

## **Orkney College UHI**

### **Gender Action Plan 2017 - 2020**

#### ***Introduction***

Orkney College UHI is committed to ensuring that both equality and diversity is embedded across all services, disciplines, and practice. It is our aim to support the development of an inclusive culture, to ensure fair access to all, to enhance the student experience and to develop a culture of continuous improvement within our service provision.

Orkney College understands that addressing gender imbalance across the institution is a long-term and strategic approach and requires collaboration within external partners. Furthermore, Orkney College recognises that in doing so, resources, time and focused actions are required to ensure that gender imbalance issues are addressed, and actions evaluated in order that these are further embedded within both the culture and operations of the college.

Orkney Islands Council, as an employer, hold, monitor and report on all employment information of their staff and gender information is not currently monitored within Orkney College.

As a partner organisation of the University of the Highlands and Islands, Orkney College supports the University's Strategic Vision and Plan 2015 – 20 which has three broad themes, two of which underpin the University's equalities work and is classified under the following titles – 'our students' and the 'university for all of our region'. This plan further expands on these themes by stating "we will be active partners in community planning within our region and contribute to tackling inequality, improving services, enhancing training and skills development and the promotion of sustainable economic growth (Strategic Vision and Plan 2015). The College's strategic goals directly impact upon effective implementation and prioritisation of equality mainstreaming themes and equality outcomes, including gender imbalances.

Like all public bodies, Orkney College UHI has a general equality duty to eliminate discrimination, advance equality of opportunity and foster good relations and to also report on how equality is integrated in the institution. Orkney College is committed to promoting equality, which means recognising that everyone has different needs and taking positive action to celebrate diversity and broaden participation in college life.

The provision of Orkney College is based on the shared values of Orkney Islands Council whose vision is described as *'This is our community, we want the very best for everyone'*. Orkney College's vision reflects the same inclusiveness *"Realising your potential"* which demonstrates a clear commitment to promoting equality which is contained within the College's strategic objectives:

**Orkney College's Strategic Aim 1:** *"to provide a diverse range of high quality education, training, and research to meet market needs and encourage participation within an inclusiveness agenda"*.

**Orkney College's Objective 4:** *"to promote diversity and inclusion in all its contexts"*.

### Scottish Funding Council and Regional Outcome Agreement for the University of the Highlands and Islands 2017- 2020

The University and partner colleges are collectively working together to produce evidence-based gender action plans to address gender imbalances at subject level and as outlined in the Developing the Young Workforce Strategy.

SFC Aim	SFC Milestone
By 2021, increase by 5% the minority gender share in each of the 10 largest and most imbalanced 'superclasses' among 16-24 year olds.	Increase by 4.2% by 2019-20
By 2030, no subject has an extreme gender imbalance (75:25)	50% reduction in the number of college subjects in this category by 2025
By 2030, the gap between male and female participation in undergraduate study is reduced by 15.4% gap to 5%	We will look to have reduced this gap to 13.6% in 2019-20

The University of the Highlands and Islands currently has various activities underway, which aim to address gender imbalances, for example the Equality Challenge Unit project *"Attracting Diversity"*. This project is focusing on the under-representation of females on engineering courses; the intention is to share the project methodology as a model for proactive intervention to other curriculum areas and protected characteristics. The project will focus on working with schools and parents to shift stereotypical thinking of gender role in engineering to spark early interest from primary pupil and increase awareness of FE and HE pathways to employment. The University's STEM team will take on much of this work, which Orkney College will be able to draw upon.

There are other on-going projects across the University partnership, for example, using male care staff to act as role models in school to encourage more boys to consider the caring professions. Orkney College will be able to utilise the resources available from organisations such as EQUATE in the development of this work and the more general implementation of the College's Gender Action Plan.

The Scottish Funding Council framework for tackling gender imbalances is based upon five broad themes:

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

This plan will therefore:

- Outline how we intend to address the issue of gender imbalances in subject areas by ‘scaffolding’ our activity both internally and externally.
- Outline our key ambitions to tackle gender imbalances at subject level, focusing on those subjects with the greatest gender imbalances in the college.
- Identify where there is an imbalance between male and female students within completion in a particular subject area and outline the activity planned to address imbalances.
- Describe how we are working towards improving gender imbalances on our Board.

**Orkney College Curriculum gender imbalance for both FE and HE to be addressed within the College’s Gender Action Plan**

FE	HE
Female under-representation	
Computing/IT	Computing/IT
Construction/Carpentry & Joinery	
Male under-representation	
Care	Care
Art	Art
Hairdressing	Business

Orkney College UHI aims to address identified gender imbalances within the five key themes.

<b>Key themes</b>		<b>Potential outcomes</b>			
<b>1 Infrastructure</b> <b>2 Influencing the influencers</b> <b>3 Raising awareness and aspiration</b> <b>4 Encouraging aspirations</b> <b>5 Supporting success</b>		Evidence based approaches aimed either: <b>externally</b> (information, advice and guidance; marketing and recruitment; outreach) or <b>internally</b> (student support; co-curricular activities; learning and teaching environment; learning and teaching practices).			
<b>1 Infrastructure:</b>		<b>Potential outcomes</b>	<b>What is already in place and what is planned</b>	<b>Target date</b>	<b>Completed</b>
<i>Systems</i>	Incorporate into policies, processes, strategies, leadership and current reporting mechanisms  Gather and analyse (evaluate) comprehensive subject, institutional, regional and sector qualitative and quantitative data on which to base approaches.	<ul style="list-style-type: none"> <li>Strong leadership</li> <li>Senior management oversight of and involvement in EDI committees and initiatives</li> <li>Built into Vision, Mission, Values</li> <li>Embedded within strategic plans, policies and accompanying documentation</li> <li>Commitment to gender equality explicit within</li> </ul>	<u>What is already in place:</u> <ul style="list-style-type: none"> <li>Member of SMT with specific responsibility for Equality, Access and Inclusion JW</li> <li>Curriculum Leader for Inclusive Practice KS</li> <li>College Access and Inclusion Group</li> <li>College representation on UHI Equalities Practitioner Network JW</li> </ul> Equality embedded in our Vision, Mission and Values  Equality is embedded in quality reporting structures e.g. team meeting minutes, course annual reports, team		

		<p>equality outcomes</p> <p>Student journey/Staff journey- protected characteristics data analysed. Inequalities identified and addressed.</p>	<p>evaluation documents, sector overview reports.</p> <ul style="list-style-type: none"> <li>• Equality Outcomes 2017- 2021</li> <li>• Equality Mainstreaming Report 2017</li> <li>• Access and Inclusion Strategy 2017 - 2021</li> <li>• Equality Impact Assessment process embedded in approval process for cross-college strategy, policy and procedure.</li> <li>• HR Staff recruitment procedures by Orkney Islands Council</li> <li>• Student Admissions Process</li> <li>• Student protected characteristics data analysed. Inequalities identified</li> <li>• Equality Outcome developed for 2017-2021: protected characteristics data analysis</li> </ul> <p><u>What is planned:</u></p> <ul style="list-style-type: none"> <li>• Access and Inclusion Group to oversee implementation of GAP</li> <li>• Equality and Diversity Policy – to be updated by Assistant Principal</li> <li>• Identified Subject Area teams to consider gender imbalance</li> </ul>	<p>Ongoing</p> <p>August 2017</p> <p>September 2017</p>	
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			issues within their area and the Curriculum Leader to develop a plan for the Access and Inclusion Group to implement.	November 2017	
<i>Human resources</i>	<p>The HR Service at Orkney Islands Council is responsible for the full range of HR services including employee recruitment and development; HR policies and procedures; terms and conditions of employment; and negotiation and engagement with staff and trade unions.</p> <p>Equality is fundamental to everything that OIC does as an organisation and the HR service provides advice, support and guidance to ensure that both the Council and the College promote equality and eliminate discrimination, as well as fulfilling our statutory duties.</p>		<p><u>What is already in place:</u></p> <ul style="list-style-type: none"> <li>• Orkney Islands Council as the College's employer have a HR department who are responsible for all HR policies and procedures regarding the recruitment of staff for the College.</li> <li>• All staff undertake mandatory Equality and Diversity training for Orkney Islands Council</li> <li>• All staff have access to Equality and Diversity training through the College's CPD plan</li> </ul> <p><u>What is planned:</u></p> <ul style="list-style-type: none"> <li>• Monitoring of gender in CPD activity by College and update in CPD strategy</li> </ul>	<p>August 2018</p> <p>September 2018/2019</p>	
<i>Resources</i>	Plan for carrying out of the research including the time	<ul style="list-style-type: none"> <li>• Longitudinal funding that can support the</li> </ul>	<u>What is already in place:</u>		

	<p>that will be required and the longitudinal funding and physical support (cross-institutional teams with the capacity, ability and desire to create change) that will be needed to support the planning, delivery and evaluation of approaches across UHI</p>	<p>effective planning, delivery and evaluation of approaches e.g. Sector Funding, Institutional Funding, Collaborative Funding</p> <ul style="list-style-type: none"> <li>• Cross-college action gender groups</li> <li>• Developing knowledge and expanding the evidence base via reports, research etc.</li> <li>• Sharing best practice</li> </ul>	<ul style="list-style-type: none"> <li>• SMT Equality Lead– leads on equalities work and supports mainstreaming of equality</li> <li>• Curriculum Leader in Inclusive Practice</li> <li>• Access and Inclusion Group who monitor and review protected characteristics and equality data of students</li> <li>• Student Records Officers – collate and develop student data reports in relation to all protected characteristics</li> <li>• Quality – embedded EDI within quality reporting processes</li> </ul> <p><u>What is planned:</u></p> <ul style="list-style-type: none"> <li>• Working sub-group of Access and Inclusion group convened to focus on and progress gender work and review GAP plan 2017-2020</li> <li>• Access and Inclusion Group to review progress against actions on GAP plan</li> <li>• Curriculum Leader in each of the subject area’s identified within areas with gender imbalance to feed into</li> </ul>	<p>September 2017</p> <p>September 2018/19/20</p> <p>September 2018/19/20</p>	
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			<p>working sub-group and agree activity for forthcoming year</p> <ul style="list-style-type: none"> <li>• Staff Updates – promote initiatives to show where gender imbalances are being addressed through Staff and Student News bulletins</li> <li>• Annual Staff and Student Development Session to share progress made in implementing the GAP</li> <li>• Gender Champion – Student Ambassador</li> </ul>	<p>For September meeting each academic year</p> <p>June 2018/19/20</p> <p>September 2017/18/19</p>	
<i>Relationships</i>	Collaborate with internal and external networks. There is still opportunities to deepen and strengthen school-college networks/partnership	<ul style="list-style-type: none"> <li>• Schools, colleges, universities</li> <li>• Sector agencies (SDS, CDN, ECU, Equate Scotland)</li> <li>• College based working groups</li> <li>• University based working groups</li> <li>• UHI/School STEM strategic groups</li> </ul>	<p><u>What is already in place:</u></p> <ul style="list-style-type: none"> <li>• Cross college sector through CDN/CLG</li> <li>• Cross university sector through ECU/SLG</li> <li>• Schools partnerships through DYW and OIC “Orkney Offer”</li> <li>• UHI SMT/QAEC/FGPC</li> <li>• UHI Subject network Leaders and Subject Network Groups</li> <li>• UHI Student Support Team</li> <li>• UHI Equality Practitioners Network</li> </ul> <p><u>What is planned:</u></p> <ul style="list-style-type: none"> <li>• Collaborative project with OIC’s Head of Schools –Target <b>one project per academic year</b></li> </ul>	<p>September 2017/18/19</p>	



			<ul style="list-style-type: none"><li>• Further collaboration with the UHI STEM Skills Hub (STEM Ambassadors in schools; STEM Strategy working group) to feed into collaborative project</li><li>• Equate Scotland</li></ul>	December 2017	
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2 Influencing the influencers:	Potential outcomes	What is already in place and what is planned	Target date	Completed	
<p><i>Orkney Islands Council Education Department; Educators; Guidance teachers; Careers advisors/local SDS</i></p>	<p>There is a bigger piece of work with ‘influencing the influencers’ in order to achieve the cultural shift required over a longer period. This work has already been initiated in order to explore collaborative opportunities.</p> <p>In addition further consolidation of ‘The Orkney Offer’ is required to ensure Careers Advisors and Guidance teachers have current information and detail about College provision</p> <p>At Orkney College further focus on CPD and resource creation will continue</p>	<ul style="list-style-type: none"> <li>• “Cultural shift” over longer term</li> <li>• Strengthened and improved links with OIC Education department, schools, careers and guidance teachers</li> <li>• Careers fairs, workshops, events for partners</li> <li>• PDA Advancing Equality and Diversity through Inclusiveness (new award due late 2017)</li> <li>• Professional Standards for College Lecturers</li> <li>• Equalities CPD</li> </ul>	<p><u>What is already in place:</u></p> <p><i>OIC Education Department</i></p> <ul style="list-style-type: none"> <li>• College Principal meetings with Executive Director of Education and line manager, Head of Lifelong Learning and Inclusion</li> <li>• College Principal and Assistant Principal IG on “Orkney Offer” Group</li> <li>• College Principal on “Orkney Offer” Communications Group</li> </ul> <p><i>Teaching staff at College</i></p> <ul style="list-style-type: none"> <li>• Staff undertaking TQFE and/or ALPINE applications supported with course(s) equalities content.</li> <li>• Mandatory staff equalities training in place</li> <li>• Induction</li> <li>• Resource bank of equalities materials available in Shared drive; CPD Strategy; Policy and Procedure</li> </ul>		

			<p><i>Guidance teachers</i></p> <ul style="list-style-type: none"> <li>• School Liaison by Assistant Principal IG</li> <li>• “Orkney Offer” communications materials</li> </ul> <p><i>Careers advisors</i></p> <ul style="list-style-type: none"> <li>• Liaison with SDS at events and through college staff</li> </ul> <p><u>What is planned:</u></p> <p><i>OIC Education Department:</i></p> <ul style="list-style-type: none"> <li>• Collaborative projects with OIC’s Head of Schools – <b>one project per academic year</b></li> </ul> <p><i>Teaching staff at College:</i></p> <ul style="list-style-type: none"> <li>• Considering offering the new PDA as CPD for teaching staff</li> <li>• Further training delivered through Staff Development Day presentations/workshops/Special Interest Groups (SIGs)</li> <li>• Identify/develop/deliver further relevant equalities training e.g. <ul style="list-style-type: none"> <li>- Unconscious Bias training</li> <li>- Liberation training</li> <li>- -Careers Conference – Employability week addressing gender imbalance in careers</li> </ul> </li> </ul>	<p>Agreed September 2017 /September 2018</p> <p>January 2018</p> <p>Ongoing June 2018</p> <p>August 2017</p> <p>June 2018</p> <p>March each academic year</p>	
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			<p><i>Guidance teachers</i></p> <ul style="list-style-type: none"> <li>Strengthening relationships with guidance teachers regarding regular updates/bulletins for new provision</li> </ul> <p><i>Careers advisors</i></p> <ul style="list-style-type: none"> <li>Strengthening relationships with guidance teachers regarding regular updates/bulletins for new provision</li> </ul>	<p>Academic year 2 bulletins per year</p> <p>Academic year – 2 bulletins per year</p>	
<i>Parents</i>	<p>Orkney College will continue to raise awareness and provide information to parents regarding the range of provision at Orkney College:</p> <p>We will continue to have presence at Parent’s evenings at local schools and hold Open Evenings at the College</p>	<ul style="list-style-type: none"> <li>Colleges attending parents evening and careers events in schools</li> <li>Communications targeted at parents/carers including The Orkney Offer”</li> <li>Open Days for parents/carers (taster events)</li> </ul>	<p><u>What is already in place:</u></p> <ul style="list-style-type: none"> <li>Student Engagement Officer attending schools’ parents evenings</li> <li>College staff attending UCAS event with UHI at local schools</li> <li>Open Days</li> <li>Local events/talks at the College open to the public</li> <li>Graduation Ceremony at St Magnus Cathedral</li> <li>Social Media and Website</li> </ul> <p><u>What is planned:</u></p> <ul style="list-style-type: none"> <li><b>One focused event each academic year on curriculum areas where there are gender imbalances –see curriculum areas</b></li> <li><b>One collaborative project with Orkney Islands Schools each academic year</b></li> </ul>	<p>June each academic year</p> <p>One project each academic year</p>	

			<ul style="list-style-type: none"> <li>• <b>One Gender champion Student Ambassador</b></li> </ul>	September each academic year	
<i>Current students</i>	<p>Embed in the curriculum and co-curricular activities</p> <p>Raise awareness and provide training</p>	<ul style="list-style-type: none"> <li>• Embedding gender equality within the curriculum for all students</li> <li>• Looking at students as workforce and parents of today and tomorrow with particular emphasis on early years practitioners</li> <li>• Student campaigns around gender issues such as gender based violence</li> <li>• Campaigns and events on gender specific issues</li> <li>• Partnership working with students' associations</li> </ul>	<p><u>What is already in place:</u></p> <ul style="list-style-type: none"> <li>• Student Induction</li> <li>• Embedded in Skills Frameworks/Personal Development Planning</li> </ul> <p><u>What is planned:</u></p> <ul style="list-style-type: none"> <li>• Develop further training to support staff to embed equality within the curriculum – included in <u>Staff Development week</u></li> <li>• Range of equalities media available to support student awareness of equalities e.g. Information on Student Portal</li> <li>• Marketing campaign to promote above</li> <li>• Support Student Engagement Officer to develop co-curricular activities</li> <li>• Students Association to undertake campaigns</li> <li>• Gender champion Student Ambassador</li> </ul>	<p>June – each academic year</p> <p>January 2018/</p> <p>January 2018</p> <p>Ongoing academic year</p> <p>Ongoing academic year</p> <p>September each academic year</p>	

			<ul style="list-style-type: none"> <li>• Gender-based violence workshops/webinars</li> <li>• HISA president supporting development of GAP and student involvement</li> <li>• Curriculum Leaders to implement gender neutral classrooms</li> </ul>	<p>June 2018</p> <p>Ongoing</p> <p>June 2018</p>	
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<b>3 Raising awareness and aspirations:</b>		<b>Potential outcomes</b>	<b>What is already in place and what is planned</b>	<b>Target Date</b>	<b>Completed</b>
<i>Outreach</i>	<p>Provide workshops, taster programmes, talks, bespoke programmes, competitions, school visits</p> <p>Aim to raise awareness and understanding of, and interest in, subjects and careers to influence the educational and career choice process.</p> <p>Use role models, thematic foci and media campaigns.</p>	<ul style="list-style-type: none"> <li>• Workshops</li> <li>• Taster events</li> <li>• Talks</li> <li>• Site visits</li> <li>• A Day in the Life of....</li> <li>• Use of videos and social media</li> <li>• Role models and student ambassadors</li> <li>• School visits/school college partnership work</li> <li>• Working with youth clubs and other CLD activity</li> </ul>	<p><u>What is already in place:</u></p> <ul style="list-style-type: none"> <li>• Student Engagement Officer, lecturers, managers attend external recruitment events at Secondary schools and Junior Highs in the Isles</li> <li>• UCAS event.</li> <li>• College “taster days”</li> <li>• Links Group from KGS</li> </ul> <p><u>What is planned:</u></p> <ul style="list-style-type: none"> <li>• Gender Champion Student Ambassador recruited to target those underrepresented gender subject areas.</li> </ul>	September each academic year	

<b>4 Encouraging applications:</b>		<b>Potential outcomes</b>	<b>What is already in place and what is planned</b>	<b>Target date</b>	<b>Completed</b>
<i>Recruitment</i>	<p>Ensure equitable admissions.</p> <p>Support the recruitment process.</p> <p>Tackle attainment disparities</p>	<ul style="list-style-type: none"> <li>• Equitable admissions</li> <li>• Unconscious bias training</li> <li>• Equality impact assess recruitment process</li> </ul>	<p><u>What is already in place:</u></p> <ul style="list-style-type: none"> <li>• Inclusive interview process in place, which has been EIA'd.</li> </ul> <p><u>What is planned:</u></p> <ul style="list-style-type: none"> <li>• Unconscious Bias training under development to support interview process.</li> <li>• Fully analyse student journey data to identify and then tackle any attainment disparities.</li> </ul>	<p>Once approved</p> <p>June – each academic year</p>	
<i>Marketing</i>	<p>Embed gender equality and counter-stereotyping within prospectuses, websites and open-day activities</p>	<ul style="list-style-type: none"> <li>• Embedding gender equality in prospectuses and websites</li> <li>• Using counter-stereotypical imagery and case studies</li> <li>• Positive statements on gender equality</li> <li>• Use of videos, news stories, blogs, social media to promote gender equality</li> <li>• Open days</li> </ul>	<p><u>What is already in place:</u></p> <ul style="list-style-type: none"> <li>• Marketing materials designed to consider balance of genders.</li> </ul> <p><u>What is planned:</u></p> <ul style="list-style-type: none"> <li>• One student from courses with gender imbalance trained to be student ambassadors at events such as school recruitment fairs.</li> </ul>	<p>October – each academic year</p>	



5 Supporting success:		Potential outcomes	What is already in place and what is planned	Target date	Completed
Creating gender inclusive environments	<p>Audit for and tackle environmental and structural barriers.</p> <p>Develop gender inclusive environments.</p>	<ul style="list-style-type: none"> <li>• Auditing of courses and classrooms: gender neutral classrooms</li> <li>• Family-friendly timetabling</li> <li>• Tackling gender imbalances in using support services</li> </ul>	<p><u>What is already in place:</u></p> <ul style="list-style-type: none"> <li>• Review of gender balance of students by Access and Inclusion Group</li> </ul> <p><u>What is planned:</u></p> <ul style="list-style-type: none"> <li>• Review of gender neutral classrooms</li> <li>• Equality Impact Assess timetables</li> <li>• Review of gender balance of students accessing support services</li> </ul>	<p>June 2018</p> <p>August each academic year</p> <p>June each academic year</p>	
Enhancing the student experience	<p>Encourage student mentoring</p> <p>Develop student networks</p> <p>Raise awareness and support for progression into counter-stereotypical careers</p>	<ul style="list-style-type: none"> <li>• Student mentoring</li> <li>• Student networks</li> <li>• External mentoring/networks</li> <li>• Work/industry experience and placements</li> <li>• External speakers and visits</li> <li>• Using alumni positively</li> </ul>	<p><u>What is already in place:</u></p> <ul style="list-style-type: none"> <li>• Student Engagement Officer and HISA Depute</li> <li>• Guidance Policy</li> <li>• Links with employers and industry</li> <li>• External speakers and visits</li> <li>• UHI careers advice on campus</li> </ul>		

		<ul style="list-style-type: none"> <li>• Links with employers and industry</li> <li>• Coaching and careers advice</li> <li>• On-campus career awareness raising activities</li> </ul>	<ul style="list-style-type: none"> <li>• Work/industry experience and placements</li> </ul> <p><u>What is planned:</u></p> <ul style="list-style-type: none"> <li>• Mentoring initiatives in imbalanced subject areas</li> <li>• Gender Champion Student Ambassador</li> <li>• Alumni events and speakers (role models)</li> </ul>	<p>December – review each academic year</p> <p>September – each academic year</p> <p>May each academic year to coincide with subject events</p>	
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**Orkney College UHI: Subject areas where there is a severe gender imbalance ie 75:25**

<b>Further Education (FE) subject areas</b>	
<b>under-representation of females</b>	<b>under-representation of males</b>
Computing/IT	Art
Construction/Joinery	Care
	Hairdressing

<b>Higher Education (HE) subject areas</b>	
<b>under-representation of females</b>	<b>under-representation of males</b>
Computing/IT	Art
	Business
	Care

**Orkney College UHI: 2015-16 FE data by headcount**

Further Education (FE) subject areas	Overall gender balance females/males %f/m		What is already in place and what is planned	Target date	Completed
<p><b>Construction and Joinery Carpentry</b> The College aims to focus actions on the curriculum area rather than a specific course</p> <p>The gender balance of the cohort remains predominantly male. Gender imbalance is a problem over the whole sector and is reflected in our intake.</p>	<p><b>NPA Construction</b> 0f/5m</p>	<p>0:100</p>	<p><u>What is already in place:</u></p> <ul style="list-style-type: none"> <li>• No barriers to entry</li> <li>• Taster sessions for isles students and Links groups from KGS</li> <li>• Open Days</li> </ul> <p><u>What is planned:</u></p> <ul style="list-style-type: none"> <li>• Gender neutral classroom and workshop</li> <li>• Guest workshop by Sophie Turner Apprentice of the Year and ex-Orkney College student, now working for OIC and St Magnus Cathedral</li> <li>• Open Day/Event for Women into Construction and Carpentry and Joinery in Orkney in conjunction with local employers</li> <li>• <u>To enrol one additional female to each programme per academic year</u></li> </ul>	<p>September 2017</p> <p>March 2018 and 2019</p> <p>March 2018 and 2019</p> <p>August 2018/19</p>	
	<p><b>SVQ3 and ODA level 6 in Carpentry and Joinery</b> 1f/17m</p>	<p>6:94</p>			
	<p><b>SVQ3 Trowel Operations and PDA Level 6 Bricklaying</b> 0f/7m</p>	<p>0:100</p>			

			<ul style="list-style-type: none"> <li>• Pathways to Independence course to take Carpentry as part of programme</li> </ul>	August 2017	
<p><b>Computing/IT</b></p> <p>The gender balance of the cohort remains predominantly male. Gender imbalance is a problem over the whole sector and is reflected in our intake.</p> <p>The College aims to focus actions on the curriculum area rather than a specific course.</p>	<p>NC Computer Technologies with Games Design</p> <p>1f/5m</p>	17:83	<p><u>What is already in place:</u></p> <ul style="list-style-type: none"> <li>• No barriers to entry</li> <li>• Taster sessions for isles students and Links groups from KGS</li> <li>• Open Days</li> </ul> <p><u>What is planned:</u></p> <ul style="list-style-type: none"> <li>• Gender neutral classroom and workshop</li> <li>• Open Day/Event for Women into Computing and IT Orkney in conjunction with local employers, Orcadian, Kyloe, NHS and OIC</li> <li>• <u>To enrol one additional female to each course per academic year</u></li> </ul>	<p>September 2017</p> <p>June each academic year</p> <p>August 2018/19</p>	
<p><b>Hairdressing</b></p> <p>Staffing is still predominantly female for hairdressing, with more males in barbering, though research has not revealed any identifiable barriers to males entering the profession. Many iconic</p>	<p><b>NC Hairdressing</b></p> <p>6f/0m</p>	100:0	<p><u>What is already in place:</u></p> <ul style="list-style-type: none"> <li>• No barriers to entry</li> <li>• Taster sessions for isles students and Links groups from KGS</li> <li>• Open Days</li> </ul> <p><u>What is planned:</u></p> <ul style="list-style-type: none"> <li>• Gender neutral training room</li> <li>• New barbering course starting in academic year 2017 – 2018</li> <li>• Open Day for “Men into Hairdressing and Barbering”.</li> </ul>	<p>September 2017</p> <p>September 2017</p> <p>March each academic year</p>	

<p>hairdressing and barbering figures are male, and present ideal role models through their prominence in advertising, product development and contribution to trade magazines.</p> <p>Habia's Skills Team comprises roughly 60% males, led by a male Artistic Director and Educator.</p>			<ul style="list-style-type: none"> <li>• Presentation and 'master-class' by male hairdresser/barber</li> <li>• <u>To enrol one additional male student per year to programme</u></li> </ul>	<p>March each academic year</p> <p>August 2018/19/20</p>	
<p><b>Care</b></p> <p>It is interesting to note that for <b>SVQ3 Social Services and Healthcare</b> there is a higher proportion of male students (68:32) 22f/7m</p>	<p><b>Introduction to Care (Including Higher Care)</b> 4f/1m</p> <p><b>NC Early Education and Childcare</b> 7f/0m</p> <p><b>NC Health and Social Care</b> 6f/0m</p>	<p>80:20</p> <p>100:0</p> <p>100:0</p>	<p><u>What is already in place:</u></p> <ul style="list-style-type: none"> <li>• No barriers to entry</li> <li>• Taster sessions for isles students and Links groups from KGS</li> <li>• Open Days</li> <li>• Men into Care session – research undertaken by Audrey Cameron and presented at UHI research day</li> </ul> <p><u>What is planned:</u></p> <ul style="list-style-type: none"> <li>• Gender neutral classrooms</li> <li>• 'Men into Care' Event in collaboration with NHS and OIC</li> <li>• Using previous male students working in care to act as mentors</li> </ul>	<p>September 2017</p> <p>April each academic year</p> <p>April each academic year</p>	

	<p><b>PDA Education Support Assistant</b> 7f/0m</p> <p><b>SVQ2 Social Services and Healthcare</b> 35f/1m</p>	<p>100:0</p> <p>97:3</p>	<p>and ambassadors for Open Days and current students</p> <ul style="list-style-type: none"> <li>• Using resources from EQUATE</li> <li>• <u>To enrol one additional male student per course per academic year</u></li> </ul>	<p>November 2017</p> <p>August 2018/2019/20</p>	
<p><b>Art and Design</b></p> <p>There is a significant focus on Art and Design and the Creative Industries in Orkney; gender imbalance in this curriculum area would be worthy of further research.</p>	<p><b>Introduction to Art and Design</b> 13f/1m</p> <p><b>NC Art and Design</b> 9f/1m</p>	<p>7:93</p> <p>10:90</p>	<p><u>What is already in place:</u></p> <ul style="list-style-type: none"> <li>• No barriers to entry</li> <li>• Taster sessions for isles students and Links groups from KGS</li> <li>• Open Days</li> </ul> <p><u>What is planned:</u></p> <ul style="list-style-type: none"> <li>• Gender neutral classrooms</li> <li>• “Men in Art” exhibition in collaboration with local male artists, tutors and male alumni</li> <li>• Using alumni to act as mentors and ambassadors for Open Days and current students</li> <li>• <u>To enrol one additional male student per programme per academic year</u></li> </ul>	<p>September 2017</p> <p>May – each academic year</p> <p>May – each academic year</p> <p>August 2018/2019/20</p>	

**Orkney College UHI: 2015-16 HE data by headcount**

Higher Education (HE) subject areas	Overall gender balance females/males %f/m			Target date	Completed
<p><b>Business</b></p> <p>The gender imbalance in this curriculum area is not reflected across the sector or across UHI and would be worthy of further research</p>	<p><b>HNC Business</b> 15f/4m</p> <p><b>Business and Management</b> BAH 7f/1m</p>	<p>79:21</p> <p>87:13</p>	<p><u>What is already in place:</u></p> <ul style="list-style-type: none"> <li>• No barriers to entry</li> <li>• Taster sessions for isles students and Links groups from KGS</li> <li>• Open Days</li> </ul> <p><u>What is planned:</u></p> <ul style="list-style-type: none"> <li>• Gender neutral classrooms</li> <li>• ‘Men in Business’ Event in collaboration with local employers and OIC</li> <li>• Using previous male students working in business to act as mentors and ambassadors for Open Days and current students</li> <li>• <u>To enrol one additional male student per programme per academic year</u></li> </ul>	<p>September 2017</p> <p>March – each academic year</p> <p>March – each academic year</p> <p>August 2018/2019/2020</p>	
<p><b>Care</b></p> <p>The gender imbalance in Care is reflected across the sector and UHI</p>	<p><b>Child and Youth Studies</b> BAH 8f/1m</p> <p><b>Childhood Practice</b> BAH 4f/0m</p>	<p>89:11</p> <p>100:0</p>	<p><u>What is already in place:</u></p> <ul style="list-style-type: none"> <li>• No barriers to entry</li> <li>• Taster sessions for isles students and Links groups from KGS</li> <li>• Open Days</li> </ul>		

	<p><b>Childhood Practice HNC</b> 4f/0m</p> <p><b>Health and Social Care Supervision</b> PDA 7f/0m</p>	<p>100:0</p> <p>100.0</p>	<p><u>What is planned:</u></p> <ul style="list-style-type: none"> <li>• Gender neutral classrooms</li> <li>• ‘Men into Care’ Event in collaboration with NHS and OIC</li> <li>• Using previous male students working in care to act as mentors and ambassadors for Open Days and current students</li> <li>• Using resources from EQUATE</li> <li>• <u>To enrol one additional male student per academic programme per year</u></li> </ul>	<p>September 2017</p> <p>April each academic year</p> <p>October 2017</p> <p>October 2017</p> <p>August 2018/2019/2020</p>	
Art	<p><b>Fine Art BAH</b> 14f/1m</p> <p><b>Fine Art Textiles BAH</b> 5f/0m</p>	<p>93:7</p> <p>100:0</p>	<p><u>What is already in place:</u></p> <ul style="list-style-type: none"> <li>• No barriers to entry</li> <li>• Taster sessions for isles students and Links groups from KGS</li> <li>• Open Days</li> </ul> <p><u>What is planned:</u></p> <ul style="list-style-type: none"> <li>• Gender neutral classrooms</li> <li>• “Men in Art” exhibition in collaboration with local male artists, tutors and male alumni</li> <li>• Using alumni to act as mentors and ambassadors for Open Days and current students</li> <li>• <u>To enrol one additional male student per academic year per programme</u></li> </ul>	<p>September 2017</p> <p>May 2018, 2019 &amp; 2020</p> <p>May 2018, 2019 &amp; 2020</p> <p>August 2018/2019/2020</p>	



Computing/IT	<b>Computer Science HND</b> 0f/4m <b>Computing BScH</b> 1f/7m  <b>Computing HNC</b> 2f/11m	0:100  13:87  15:85	<u>What is already in place:</u> <ul style="list-style-type: none"> <li>• No barriers to entry</li> <li>• Taster sessions for isles students and Links groups from KGS</li> <li>• Open Days</li> </ul> <u>What is planned:</u> <ul style="list-style-type: none"> <li>• Gender neutral classroom and workshop</li> <li>• Open Day/Event for Women into Computing and IT Orkney in conjunction with local employers, Orcadian, Kyloe, NHS and OIC</li> <li>• <u>To enrol one additional female student per programme per academic year</u></li> </ul>	September 2017  February 2018, 2019 & 2020  August 2018/2019/2020	
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### **Orkney College UHI: Student Journey –Retention and Achievement (KPI's)**

#### **Further Education (FE)**

- KPI data reveals no issues concerning gender imbalance and student retention and achievement

#### **Higher Education (HE)**

- KPI data reveals no issues concerning gender imbalance and student retention and achievement

#### **Further education courses lasting 160 hours or more**

- There are twice the amount of females than males studying on our full-time FE courses.

#### **Higher Education (HE)**

- There are twice the amount of females than male students studying on HE courses.
- This situation has prevailed for the past three years.

**Orkney College UHI: Board of Management**

The 'Board' of Orkney College UHI has the form of a 'College Management Council' that is a formal Sub-Committee of the Education, Leisure & Housing Committee of Orkney Islands Council.

Membership comprises five elected Council Members (self-selected by Members of the Education, Leisure & Housing Committee); four Business Community Members (applications in response to advertisement – interviewed by a panel of CMC members); four Wider Community Members (applications in response to advertisement – interviewed by a panel of CMC members).

During 2016-17, of the five Councillor Members, two were female and three were male. This was at a time when the whole of the Council had just three female Members. Of the four Business Community Members there was one male Member and one female Member with two vacancies. Of the four Wider Community Members two were female and two were male.

The College Management Council is about to recruit new members in August 2017. Advertising will stress the importance of appointing female members and the recruitment process / expectations placed on Members is being reviewed to encourage an equal balance of male and female members. N.B. All female applicants were appointed when the CMC last recruited in 2013.