

**Context**

Dumfries and Galloway College published our three year Gender Action Plan in summer of 2017. This was reviewed in spring of 2018 to assess progress so far and to incorporate changes based on our experiences so far. The five broad themes identified by the SFC to track progress have been used to develop our Gender Action Plan:

- Infrastructure
- Influencing the influencers
- Raising awareness and aspiration
- Encouraging applications
- Supporting success

**Review**

Work on achieving awareness and equality based on gender identity formed part of our overarching Equality and Diversity Plan. This had not originally formed part of the Gender Action Plan but further guidance from the Scottish Funding Council suggests that it should also lie within our Gender Action Plan. The report and plan presented here has therefore included last year's work in the area and included our actions for the year ahead. In addition, wider equalities work on equality law awareness and equality impact assessment of College plans and policies has been added as these have a strong gender equality element by their very nature.

**Gender Action Plan Outcomes**

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

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

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

### Equality and Diversity Outcomes

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

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

The College's [Equality Mainstreaming Report](#) and [Equal Pay Report 2017](#) give a comprehensive outline of our gender profile and the actions we will take to address the gender pay gap. The College's Board currently has a 45(Male):55(Female) gender split. The workforce shows a mean gender pay gap of 8.8% (Scottish average 14.9%) and a median gender pay gap of 17.3% (Scottish average 16.8%). The gap is attributable to occupational segregation based in the predominance of female staff working in support and administration, which tends to attract a lower rate of pay. Actions to address this will be developed through our College Equality and Diversity Committee over the coming year, and will form part of an ongoing action plan related to wider issues of equality and employment.

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

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

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

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

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

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

Face to face, bespoke training on gender identity issues has been rolled out in the 2017/18 session for both staff and students, and will be further enhanced in June with a session for staff by Stonewall on handling transphobic bullying and harassment. Places on this session were offered to local partner agencies, including schools, so that good practice could be extended to students who may be considering College in future. Confidence for both students and staff in understanding gender identity issues should provide students across the gender identity spectrum with a positive College experience where their needs are effectively met.

### **Strategic Aims**














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







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






### **Performance Indicators**

This section will be populated with trend data and key statistical indicators following our information gathering project in summer 2018.

## Gender Action Plan 2017-2020 (Review 2018)

| Not started   |  | Complete  |   | Progressing to plan |  | Some slippage but will complete by deadline |  | Will not complete by deadline  |  |
|---|---|---|--|---------------------|---|---|---|--|---|
|   |   | Key Tasks   | Comment  |                     |   |   | Lead  | Completion   |   |
| <b>Strategic Aim 1</b><br><br><b>Enhance strategic oversight of tackling gender balance at a national, regional and institutional level</b> | 1   | Identify gender governance mechanisms for the region involving key partners including Dumfries and Galloway Council, school representation for both primary and secondary phase, Skills Development Scotland and the Employability Partnership Group            | Youth Guarantee report into Local Employability Partnership Group on progress related to gender imbalance issues and any issues that are preventing progress. The Local Employability Partnership is currently being reviewed, so success will depend on a new LEP or similar structure being established in time. |                     |   |   | VP L&S  | December 2018<br> |   |
|   |   |   | Continue to work with partners to highlight gender equality issues and possible joint actions to change application profiles.  |                     |   |   | Principal   |                   |   |
|   | 2   | Working with partners, develop a sustainable regional pipeline model of support to address gender segregation for the area  | The Local Employability Partnership is reviewed. The action will be scheduled once the partnership strategic direction has been re-established.  |                     |   |   | VP L&S/<br>Employability Partnership Rep  |                   |   |
|   | 3   | Gender action plan to highlight actions Dumfries and Galloway College is progressing in terms of the 5 broad themes, including Infrastructure, influencing the influencers, raising awareness and aspiration, encouraging applications, and supporting success. | Consideration of gender issues embedded into course recruitment materials  |                     |   |   | VP L&S  |                   |   |
|   |   |   | Provide awareness sessions to secondary and primary learners, at least 2 per year.   |                     |   |   | VP L&S  |                 |   |
|   |   |   | Market and showcase success stories related to addressing gender imbalance   |                     |   |   | Marketing   |                 |   |
|   |   |   | Targets set to for each year for the lifetime of the Gender Action Plan  |                     |   |   | HOF   |                 |   |
|   | 4   | Ensure collaboration with regional partners including the local authority, Skills Development Scotland  | The Local Employability Partnership is currently under review. However, we work extensively with partners on gender equality as part of wider engagement work  |                     |   |   | VP L&S  | July 2018<br>   |   |





|   | Key Tasks |   | Comment  | Lead  | Completion   |
|---|-----------|---|--|---|--|
|   | 5         | Dumfries and Galloway College will outline numerical targets in all the relevant subject areas in line with the key aim of the gender action plan targets for Scottish Government.                    | Each Curriculum Area will undertake a review of activity with the aim of designing tailored action plans for 2018/19 for each of the fields currently showing gender imbalance greater than 75:25. | VP L&S  | October 2018<br>                                      |
|   | 6         | Complete statutory reporting required by the Specific Duties in Scotland (2012) to underpin activity and strategy in relation to gender and gender identity.  | Review and redesign the College equality outcomes which form the backbone of this action plan  | HR Manager  | April 2019<br>  |
| Produce comprehensive mainstreaming report to show how equality has been embedded in College policy and processes   |           |   | HR Manager   | April 2019<br> |  |
| Establish and report on the Gender Pay Gap for the College  |           |   | HR Manager   | April 2019<br> |  |
| <b><u>Strategic Aim 2</u></b><br><br><b>Engage with schools to tackle gender imbalance earlier and to tackle gender stereotypes and gender identity issues.</b> | 1         | The College will work with schools to provide advice, pathways and programmes to address gender imbalance and tackle gender stereotypes   | Continue extension of CREST Built Environment project, involving secondary school pupils of both genders in built environment community projects   | VP L&S/<br>D&G<br>Employability<br>Team Lead  |    |
|   | 2         | Dumfries and Galloway College will seek to share good practice. This will include best practice examples, case studies, HEI collaboration as well as evidence on what works and barriers to progress. | Host a regional LEA conference to showcase case studies, collaborations and barriers. Each Faculty to share best practice and link into partnership regional conference.                           | VP L&S  | STEM Conference hosted for LEA on 26 April 2018<br> |

|   | Key Tasks   |  | Comment   | Lead   | Completion   |
|---|---|--|---|--|--|
| <b><u>Strategic Aim 3</u></b><br><br><b>Ensure equitable admissions by gender and gender identity</b> | 1   | Dumfries and Galloway College will assess our current adult engagement models with a view to exploring the development of programmes over the age of 25. A key purpose and element of this work will be to tackle gender imbalance   | Each curriculum area to develop a programme of engagement via short /part time courses to engage over 25 learners to address gender balance issues. An action plan to specify the activity for 2018/19 will be developed by each curriculum area. | VP L&S   | October 2018<br><br>    |
|   | 2   | Dumfries and Galloway College will explore how admissions data can inform progress towards achieving the outcomes and aims of this plan. This information will enhance the information and advice offered through admissions to learners, parents, teachers and advisers about the educational opportunities at the college. | Statistical project to thoroughly examine trend data will be held over the summer break in 2018. This will inform future gender and gender identity actions but also underpin our Equality and Diversity Outcomes 2019-2021.                      | HR Manager   | August 2018<br><br>     |
|   |   |  | Gender profile information and advice is disseminated across a variety of media, and all new marketing is examined for gender stereotyping and inclusiveness  | Marketing and Admissions   |                         |
|   |   |  | Offer bespoke development sessions to Employability Guidance advisors in the schools  | Business & Community Liaison Officer   | December 2018<br><br> |
| 3   | The College will seek to share good practice. This will include best practice examples, case studies, HEI collaboration as well as evidence on what works and barriers to progress. | Host a regional LEA conference to showcase case studies, collaborations and barriers.  | VP L&S  | STEM Conference hosted on 26 April 2018<br><br> |  |




## Gender Action Plan 2017-2020 (Review 2018)


|   | Key Tasks |  | Comment   | Lead         | Completion         |
|---|-----------|--|---|--------------|--------------------|
| 4 |           | The College will participate in and foster good relations with local third sector support groups so that students from all gender identities have a positive study experience here | Active participation in the LGBT Youth Advisory Group, including project work and guest chair duties for this group, which meets quarterly.   | HR Manager   | ✓                  |
|   |           |  | Presentation of two sessions on community activism at the LGBT Youth National Gathering   | HR Manager   | 15 April 2018<br>✓ |
|   |           |  | Regular contact and signposting of students and staff to D&G LGBT Youth +, the local befriending and support service for LGBT+ adults.  | HR Manager   | ✓                  |
| 5 |           | Strategies, policies and processes will be equality impact assessed to ensure that there are no barriers to inclusion based on gender or gender identity.                          | Equality Impact Assessment process reviewed and updated.  | HR Manager   | ✓                  |
|   |           |  | Schedule in place to equality impact assess all policies and procedures as they are launched or reviewed. This process will be further informed by the statistical project planned for summer 2018. | HR Manager   | ✓                  |
|   |           |  | Impact assessment course to be rolled out to all staff involved in strategy and policy design.  | All managers | August 2018<br>➔   |



|  | Key Tasks |  | Comment   | Lead  | Completion   |
|--|-----------|--|---|---|--|
| <p><b><u>Strategic Aim 4</u></b></p> <p><b>Enhance support for those involved in student educational choice processes to enable them to impact on gender balance and on the College experience for people of differing gender identities</b></p> | 1         | Dumfries and Galloway College will seek to enhance CPD for college staff, including board members, to tackle gender balance and inequalities.  | Face to face Equality and Diversity Training, including rights arising from gender and gender identity within current legislation, nomenclature and right relating to gender reassignment and tackling gender based bullying and harassment available for any staff group or class who requests it. | HR Manager  | 250 students<br>120 staff trained<br> |
|  |           | The Board noted a report on equality and diversity activity in 2017 and an action plan for all equality and diversity activity for 2018 in March 2018. This includes all activity relating to gender and gender identity equality and is submitted on an annual basis each spring to comply with our Equality and Diversity Framework. | HR Manager  |    |  |
|  |           | The Board has requested a session on general equality law, including gender equality issues, with specific additional focus on gender identity issues to increase member confidence in understanding issues for students and staff.  | HR Manager  | Session to be delivered on 26 June 2018<br> |  |
|  |           | Board members appointed an Equality and Diversity Champion to oversee activity related to gender and gender identity equality. This Champion will attend a SWOT and PEST workshop with the Equality and Diversity Committee in November 2018 to examine outcomes and future direction for this work.                                   | Board   |    |  |



|   | Key Tasks |   | Comment  | Lead               | Completion   |
|---|-----------|---|--|--------------------|--|
| <p><b><u>Strategic Aim 5</u></b></p> <p><b>Enhance student involvement to tackle gender balance</b></p>   | 1         | The College will involve the student association in activities to promote gender and gender identity equality   | The Kaleidoscope project, a collaboration between the student association, the HR department, the business and community liaison function and the library, will launch in August 2018. A dedicated space on each Campus will be the focal point for themed competitions and events. Each February will include gender identity as part of LGBT History Month, and each March will address gender inequality, including such events as International Women's Day. | Kaleidoscope Group |                     |
| <p><b><u>Strategic Aim 6</u></b></p> <p><b>Enhance retention and completion at a subject level where there is a gender or gender identity gap</b></p> | 1         | The College will identify where there has been imbalance between male and female students within completion or retention by subject and will outline how these will be addressed.   | Statistical project to thoroughly examine trend data will be held over the summer break in 2018. This will inform future GAP actions but also underpin our Equality and Diversity Outcomes 2019-2021.  | HR Manager         | August 2018<br>     |
|   | 2         | The College will arrange for expert speakers/employers on subject areas with high levels of gender imbalance to promote industry engagement. These will also address issues around curriculum design to improve gender balance. | Faculties will produce plans on inviting employers, guest speakers to become included in curriculum design, and acting role models for learners to address gender imbalance issues.  | VP L&S             | December 2018<br> |

|   | Key Tasks |  | Comment   | Lead       | Completion   |
|---|-----------|--|---|------------|--|
| <p><b><u>Strategic Aim 7</u></b></p> <p><b>Evidence our progress in achieving the vision for 2030</b></p> | 1         | The college will provide an annual progress report on gender and gender identity equality as part of the overall annual Equality and Diversity Report for each year. | Statistical project to thoroughly examine trend data will be held over the summer break in 2018. This will inform future GAP actions but also underpin our Equality and Diversity Outcomes 2019-2021. | HR Manager | November 2018<br> |