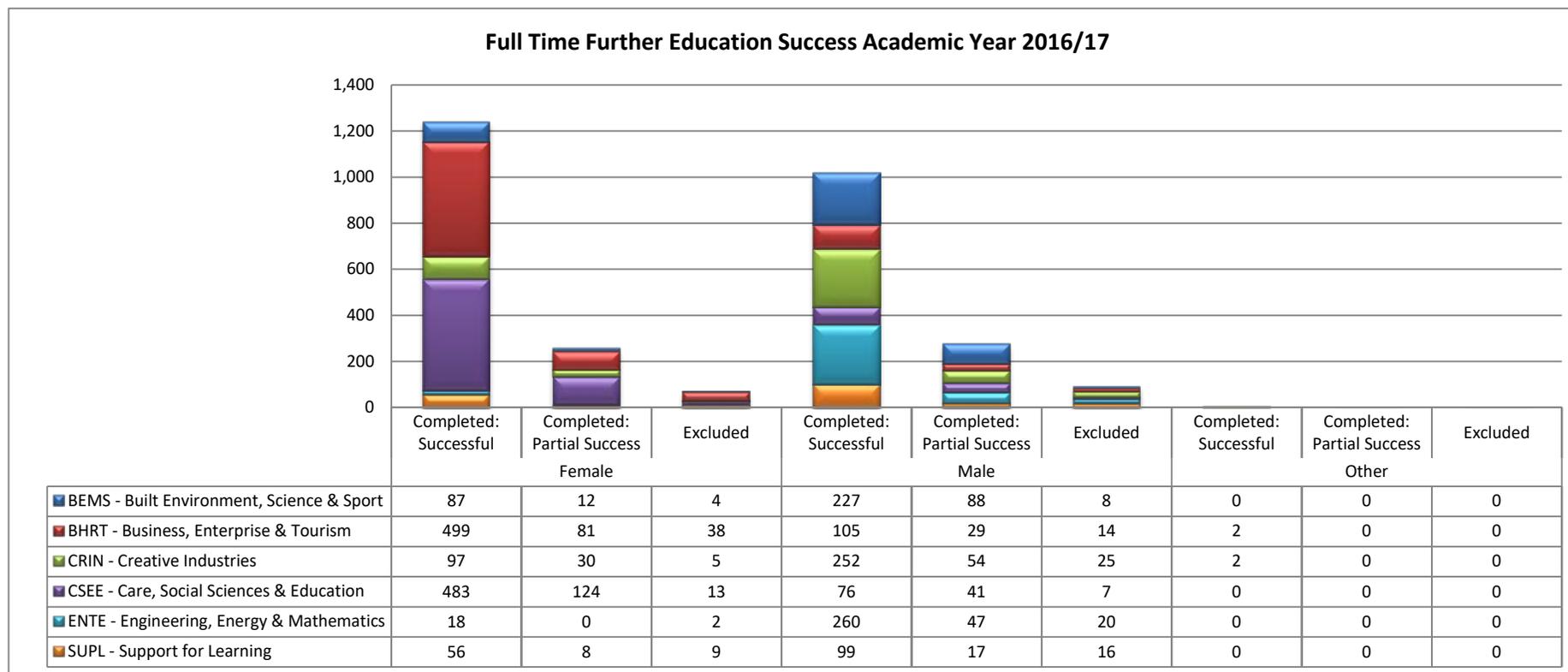
Engineering, Energy and Mathematics and Built Environment, Science and Sport had the highest number of Partial Successes for both Males and Females within FTHE Courses with percentages being atypically higher for Males but reflective of enrolment data.

Creative Industries presents a similar situation; however female successful completion is considerably higher and indicates a need to work on retention strategies as a high number of females withdraw but those remaining tend to be successful.

	Female		Male		Other		Total	
	Completed: Successful	Completed: Partial Success	Completed: Successful	Completed: Partial Success	Completed: Successful	Completed: Partial Success	Completed: Successful	Completed: Partial Success
BEMS - Built Environment, Science & Sport	65.0%	17.1%	56.8%	19.9%	0%	0%	60.1%	18.8%
BHRT - Business, Enterprise & Tourism	71.5%	9.6%	60.2%	11.9%	0%	0%	68.4%	10.3%
CRIN - Creative Industries	80.6%	6.3%	68.0%	15.3%	50%	50%	72.5%	12.1%
CSEE - Care, Social Sciences & Education	71.0%	11.2%	63.9%	13.1%	0%	100%	69.9%	11.6%
ENTE - Engineering, Energy & Mathematics	62.5%	12.5%	53.5%	24.2%	0%	0%	53.9%	23.6%

2.12 Full Time Further Education Gender Success by Academic Year 2016.17

Based on the total overall student success by Gender for Full Time Further Education (FTHE) Females Completed Successful rates are higher in all Faculties except for Engineering, Energy and Mathematics and Creative Industries. This is reflective of gender / age factors observed in some areas in particular with marked discrepancies between males and females success rates in Built Environment, Science and Sport and Care, Social Sciences and Education evidencing gaps in excess of 10% between males and females. This will continue to be addressed under **Action Plan –Points 10.2 – 10.5 and 11.1 –11.3**



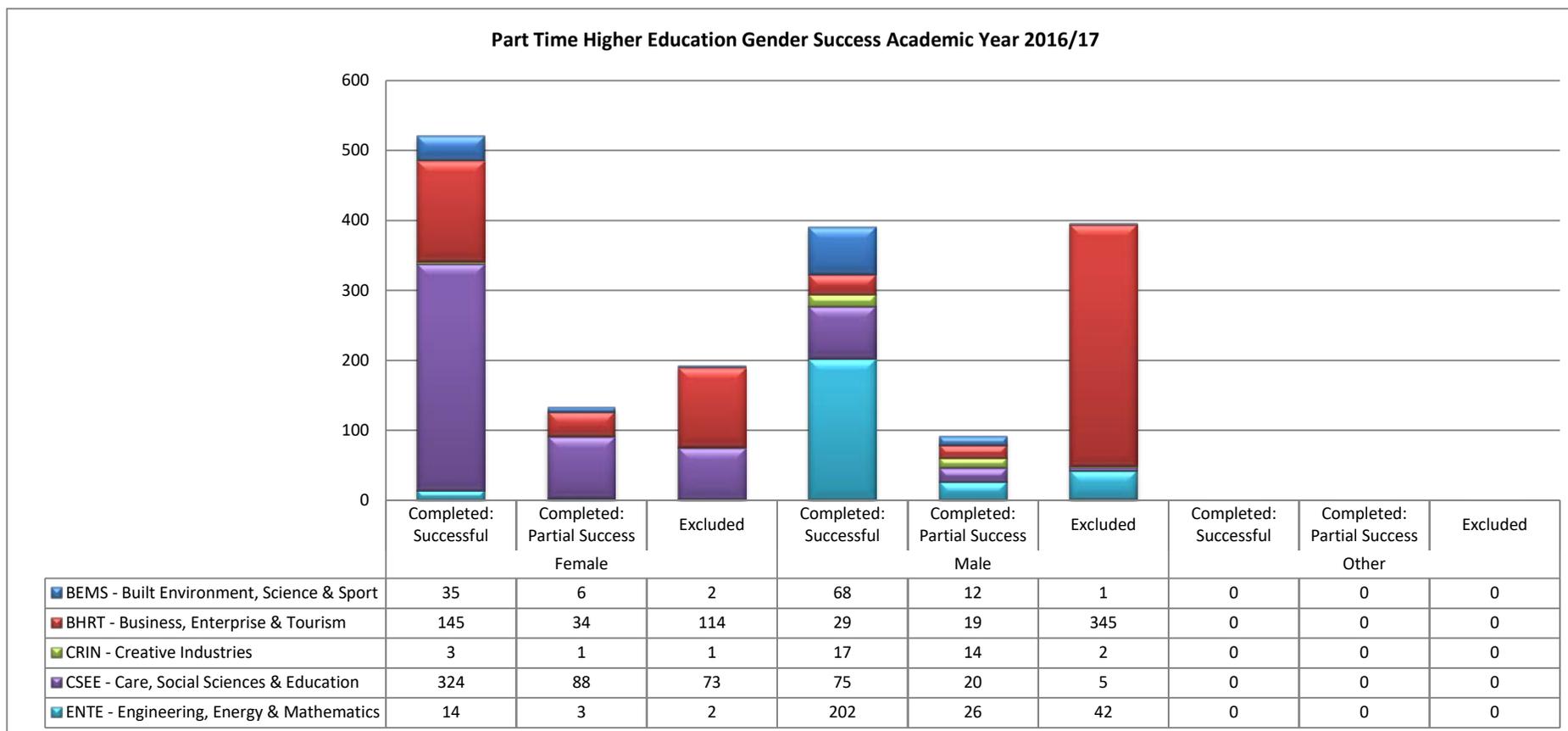
At Faculty level

The highest discrepancies between Males and Females Completed Successful and / or Partial Success are within the Faculties of Built Environment, Science and Sport / Care, Social Sciences and Education and Engineering, Energy and Mathematics, which mostly correlates with enrolment and withdrawal data and with the required actions identified. There is a need to further support success but also to take into consideration the number of students successfully moving to employment in relation to Partial Success rates e.g. for some of the Built Environment courses.

	Female		Male		Other		Total	
	Completed: Successful	Completed: Partial Success						
BEMS - Built Environment, Science & Sport	65.9%	9.1%	50.6%	19.6%	0%	0%	54.0%	17.2%
BHRT - Business, Enterprise & Tourism	55.1%	9.0%	52.8%	14.6%	100%	0%	54.8%	9.9%
CRIN - Creative Industries	57.1%	17.6%	61.6%	13.2%	100%	0%	60.4%	14.5%
CSEE - Care, Social Sciences & Education	56.2%	14.4%	44.7%	24.1%	0%	0%	54.3%	16.0%
ENTE - Engineering, Energy & Mathematics	62.1%	0.0%	69.5%	12.6%	0%	0%	69.0%	11.7%
SUPL - Support for Learning	69.1%	9.9%	62.3%	10.7%	0%	0%	64.6%	10.4%

2.13 Part Time Higher Education Gender Success by Academic Year 2016.17

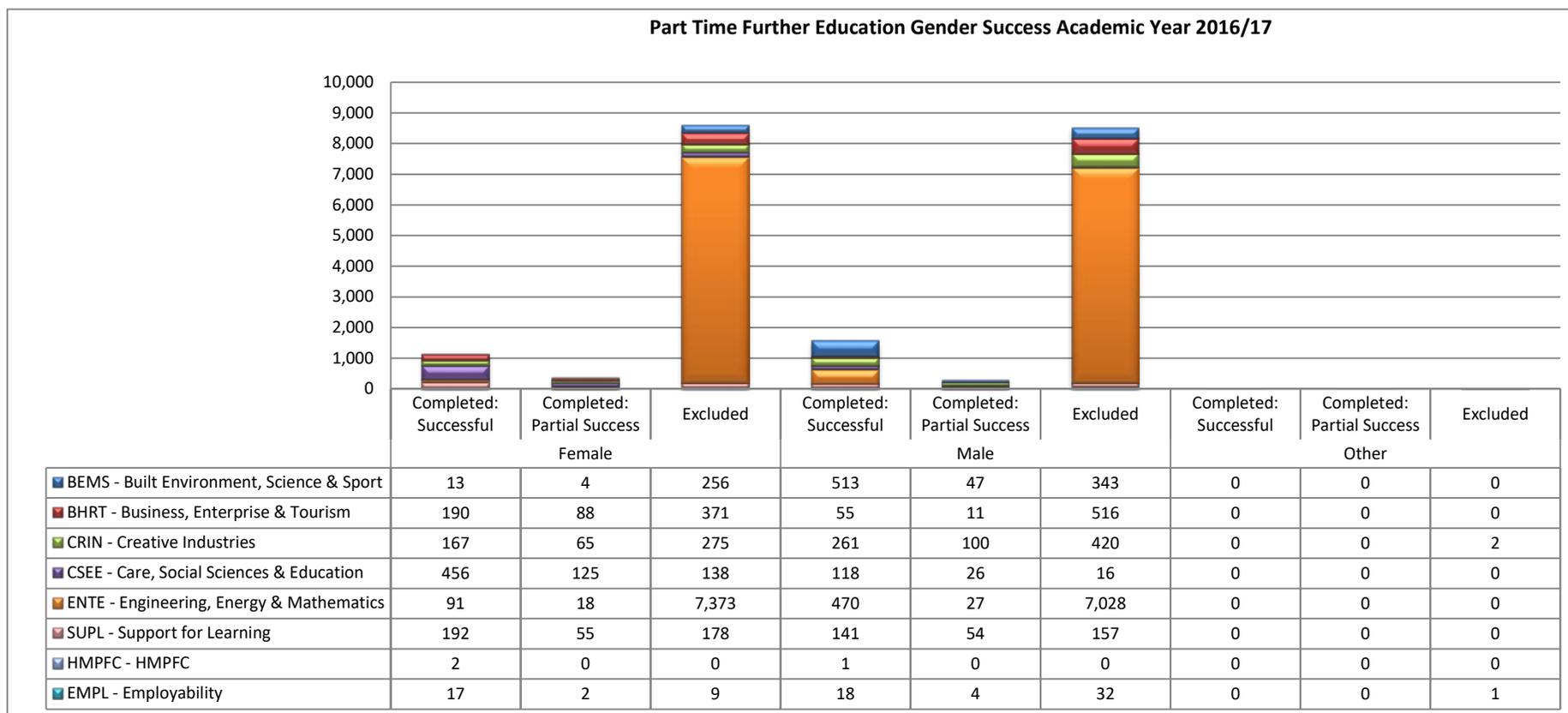
Completed Successful rates are fairly similar for females and males except for Business, Enterprise and Tourism and Creative Industries where female completed successful is more than 25% higher than male completed successful, with partial success rates following a similar trend. This is reflective of enrolments by gender.



	Female		Male		Other		Total	
	Completed: Successful	Completed: Partial Success	Completed: Successful	Completed: Partial Success	Completed: Successful	Completed: Partial Success	Completed: Successful	Completed: Partial Success
BEMS - Built Environment, Science & Sport	79.5%	13.6%	75.6%	13.3%	0	0	76.9%	13.4%
BHRT - Business, Enterprise & Tourism	70.0%	16.4%	54.7%	35.8%	0	0	66.9%	20.4%
CRIN - Creative Industries	75.0%	25.0%	48.6%	40.0%	0	0	50.0%	37.5%
CSEE - Care, Social Sciences & Education	71.7%	19.5%	70.8%	18.9%	0	0	71.5%	19.4%
ENTE - Engineering, Energy & Mathematics	73.7%	15.8%	79.5%	10.2%	0	0	79.1%	10.6%

2.14 Part-time Further Education Gender Success by Academic Year 2016.17

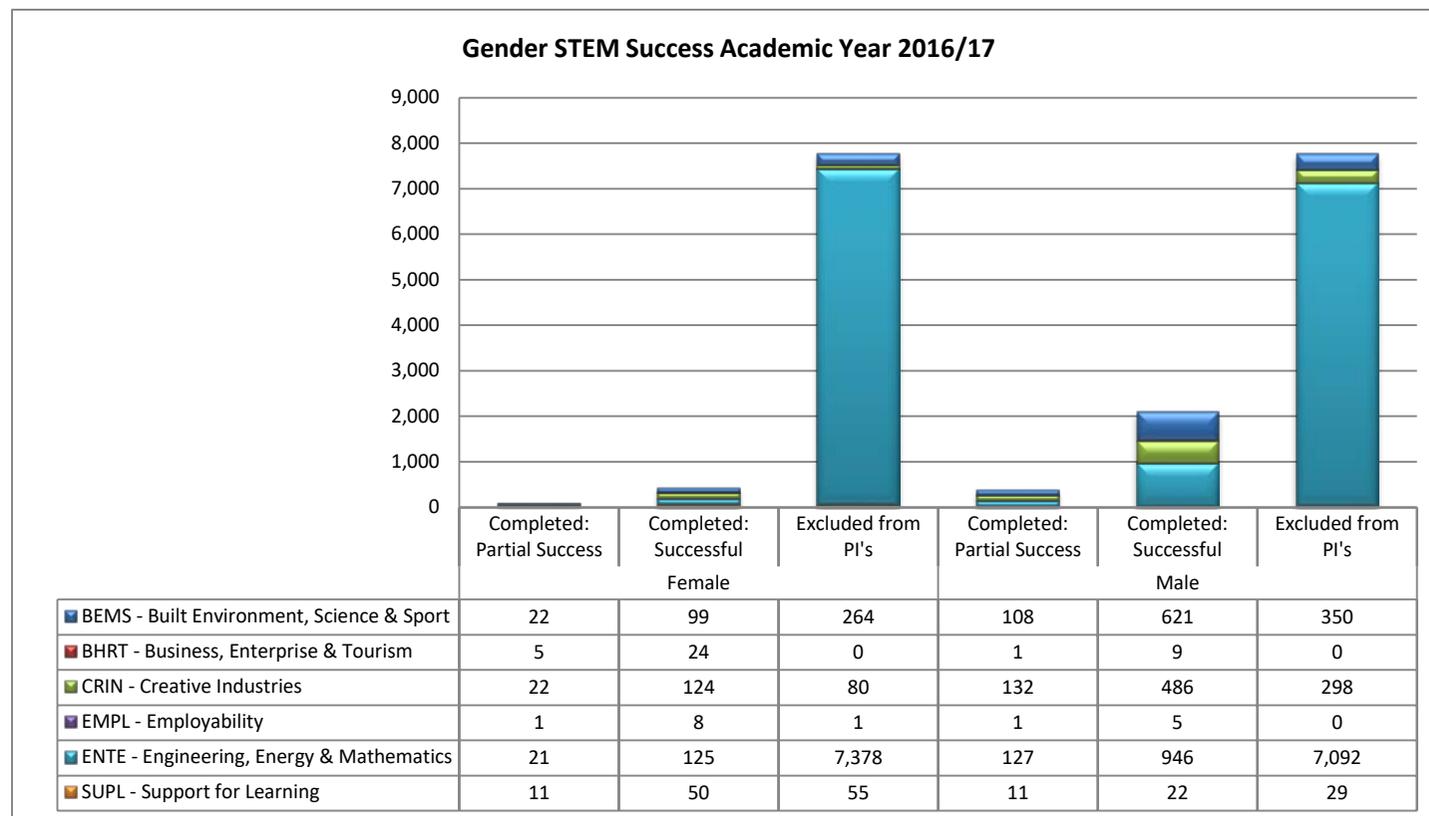
Completed Successful rates are fairly similar for females and males except for Engineering, Energy and Mathematics and Sciences & Built Environment, which is reflective of participation levels. The very large number of STEM based enrolment related to primary for BGE pupils and of other excluded from PIs numbers in other areas limit the analysis.



	Female		Male		Other		Total	
	Completed: Successful	Completed: Partial Success	Completed: Successful	Completed: Partial Success	Completed: Successful	Completed: Partial Success	Completed: Successful	Completed: Partial Success
BEMS - Built Environment, Science & Sport	48.1%	14.8%	86.8%	8.0%	0	0	85.1%	8.3%
BHRT - Business, Enterprise & Tourism	56.9%	26.3%	67.1%	13.4%	0	0	58.8%	24.0%
CRIN - Creative Industries	65.2%	25.4%	69.2%	26.5%	0	0	67.6%	26.1%
CSEE - Care, Social Sciences & Education	64.5%	17.7%	69.4%	15.3%	0	0	65.5%	17.2%
ENTE - Engineering, Energy & Mathematics	67.9%	13.4%	85.5%	4.9%	0	0	82.0%	6.6%
SUPL - Support for Learning	53.0%	15.2%	50.4%	19.3%	0	0	51.9%	17.0%
HMPFC - HMPFC	100.0%	0.0%	100.0%	0.0%	0	0	100.0%	0.0%
EMPL - Employability	54.8%	6.5%	47.4%	10.5%	0	0	50.7%	8.7%

2.15 STEM – Success Academic Year 2016/17

As per the previous table for this document, enrolments excluded from PIs account for large numbers of students. The figures observed across the faculties confirm higher percentages of completed successful for female than for male students for whom partial success is proportionally higher across the Board. This is similar to the analysis provided under 2.12



The overall student data shows an improvement trend but still highlights marked gender imbalances at recruitment level in specific curriculum areas: Built Environment, Science and Sport, Engineering, Energy and Mathematics where male representation remains higher and Care, Social Sciences and Education with a higher female representation. 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 still 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.

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 continue to be shared with departments and used at curriculum area level to support operational planning and to support the realisation of specific targets.

3.0 Action Plan

The action plan aims to continue 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 is reviewed on an annual basis to allow monitoring of progress and regular review and update of this plan to ensure efficacy.¹

Monitoring arrangements 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 –support the development and review of the action plan. The new dashboards made available to staff and e4e College evaluation tools allow for analysis of gender based data.

The plan tracks the strategic aims outlined by the SFC Gender Action Plan and aims to align with the evaluation framework and male engagement strategy expected in the summer 2018. It aims to support the SFC ambition to see no gender imbalance greater than 75:25 in any given subject area by 2030. Looking at overall figures, the only Faculty where the gender imbalance is greater than 75:25 is in the Care area although these levels still exist in Engineering and Built Environment when focusing on FT provision. The College's aim is to increase the minority gender share in these areas by 5% by 2023 in line with the new College Strategic Plan and regional STEM KPIs to be agreed in 2018/19. Specific targets will be agreed with Faculties to dovetail with these KPIs. Specific actions and existing statistical information have been added within the action plan in order to evidence progress to date.

¹ *Original timescales have been kept in the document and revised timescales added where appropriate in order to facilitate tracking of progress to date*

1.0 Infrastructure – Systems							
	What are the actions required to achieve the outcome?	Gender Outcome	Lead Responsibility	Others Involved	Timescale for achievement / Progress Update	What are the measurements for achieving the outcomes?	General Comments / Specific Actions
1.1	Review the current Professional Development Review (PDR) system and how this translates into a College wide Continuous Professional Development (CPD) Plan – (EMR 1.3)	1, 2, 5	Director of Organisational Development and Human Resources	Organisational Development Team and Learning and Teaching Practice and Development Team	September 2017 Revised timescale January 2019	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	New on-line CLPL System will be introduced during academic year 2018/19. The current PDR system has been amended slightly to include pulldown lists for part 3 of the PDR which should help with the completion of these. Free enrolment on Fife College courses for all staff has also been introduced. All Staff Essential Modules page has been created within iLearn. The College has been validated with GTCS registration, this means that CMs can sign off professional updates as part of the PDR process for individuals who are GTCS registered

1.0 Infrastructure – Systems							
	What are the actions required to achieve the outcome?	Gender Outcome	Lead Responsibility	Others Involved	Timescale for achievement / Progress Update	What are the measurements for achieving the outcomes?	General Comments / Specific Actions
1.2	Ensure the Access and Inclusion Strategy is fully implemented across the College – (EMR 1.7)	1,2,3,4,5	Vice Principal Academic Strategy	Directors, CMs, AP Quality and Academic Partnerships, Student Experience and Engagement SIM, external agencies	July 2018 Complete	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.	The strategy has been updated following a review of roles and responsibilities and emphasis placed on more targeted support
1.3	Review the governance, management and consultation structures to ensure that responsibility for equality and diversity is clear and transparent – (EMR 7.1)	1,2,3,4,5	Director of Organisational Development and Human Resources		September 2017 Revised timescale January 2019	The structures for equality and diversity consideration are clear to members of staff and students with clear lines of responsibility and resources attached	Structures review, including recent new roles are being finalised in 2018.19

2.0 Infrastructure – Humans							
	What are the actions required to achieve the outcome?	Gender Outcome	Lead Responsibility	Others Involved	Timescale for achievement / Progress Update	What are the measurements for achieving the outcomes?	General Comments / Specific Actions
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 – (EMR 1.2)	1,3	Assistant Principal – Quality and Academic Partnerships	Directors, CMs, Student Experience and Engagement, SIM	July 2018 Complete	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	A new College communication system has been established with weekly announcements and updates introduced
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 – (EMR 1.4)	1,4,5	Director of Organisational Development and Human Resources		December 2017 Revised timescale January 2019	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	A process has been drafted and once the Workforce Plan has been finalised, the career succession process will support its implementation to support career development.

2.0 Infrastructure – Humans							
2.3	Encourage and promote career progression out with traditional subject based routes through consideration and development of existing individual skills sets - (GAP 1.1)	1,2,5	Vice Principal Academic Strategy	Directors, Executive Team	July 2019	Staff male / female representation shows greater gender balance across all curriculum areas	Positive action has been reinforced e.g. staff participation in FuturEquiped project In Faculty of Care, Social Sciences and Education PDR process used to identify individual's aspirations, manager support for e.g. degree applications. Currently one member of faculty support staff has additional contract as lecturer. Staffing in faculty is overwhelmingly female – 13.5% of staff are male
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 – (EMR 1.5)	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.	The Health Working Lives Silver award has been retained for 2017. It is envisaged that the College will gain the Gold Award by April 2018.
2.5	Review the process by which support is provided to member of staff who have declared a disability and how their on-going needs are managed – (EMR 1.6)	1,5	HR Operations Manager	Human Resources Team	September 2017 Complete	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	

2.0 Infrastructure – Humans							
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 – (EMR 2.9)	1,2,3,4,5	Director 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	The resignation rate for females is still higher than that of males. This could be due to the higher female population within the College. It is recommend the introduction of exit questionnaire which would monitor the main reasons why individuals leave the College.
2.7	Investigate further the finding that people with disabilities appear to earn more than members of staff who have not declared disability – (EMR 2.10)	1,2,3,5	Director 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	A further equal pay report for academic year 2018 has been produced. This report shows that there is a negative pay gap for members of staff who have declared a disability. This is not a robust finding due to the small number of individuals who have declared a disability.

2.0 Infrastructure – Humans							
2.8	Investigate further the finding that people who declare their ethnicity as 'White Other' appear to earn more than other ethnicities – (EMR 2.11)	1,2,3,5	Director 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	A further equal pay report for academic year 2018 has been produced. This report shows that there is a negative pay gap for staff that has identified an ethnicity as 'White Other'. This is not a robust finding due to due to the small number of individuals who have declared an ethnicity of 'White Other'.
2.9	The CPD programme will include training relating to equality, diversity and gender bias – (EMR 3.2 / GAP 1.2)	1,2,5	Director 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	A number of learning nexus modules relating to equality and diversity are available on line for all members of staff to complete. It is recommended that a number of these are included within the All Staff Essential Modules for all new staff to complete. Twenty one individuals attended Unconscious bias training in August 2017.

2.0 Infrastructure – Humans							
2.10	CPD providers will be asked to ensure that equality and diversity is central to and part of programmes delivered to staff – (EMR 3.3)	1,2,5	Director 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 – (GAP 1.3)	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	The FCSA strategic and operational plan addresses gender based issues

3.0 Infrastructure – Resources							
	What are the actions required to achieve the outcome?	Gender Outcome	Lead Responsibility	Others Involved	Timescale for achievement / Progress Update	What are the measurements for achieving the outcomes?	General Comments / Specific Actions
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 – (EMR 1.1)	1,2,3,5	Director of Organisational Development and Human Resources	Organisational Development Team	July 2017 Revised timescale August 2018	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	All matrix reports to be completed by August 2018 and launched alongside the OD Themes for 18/19.
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 – (EMR 2.5 / GAP 1.4)	1,2,3,4,5	Director of Organisational Development and Human Resources	Organisational Development Team	December 2018	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	This will be completed in preparation for the next Staff Survey to enable comparison of responses by particular groups of staff, including those with protected characteristics.
3.3	Re-run the Staff Survey in December 2018 – (EMR 2.6)	1,2,3,5	Director 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	Planning in progress for December 2018 Staff Survey

3.0 Infrastructure – Resources							
3.4	Conduct further analysis of the staff profile, for example by department, grade and absence to establish gender imbalances – (EMR 2.8 / GAP 1.5)	1,2,3,5	Director 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	Continue to monitor and report on Departmental Gender Profiles, identifying where necessary actions to be taken.
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 – (EMR 3.1)	1,2,3,5	Director of Organisational Development and Human Resources	Organisational Development Team	July 2018 Revised timescale January 2019	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	Equality and Diversity has been a thread throughout the 2017-18 OD Themes. This will continue for Academic Year 18/19. It would be a recommendation moving forward that a number of Equality and Diversity Modules be included within the All Staff Essential Modules page.
3.6	Improve the religious literacy of members of staff and students through development of material related to the Respect theme and other initiatives – (EMR 3.7)	1,2,3,5	Director 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	This has been progressed through the OD activity and promotion of key religious days. This work will continue to embed appreciation and understanding of difference for everyone.

3.0 Infrastructure – Resources							
3.7	Improve the awareness of new and emerging career pathways and opportunities among curriculum and guidance members of staff – (GAP 1.6)	1, 2, 3, 5	Vice Principal Academic Strategy	Directors, CMs, Head of Student Experience, external partners (e.g. SDS, employers, schools)	July 2018 Revised Timescale July 2019	Curriculum and guidance members of staff are aware of and updated on career pathways and provide quality support on these to others in College	A college CLPL day, including awareness raising of new industries (e.g. Cyber security) has taken place. Business breakfast and other networking events involving industry (e.g. Mission to Mars event, Masterclasses) have taken place. Updates are provided via the College website (e.g. blogs re Enterprise, Engineering.) Participation in Digital Healthcare Innovation project, to raise awareness of new career pathways

4.0 Infrastructure – Relationships							
	What are the actions required to achieve the outcome?	Gender Outcome	Lead Responsibility	Others Involved	Timescale for achievement / Progress Update	What are the measurements for achieving the outcomes?	General Comments / Specific Actions
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 – (EMR 1.8)	1,2,3,4,5	Director of Organisational Development and Human Resources	Organisational Development Team, Equality and Diversity Strategy Group	July 2018 Complete	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	An Equality Impact Assessment Survey was issued to members of staff who are responsible in completing these. As a result of the feedback from the survey, training and information sessions will be arranged to help with the completion of these.

4.0 Infrastructure – Relationships							
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 – (EMR 3.4)	1,2,3,4,5	Director 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	A number of reports have been published on the College's website for staff to access. Equality and Diversity continues to be a main thread within the OD Themes. An awareness calendar is available until the end of the academic year and further updates and information for the following academic year will be included within this calendar. Work in conjunction with the Student Association and other partners within the College to promote key awareness days

4.0	Infrastructure – Relationships						
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 – (GAP 1.7)	1, 2, 3, 4, 5	Director of Organisational Development and Human Resources, Vice Principal Academic Strategy	Directors, CMs	July 2018 Complete	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	All staff event was held at the start of academic session 2017-18. There is also a Learning and Teaching day planned for 21 June with a “Marketplace” to provide information and signposting on the various services offered to support students Redesign of Care level 5/6 programmes, and Education 5/6 programmes encourages cross-team working (including science) and development in core skills and digital skills delivery will encourage further cross-team working

4.0	Infrastructure – Relationships						
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 – (EMR 6.1 / GAP 1.8)	1, 4	Vice Principal – Academic Strategy	Directors, CMs Business Development team, Student Experience and Engagement	July 2018 Revised Timescale July 2019	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	New MA frameworks are on offer 16 FA in Engineering in 2017-2018 and look to recruit 32 in 2018-2019, including increased female participation Despite bidding for an increase in Social Services and Healthcare MA places the College only has 8 places in 18/19 (14 – 17/18) Request to support MA Healthcare Clinical delivery in development Food and Drink MAs added to portfolio and recruited in this key sector.

4.0	Infrastructure – Relationships						
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 – (EMR 6.2 / GAP 1.9)	1, 2, 4	Vice Principal – Academic Strategy	Directors, CMs External stakeholders (Fife Council, DYW regional board)	July 2018 Partial Completion / Revised Timescale July 2019	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	The revised FIFE College STEM strategy has been adopted as the regional strategy, KPIs will be agreed in 2018/19, including targets for schools and College departments The Creative Industries Faculty actively promotes all STEM/STEAM curriculum areas in schools through project working with schools and businesses. The Faculty of Built Environment, Science and Sport deliver DEC courses DEC to S3/S4 pupils run and Crystal Growing competitions for P6 & P7 pupils

4.0 Infrastructure – Relationships							
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 – (EMR 6.5 / GAP 1.10)	2, 4	Vice Principal Academic Strategy	AP Quality and Academic partnerships, Directors, CMs External stakeholders (Fife Council, DYW regional board, SDS)	July 2018 Partial Completion / Revised Timescale July 2019	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	STEM numbers have increased with an increase of female learners accessing activities. A new “Men Into Care” programme (national programme) has been introduced for 2018/19 SCP offer reviewed for 18/19 Workshops in healthcare, social care and childcare in development with SCP team.
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 – (EMR 6.6)	2, 3, 4	Vice Principal Academic Strategy	Directors, CMs	July 2018 Ongoing Revised Timescale July 2019	The College supports the DYW outcomes within the region including in relation to equality and diversity	Partnership work focuses on specific aspects e.g. development of the FA offering

5.0 Influencing the Influencers – Educators and Careers Advisors							
	What are the actions required to achieve the outcome?	Gender Outcome	Lead Responsibility	Others Involved	Timescale for achievement / Progress Update	What are the measurements for achieving the outcomes?	General Comments / Specific Actions
5.1	There is specific CLPL that helps those in the classroom to develop inclusive teaching practices and to understand gender bias - (GAP 1.11)	1, 2, 5	Vice Principal Academic Strategy	Directors, CMs, CM – Learning and Teaching Practice and Development, Student Experience and Engagement	July 2019	Members of staff in the classroom have inclusive teaching practice which enables all students to participate in and develop their own learning	A dedicated L&T CLPL day has taken place incorporating specific training. Faculty based CLPL plans are under development to ensure a tailored approach e.g. 2 CSEE faculty days per year, where inclusive L&T is shared.

5.0 Influencing the Influencers – Educators and Careers Advisors							
							<p>BESS and BHRT Faculties have 3 Learning and Teaching Days to support inclusive teaching practices and for staff to understand Gender Bias.</p> <p>Creative Industry staff members continue to engage in classroom student led project based learning which enables all students to participate in and develop their own learning</p>
5.2	<p>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 – (EMR 5.2)</p>	1,2,5	Vice Principal Academic Strategy	<p>Assistant Principal – Quality and Academic Partnerships Directors, CMs, CM L&T Enhancement CM – Learning & Teaching Services</p>	December 2018	<p>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</p>	<p>As above + learner survey questions are constantly refined to capture feedback and evidence impact. This is complemented by local learner surveys conducted by the FCSA Engineering Faculty has Learning and Teaching as a standing agenda item on all team meetings to support inclusive teaching practices and for staff to better understand Gender Bias.</p>

5.0 Influencing the Influencers – Educators and Careers Advisors							
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 – (GAP 1.12)	2, 3, 4	Manager – Employability and Partnerships	Head of Student Experience, Directors, CMs External stakeholders (Fife Council schools, DYW regional board, SDS) Marketing	July 2018 Partial Completion / Revised Timescale July 2019	Application patterns evolve towards fewer imbalances, success rates improve for defined groups	A new management post has been created. A new employability strategy is in development and will incorporate this

6.0 Influencing the Influencers – Parents							
	What are the actions required to achieve the outcome?	Gender Outcome	Lead Responsibility	Others Involved	Timescale for achievement / Progress Update	What are the measurements for achieving the outcomes?	General Comments / Specific Actions
6.1	Improve access to information to support informed career choices, including increased knowledge of local and regional employment opportunities for all – (GAP 1.13)	2, 3, 4	Director of Marketing	Vice Principal Academic Strategy, School College Partnerships team, Directors, CMs, Student Experience and Engagement team, CM – Learning and Teaching Practice and Development, External stakeholders (Schools, SDS, Employers)	July 2018 Complete	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	Progression maps including T shape profiles and references to employment opportunities have been produced. Targeted marketing campaigns and open events have been developed

6.0 Influencing the Influencers – Parents							
6.2	Work more closely with Student association to encourage support mentoring and buddying schemes focusing on reducing gender based perceptions in heavily gender segregated areas – (GAP 1.14)	2, 3, 4	Fife College Student Association	Head of Student Experience, Directors, CMs, School College Partnerships team	July 2018 Ongoing / Revised Timescale July 2019	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	Partnership work ongoing with more specific SA officers roles

7.0 Influencing the Influencers – Current Students							
	What are the actions required to achieve the outcome?	Gender Outcome	Lead Responsibility	Others Involved	Timescale for achievement / Progress Update	What are the measurements for achieving the outcomes?	General Comments / Specific Actions
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 – (EMR 5.7 / GAP 1.15)	3	Assistant Principal – Quality and Academic Partnerships	Vice Principal Academic Strategy Directors, CMs,	July 2018 Partial completion / Revised Timescale July 2019	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	The new e4e evaluation tool takes full cognisance of gender based data now available to staff to allow for further action planning based on evidence
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 – (EMR 2.4)	3, 5	Head of Student Experience and Engagement / HR Operations Manager	As appropriate	July 2018 Complete	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	A specific policy document is now in place to support this
7.3	Equality and diversity continues to be embedded in learning and teaching with a particular focus on gender – (EMR 5.3 / GAP 1.16)	1, 2, 3,	Vice Principal Academic Strategy	Directors, CMs,	July 2018 Ongoing / Revised Timescale July 2019	Learning and teaching approaches draw on a wide variety of role models, publications, events – topical and historical	

7.0	Influencing the Influencers – Current Students						
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 – (EMR 5.5)	3	Vice Principal Academic Strategy	Directors, CMs,	July 2018 Ongoing / Revised Timescale July 2019	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	Statistics evidence progress. Specific objectives are in place. Target setting is ongoing and reflects regional partnership developments (e.g. STEM strategy) Planned “Men into Childcare” courses running in 18/19 Analysis of gender success included in team evaluations to identify issues that affect gender PIs Promotion of male role models in L&T across faculty, through visiting speakers, and promotional materials.

7.0 Influencing the Influencers – Current Students							
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 – (EMR 5.8)	1, 3	Vice Principal – Academic Strategy	Directors, CMs Head of Student Experience, School College Partnerships team	July 2018 Revised Timescale July 2019	The data from the baseline measurement to the end of the academic year 2017-18 shows a 3% increase	Increase is lower than targeted. Further analysis and remedial action are required Faculty of Engineering offers Increased credits in Stenton and Levenmouth campuses which have a high proportion of deprived (SIMD) postcode areas. This involved additional Fabrication and Welding and Mathematics programmes. CSSE Faculty has a significant presence at Levenmouth Campus, and delivers both FT FE and SCP programmes Effective targeting of secondary schools in SIMD areas, using practical workshops used to increase recruitment from these areas Increased credits offered in Levenmouth campus for Culinary Arts and Retail Programmes.

7.0 Influencing the Influencers – Current Students							
7.6	Develop and promote entrepreneurial skills, open and growing mind sets and behaviours as essential skills within all substantive curriculum provision – (EMR 6.3)	3, 5	Vice Principal Academic Strategy	Directors, CMs, Head of Student Experience, School College Partnerships team	July 2018 Complete	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	College Enterprise Strategy has been produced. Pilot activity has taken place with further roll out planned for 2018.19 e.g. In Faculty of Engineering All programmes offer Employability and Enterprise curriculum plus additional support such as the development of the T-Shaped Technologist. In Care Faculty Enterprise unit included in most FE courses Development and introduction of study skills /reflective units in most courses designed to encouraged growth of flexible mind sets

8.0 Raising Awareness and Aspirations - Outreach							
	What are the actions required to achieve the outcome?	Gender Outcome	Lead Responsibility	Others Involved	Timescale for achievement / Progress Update	What are the measurements for achieving the outcomes?	General Comments / Specific Actions
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 – (EMR 5.9 / GAP 1.17)	2, 3, 4	Assistant Principal – Quality and Academic Partnerships	Directors, CMs Head of Student Experience, School College Partnerships team Vice Principal – Academic Strategy	July 2018 July 2019	The data from the baseline measurement to the end of the academic year 2017-18 shows a 3% decrease	Full data is not available as yet
8.2	Develop specific outreach tasters courses to increase awareness of career pathways (schools BGE, outreach centres, community inputs, partnership events) – (EMR 5.10)	2, 3, 4	Assistant Principal – Quality and Academic Partnerships	Directors, External partners (Schools, CLD, SDS, external agencies e.g. Voluntary sector, Opportunities fife Partnership)	July 2018 Ongoing / Revised Timescale July 2019	Increased numbers of male and female students apply for a variety of courses traditionally affected by gender imbalances and progress successfully	Progress is more evident in some areas than others Fully revised programme of engagement is being rolled out for 2018/19 Taster programmes in Fabrication and Welding currently being offered in Levenmouth and some delivery has taken place in local schools throughout 2017-2018. Plan to increase these across Fife adding engineering taster programmes to the portfolio. Virtual Welding and Robotic design and build currently being offered. Workshops on

8.0 Raising Awareness and Aspirations - Outreach							
							<p>healthcare, social care and childcare in development and offered through SCP team</p> <p>Discussion around career pathways workshop for social sciences</p> <p>Plans to Increase Chefs Clubs to introduce Culinary Arts as Career Choices. Added Retail, Fashion and Business NPA For schools</p>
8.3	Review promotion of courses affected by gender imbalances through positive action (e.g. use of role models, specific media campaigns) – (GAP 1.18)	2, 3, 4	Directors, CMs	Marketing Student association, external stakeholders, board members	July 2018 Ongoing / Revised Timescale July 2019	Increased numbers of male and female students apply for a variety of courses traditionally affected by gender imbalances and progress successfully	<p>As above</p> <p>Proactive STEM Roadshows and activities delivered from P6-S6. 50% female engagement on all STEM deliverables within the Faculty of Engineering</p> <p>GIE in partnership with Shell and local schools in 3rd year of delivery and target for 2018-2019 is 48 girls</p> <p>Gender role models used in promotion of care courses</p> <p>Proactive Barbering campaign aimed at increasing male applicants to hair jobs.</p>

8.0 Raising Awareness and Aspirations - Outreach							
8.4	Increase partnership work and joint promotion of career pathways with HEI partners – (GAP 1.19)	2, 3, 4	Assistant Principal – Quality and Academic Partnerships	Directors, CMs, Head of Student Experience, Marketing	July 2018 Ongoing / Revised Timescale July 2019	Increased numbers of male and female students apply for a variety of university courses traditionally affected by gender imbalances and progress successfully	Number of articulation agreements vastly increased with proportional increase of opportunities for male and female students

9.0 Encouraging Applications - Recruitment							
	What are the actions required to achieve the outcome?	Gender Outcome	Lead Responsibility	Others Involved	Timescale for achievement / Progress Update	What are the measurements for achieving the outcomes?	General Comments / Specific Actions
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 – (EMR 2.1)	1,2,3,4,5	Head of Student Information Management	Assistant Principal – Quality and Academic Partnerships	December 2018	There will be an increased percentage of declarations over the reporting period.	The development of a new online application system (expected to be live in October / November 2018) will provide more guidance and further support applicants to declare this information.
9.2	Increase the declarations made by staff and applicants for posts against the protected characteristics of sexual orientation and religion / belief – (EMR 2.7)	1,2,3,5	Director 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	Leaflets and posters have been produced and are in key public areas such as Receptions providing information on why disclosing protected characteristics supports the College. The leaflet is also included in the offer e-mail to all new staff members. The new Fife College website will include a full section on Equality and Diversity.

9.0 Encouraging Applications - Recruitment							
9.3	Offer more tailored course options for existing courses (e.g. "women / men only" courses) – (GAP 1.20)	1, 3, 5	Directors, CMs	Marketing	January 2018 Ongoing / Revised Timescale July 2019	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 – (EMR 2.12)	1,2	HR Operations Manager	Human Resources Staff	September 2017 Revised timescale January 2019	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	Further analysis of employees starting salaries to be completed. It has been recommended that a paragraph stating that all new staff will be offered the post at the lower point of the scale be included in adverts.
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 – (EMR 2.13)	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	Further analysis will need to be completed. Recommendations following the recruitment and selection board paper and equal pay / gender pay gap should be implemented. The new college website will include a section on Equality and Diversity. Further analysis on the impact of this will be completed during academic year 2018/19

9.0 Encouraging Applications - Recruitment							
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 – (EMR 2.14)	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	The monitoring process put in place is continuing and where patterns can be identified indicating people are exiting the recruitment pipeline early, action will be taken to address this.
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 – (EMR 2.15)	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'	There has been a slight increase in applications within this age range 'under 29'. Further analysis and appropriate recommendations will be put in place during academic year 2018/19.
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 – (EMR 2.16)	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	With the introduction of new Recruitment System, further analysis will be undertaken in academic year 2018/19 to further establish if this is the case and recommendations implemented.
9.9	Achieve Level Two of the Disability Confident Committed Employer Scheme by academic year 2016/17 – (EMR 2.17)	1,2,5	HR Operations Manager	Human Resources Staff	July 2017 Complete	Work towards Level Two of the Disability Confident Committed Employer Scheme	Completed

9.0 Encouraging Applications - Recruitment							
	What are the actions required to achieve the outcome?	Gender Outcome	Lead Responsibility	Others Involved	Timescale for achievement / Progress Update	What are the measurements for achieving the outcomes?	General Comments / Specific Actions
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 – (EMR 2.2)	1,2,3,4,5	Head of Student Information Management		December 2017 Complete	<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>	Detailed reporting is now available
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 – (EMR 2.3)	3	Assistant Principal – Quality and Academic Partnerships	Head of Student Information Management	July 2018 Ongoing / Revised Timescale July 2019	<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>	This will be of ongoing developments in relation to college reporting of performance

10.0 Supporting Success – Creating Gender Inclusive Environments							
	What are the actions required to achieve the outcome?	Gender Outcome	Lead Responsibility	Others Involved	Timescale for achievement / Progress Update	What are the measurements for achieving the outcomes?	General Comments / Specific Actions
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 – (EMR 4.1)	1,2,5	Vice Principal Estates	Vice Principal Academic Strategy, Directors, 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	A new Business case is under consideration in line with revised guidance from SG and SFC
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 – (EMR 4.2)	1,2,5	Head of Estates	Directors, 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 – (EMR 6.4)	3, 4, 5	Vice Principal Academic Strategy		July 2018 Ongoing / Revised Timescale July 2019	Increase both Male and Female full-time student enrolments in STEM Activity. Development of joint regional STEM curriculum	See above for statistical evidence and STEM strategy information
10.4	Reduce gender typical role allocation for staff and student within design and delivery of the learning experience – (GAP 1.21)	1, 2, 3, 5	Directors, CMs Head of Student Experience and Engagement	Lecturers	July 2018 Ongoing / Revised Timescale July 2019	There is a no gender imbalance in the role allocation for staff and students within the design and delivery of the learning experience	Individual Faculty CLPL plans will support further development as required
10.5	The student data and analysis is shared with Directors of Faculty to identify priority areas for action related to gender across the student journey both at a Faculty and Curriculum Area level. The actions may include further qualitative data gathering exercises for example focus groups – (GAP 1.22)		Assistant Principal Quality and Academic Partnerships	Directors	December 2017 to set the baseline and June 2018 to measure the impact of the actions taken under priority areas Ongoing / Revised Timescale July 2019		In Faculty of Care, GAP data included in faculty planning and self-evaluation Plans to Identify successful male students for focus groups and qualitative research

11.0 Supporting Success – Enhancing the Student Experience							
	What are the actions required to achieve the outcome?	Gender Outcome	Lead Responsibility	Others Involved	Timescale for achievement / Progress Update	What are the measurements for achieving the outcomes?	General Comments / Specific Actions
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 – (EMR 5.1)	2, 3, 4	Head of Supported Learning and Curriculum Partnerships	Directors, CMs	July 2018 Complete	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	Transitions processes and staff allocation / partnership arrangements have been reviewed to support this fully
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 – (GAP 1.23)	1, 5	Vice Principal Academic Strategy	Directors, CMs Marketing	July 2018 Ongoing / Revised Timescale July 2019	Increased numbers of male and female students apply for a variety of courses traditionally affected by gender imbalances, progress successfully and become role models	Learners successes at local, regional and national competitions evidence progress
11.3	Access to Student Experience and Engagement is monitored to ensure that these are accessed and accessible to all students irrespectively of gender – (EMR 5.4 / GAP 1.24)	1, 2, 4, 5	Head of Learner Experience and Engagement		December 2018 Ongoing / Revised Timescale July 2019	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	All student appointments recorded and monitored for those who have accessed the service (filtered by age, campus, gender as well as context) in order to analyse and look for any areas for improvement or development and address this accordingly.

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 – (EMR 6.7)	2, 3, 5	Assistant Principal – Quality and Academic Partnerships	SDS, Directors, Manager – Employability and Partnerships	July 2018 In progress Revised timeline July 2019	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	Partnership with West Fife Enterprise has increased and modified provision offered to learners who are furthest from the workplace Further partnership work continues to develop in Community Engagement
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EMR – Equality Mainstreaming Report – Equality Outcomes
GAP – Gender Action Plan – Gender Outcomes