

From:

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DALs: CYS

Minister for Further Education, Higher Education and Science

PUBLICATION OF THE GENDER ACTION PLAN PROGRESS REPORT

Purpose

1. To notify you of the publication on 4 December 2017 of the Gender Action Plan Progress Report and Technical Report for 2017

Priority

2. Immediate. The reports will be published on Monday 4 December.

Background

3. On launching the Gender Action Plan in August 2016, the SFC committed to publish annual reports. The two reports being published are the first since the launch.

Reports

4. The Progress Report outlines the progress made since the publication of SFC's gender action in 2016 and highlights key priorities for action in the coming year.
5. The Technical Report gives an overview of the analysis underpinning SFC's Gender Action Plan. The statistical information is for the academic year 2015/16.
6. The reports are attached to the covering email for this note. A summary of the information can be found at Annex A.

Recommendation

7. At this time you are asked to note that the reports on the Gender Action Plan will be published on 4 December.

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29 November 2017

Appendix 1 (continued)

| Copy List: | For Action | For Comments | For Information | | |
|--|------------|--------------|--------------------|------------------|-------------------|
| | | | Portfolio Interest | Constit Interest | General Awareness |
| Deputy First Minister and Cabinet Secretary for Education and Skills | | | X | | |

DG Education, Communities and Justice
 Director Advanced Learning and Science
 Paul Smart
 Roddy McDonald
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 Kate Higgins
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 Comms DFM and Education

Key Points from Reports

Technical Report

Colleges

Overall split between male and female enrolments in Academic Year (AY) 2015-16:

| | All enrolments | Aged 16-24yrs |
|-----------------|----------------|---------------|
| Male | 49.2% | 44.9% |
| Female | 50.8% | 55.1% |
| Majority Female | 1.6% | 10.2% |

Progress towards KPI 8 was measured. This is the Developing the Young Workforce programme (DYW) and the GAP ambition to “increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced superclasses among 16-24 year olds by 2021.”

The greatest progress was made in AY 2015-16 in Building Services (increasing the minority gender share by 3.6 percentage points) and Mechanical Engineering (increase of 2.5 percentage points), and the least progress was in IT: Computer Science/ Programming/ Systems (imbalance widened by 1.5 percentage points) and Building/Construction Operations (widened by 0.5 of a percentage point).

It should be noted that the influence of the Gender Action Plan is unlikely to be seen in the data until AY 2017-18.

Universities

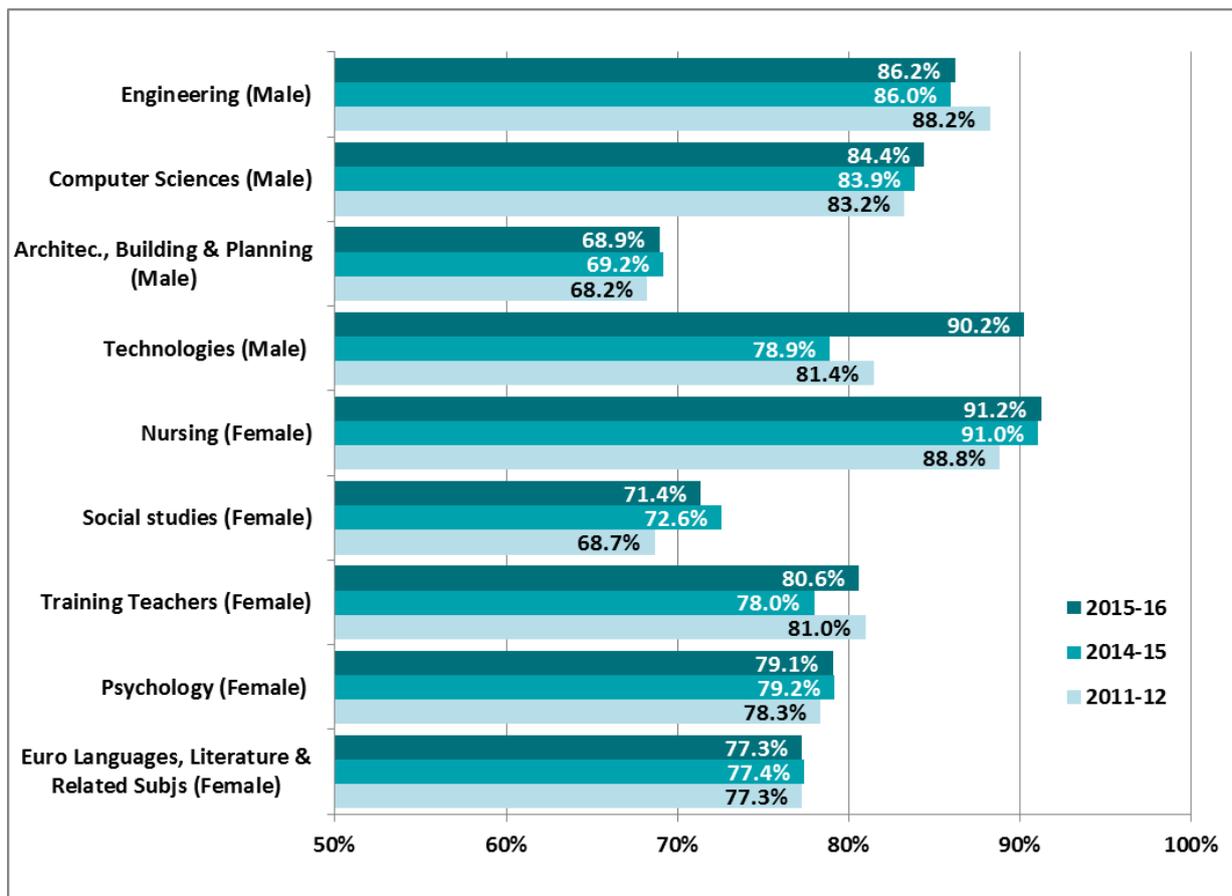
The overall gender split between entrants at university in AY 2015-16 was 58.7% female and 41.3% male: a female majority of 17.5%. This gap has increased over the last five years.

| Academic Year | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---------------------------------------|---------|---------|---------|---------|---------|
| Percentage point gap in participation | 14.9 | 14.5 | 13.8 | 15.3 | 17.5 |

For gender splits in Gender Action Plan subjects of focus in universities are shown most clearly in Figure 8 of the Technical Report.

It should be noted here also that the influence of the Gender Action Plan is unlikely to be seen in the data until AY 2017-18.

Figure 8: Majority Gender Proportion of SDUE¹ in GAP Subjects in Universities by AY²



In General

- A Gender Governance Group has been established to enhance alignment across national agencies. It has met three times. Its membership includes:
 - Scottish Government
 - SFC
 - Education Scotland
 - Skills Development Scotland
 - Scottish Qualifications Authority
 - Institute of Physics
- A regional school engagement strategy was developed to tackle gender imbalances earlier. SF Car planning for a framework to be in place by August 2018.
- SFC has been working with the Scottish Wider Access Programme, Supporting Professionalism in Admissions, UCAS and the Equality Challenge Unit (ECU) to ensure equitable actions by gender.
- Expert groups have been established in the subjects of focus.

¹ Scottish-domiciled undergraduate entrants.

² Brackets include total number of students in the subject area over the four year period. Computer Sciences fell within Jacs Group 'Mathematics & Computer Science' in 2011-12 so is not shown here.

- SFC are working with NUSS and other student organisations to involve students in tackling gender imbalances

SFC's next steps will be:

- Developing a male engagement strategy.
- Developing an evaluation framework and other actions to develop the evidence base for what works.
- Supporting the sector to develop intersectional policy and practice, including the need for better alignment between different national policy areas to help progress in this area.
- Supporting regional partnerships to be further developed, building on the links many institutions already have with their regional partners, to specifically focus on gender imbalances.



SFC Corporate publication

Gender action plan: annual progress report

Issue date: 4 December 2017

Reference: SFC/CP/XX/20XX

Summary: Aim 10 of SFC's gender action plan is '*To evidence our progress in achieving our 2030 vision*', in support of which we committed to publishing an annual progress report. This is the first of these reports. It outlines the progress made since the publication of SFC's gender action in 2016 and highlights key priorities for action in the coming year.

FAO: Principals and directors of Scotland's colleges and/or universities

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Gender action plan: annual progress report

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Chapter 1: Progress towards the outcomes of SFC's gender action plan (GAP)

1. A comprehensive technical report, including updated quantitative data on gender imbalances for both students and staff, is published alongside this report. This chapter outlines the key points from within that technical report. It is important to note that the most recent data is for a period which precedes the publication of the SFC's GAP in August 2016.

Colleges - Quantitative progress against the GAP's main outcomes

2. Progress for all GAP subjects from 2011-12 is summarised in Table 1, below. The figure in the right-hand column ('Progress towards KPI8') will be positive if there has been progress towards the KPI (i.e., the proportion from the minority gender in that subject has increased). A negative number in this column indicates a widening of the gender imbalance.

Table 1: Progress Towards KPI 8 Update: 2011-12 and 2015-16

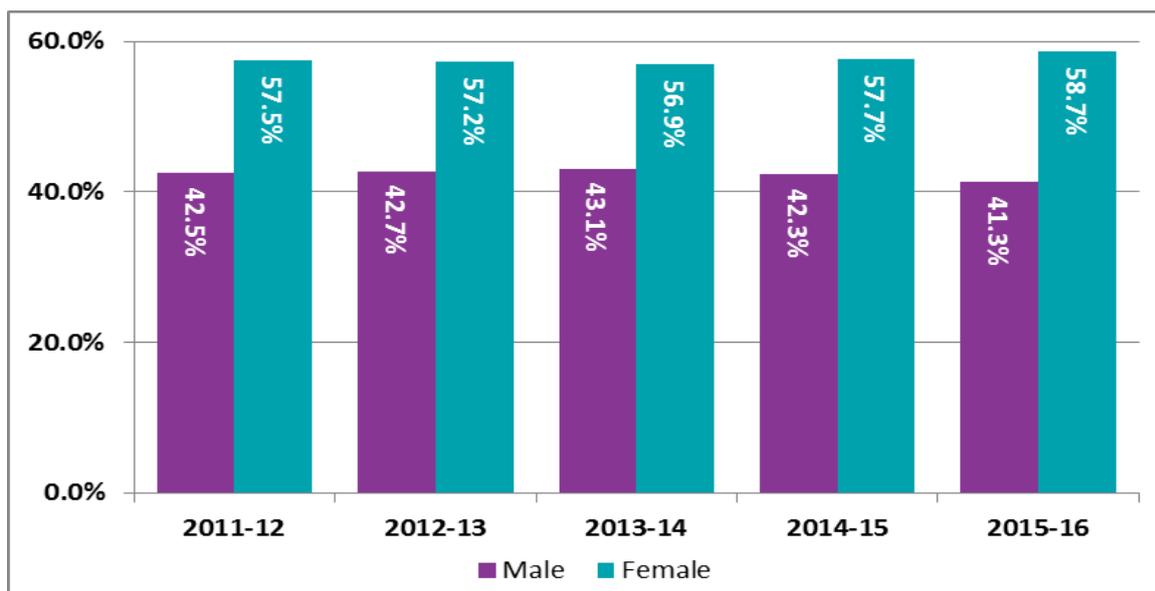
| GAP superclass | Minority Share 2011-12 | Minority Share 2015-16 | Progress towards KPI 8 |
|---|---------------------------|---------------------------|---------------------------|
| Hair/Personal Care Services | 3.0% | 4.0% | 1.0% |
| Child Care Services | 5.0% | 5.2% | 0.2% |
| Construction | 7.0% | 7.7% | 0.7% |
| Building/Construction Operations | 3.0% | 2.5% | -0.5% |
| Building Services | 3.0% | 6.6% | 3.6% |
| Electrical Engineering | 4.0% | 4.5% | 0.5% |
| Vehicle Maintenance/Repair | 5.0% | 6.6% | 1.6% |
| IT: Computer Science/Programming/ Systems | 12.0% | 10.5% | -1.5% |
| Engineering/Technology | 11.0% | 11.7% | 0.7% |
| Mechanical Engineering | 6.0% | 8.5% | 2.5% |

3. Table 1 shows that the greatest progress has been made in Building Services and Mechanical Engineering, and the least in IT: Computer Science/ Programming/ Systems and Building/Construction Operations.
4. Progress towards the KPI target has not been uniform across subjects. There are a number of reasons: first, and importantly, the GAP was published only in August 2016, meaning we would not expect to see it drive progress in the data until the 2017-18 academic year; second, the overall enrolment count for each superclass is a broad and general measure. There are more detailed patterns across level and mode of study, shown within the technical progress report accompanying the annual report (available upon request).

Universities - Quantitative progress against the GAP's main outcomes: overall gender balance

5. In Academic Year 2015-16 the gender imbalance between male and female Scottish-domiciled undergraduate entrants (SDUE)³ at university was 17.4 percentage points. Females accounted for 58.7% of total enrolments and males accounted for 41.3%. These sector level totals, and the gap in participation, are shown across a five year time period in Figure 7 and Table 2 below.

Figure 7: Overall Gender Balance across Scottish Domiciled Undergraduate Entrants to University, 2011-12 to 2015-16



6. Over the last 5 years, the gap in participation between males and females has increased from 14.9 percentage points to 17.5 in 2015-16. The gap between males and females showed a slight declining trend until 2013-14, but in the two academic years since then the gap has increased.

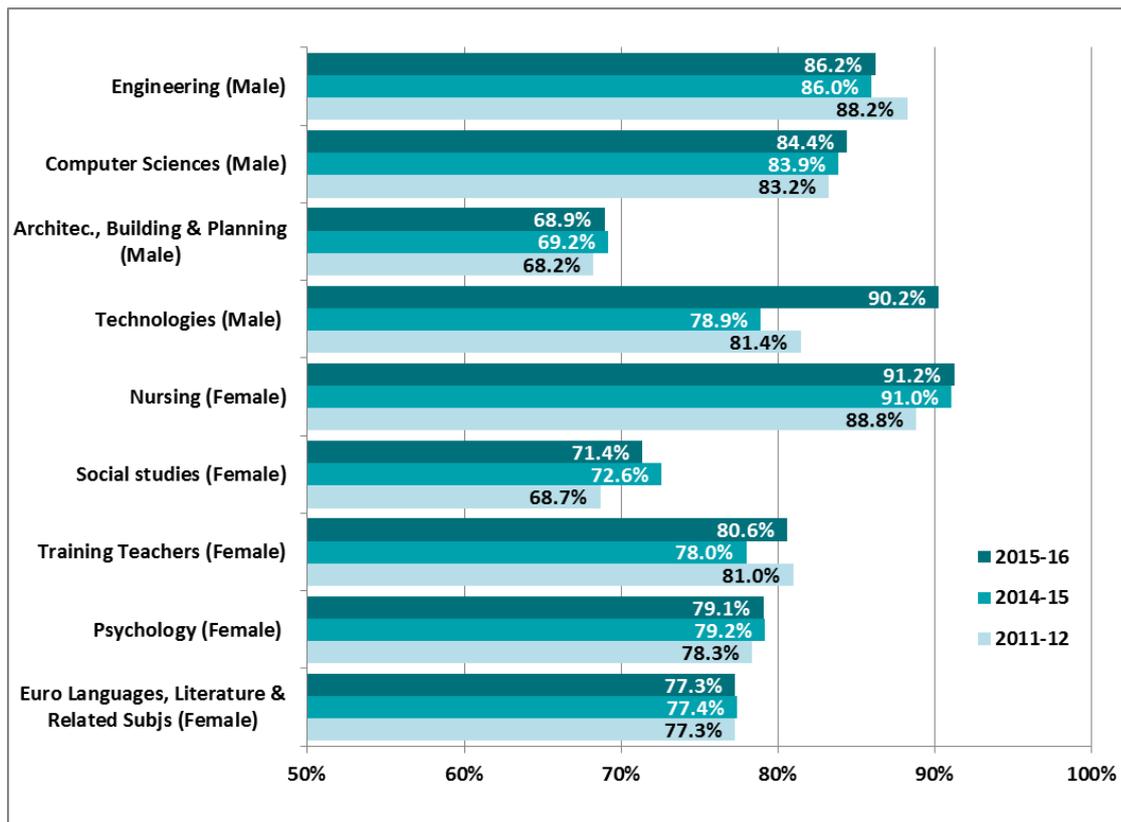
Table 2: Gender Gap in Participation, 2011-12 to 2015-16

| Academic Year | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---------------------------------------|---------|---------|---------|---------|---------|
| Percentage point gap in participation | 14.9 | 14.5 | 13.8 | 15.3 | 17.5 |

³ [SFC Outcome Agreement Definition](#)

Universities - Quantitative progress against the GAP's main outcomes: subject imbalances

7. The charts below show the extent of the gender imbalance in Scottish domiciled undergraduate entrants for the GAP's subjects of focus in Scotland's universities. They show participation rates for three years of data, starting with the baseline year of 2011-12 and showing the two most recent years; 2014-15 and 2015-16. The years in between are shown in Figure 8 of last year's [GAP Technical Report](#).
8. The university [JACS Group subjects](#) of focus are those with an imbalance greater than 75:25, or where the imbalance was increasing between 2011-12 and 2013-14 towards an imbalance of 75:25. SFC's aim is for there to be no subject with an imbalance greater than 75/25 by 2030. While the data for these broad curriculum areas (JACS Groups) shows striking gender imbalances, we note that, within these larger subject areas, some of the individual JACS subjects display more pronounced gender gaps.
9. It is hard to highlight a discernible pattern of progress from Figure 8. Imbalances have varied over the past year and since the baseline year of 2011-12. The notable increase in the proportion of males studying 'Technologies' should be considered in the context of a significant decline in the numbers of both male and female students in this specific subject group. Overall there were 265 Scottish-domiciled undergraduate 'Technologies' students in 2011-12, already a small number comparative to the other subject groups, and this fell to 80 students in 2015-16.

Figure 8: Majority Gender Proportion of SDUE in GAP Subjects in Universities by AY⁴

10. In conclusion, in both colleges and universities, we would not expect progress against the numerical targets so early in the plan's implementation. Instead, at this stage (year one), we are monitoring progress through the *implementation of the plan's actions* and our overall sense of the sector's potential to deliver the required impact (see the [gender action plan](#) for key aims and ambitions). More detail on this is in the next section, and we remain cautiously optimistic about the progress being made. However, having considered developments so far, we think further measures are required. We will therefore consider developing national measures for gender within outcome agreements to be included in the next 3 year round of agreements.

⁴ Brackets include total number of students in the subject area over the four year period. Computer Sciences fell within Jacs Group 'Mathematics & Computer Science' in 2011-12 so is not shown here.

Chapter 2: Progress on actions towards the 14 strategic aims of the plan

Background

11. The action plan has 14 strategic aims. This section gives an update on progress by aim, highlighting developments and delays.

Aim 1: To enhance strategic oversight of tackling gender imbalances at a national, regional and institutional level

12. Throughout the development of the plan, we heard of the need for better join up of activities, for fewer, one-off short term initiatives, and for more consideration of gender within college and universities' strategic development. This aim is therefore a key priority for us in the plan and in the initial stages of implementation. This aim includes actions to:
 - Enhance alignment across national agencies; with the Commission on Widening Access; and with the public sector equality duty.
 - Enhance the focus on tackling gender imbalances within the OA process
 - Enhance SFC's understanding of gender inequality.
13. This year our focus was on enhancing oversight of tackling gender imbalances at an institutional level, with the main actions taken an enhancement of our ask on institutions through our Outcome Agreement guidance, and the development of institutional gender action plans (GAPs).
 - Our Outcome Agreement guidance increased our expectations of institutions, both on gender underrepresentation, and alignment with public sector equality duties. All Outcome Agreements for AY2017-18 committed to tackling gender imbalances. The ambition and outcomes varied significantly across colleges and universities. More detail on institutions' outcomes can be found in chapter 3.
 - Most institutions have now published their own GAP. To support institutions to develop their plans, SFC published [a briefing](#) based on the work of the European Institute for Gender Equality, Equate Scotland and the Higher Education Academy Scotland⁵.
14. At a national level, the Scottish Government established a group to enhance alignment across national agencies to tackle gender imbalances. SFC sits on the group, alongside representatives from Education Scotland, Skills Development Scotland, Scottish Qualifications Authority and the Institute of Physics. The group has identified actions required to improve the gender balance in subject choices for

the senior phase, and SFC is continuing to discuss the actions with the Government so as to raise the profile of tackling gender imbalances in schools. We have also begun conversations with the Commissioner on Widening Access and his team to enhance alignment between their plan of work and the GAP.

15. To assist SFC's understanding of gender inequality, we have held a range of events to raise the awareness of all SFC staff – asking all to consider how their role might serve to support the plan's ambitions. We have also developed briefings for every OA Manager, including the latest statistics, for each institution to assist understanding of each institution's position.
16. Overall, we have made good progress on this aim. Chapter three of this report indicates where we will prioritise our focus in our discussions with institutions, but we shall continue to prioritise our work with the Government to raise the profile of tackling gender imbalances in schools, recognising the need for such work to be done in partnership across regions. The key theme of our conference in December 2017 will be on this, with the keynote speaker giving a schools' perspective on the issue.

Aim 2: To engage with schools to tackle gender imbalances earlier and to tackle gender stereotypes

17. The two actions specifically addressing this aim were the development of a regional school engagement strategy (now to be a framework); and reviewing our widening access programmes to see what role they might play in supporting the aims of the action plan.
18. In developing our school framework, we have consulted with a range of stakeholders including all but one our school-focused programmes and our Gender Governance Group⁶. The school programmes recognise their work (focused on those from deprived backgrounds or in low progression schools) is primarily taken up by girls. There are three issues surrounding this: boys leaving school earlier;, girls appearing to show more potential; and the possibility of teachers' gender bias of what constitutes 'showing potential'. The programmes emphasised the tensions in balancing gender balance as well as focusing on those from the most deprived areas.
19. The Gender Governance Group considered the role our regional school engagement framework and widening access programmes might play in tackling gender imbalances. They suggested that the framework should seek to articulate an ambition for gender, which should stretch beyond the funded programmes to include how SFC and the sectors can work more closely with influencers at an earlier stage in the education cycle, including Education Scotland and early years

⁶ See Aim 12.

learning providers. They emphasised the need to better align with the work of Education Scotland and its regional approach. They also cautioned about expecting too much from the programmes for the same amount of resource.

20. We plan for the framework to be in place by August 2018, and will phase in enhanced expectations on our funded programmes to include tackling gender imbalances within their work. We nevertheless think we need to develop a broader approach beyond our school framework if we are to have the required impact in tackling gender imbalances. As noted under Aim 1, a key priority for the coming year will be working with the Government to develop this.

Aim 3: To ensure equitable admissions by gender

21. This aim focuses on developing and implementing actions in partnership with the Scottish Wider Access Programme, Supporting Professionalism in Admissions, UCAS, and the Equality Challenge Unit (ECU) to enhance admissions systems to support our ambitions, as well as enhancing the role of articulation as a key mechanism for increasing areas of underrepresentation in universities, including males and those coming from deprived backgrounds.
22. It is worth highlighting the key role the ECU led 'Attracting Diversity' project is playing, with many of the institutions involved using it to develop their activities to tackle gender imbalances. There is also a range of activities highlighted within institutional GAPs that demonstrate progress this in this area. Over the next year, ECU will share the learning from its project, including common areas where institutions have struggled, and recommendations for avoiding them. Given developments in this area since the publication of the GAP - and in the context of our current discussions with ECU about future funding - we will develop key priorities for this aim in early 2018.

Aim 4: To enhance support for those involved in student educational choice processes to enable them to impact on gender imbalances

23. The key action is to work with the College Development Network (CDN) and Higher Education Academy (HEA) to improve CPD/training for college and university staff; and for institutional Boards to understand their role in leading in this area. Supported by SFC funding, CDN has made good progress in delivering work towards this aim, including:
 - A series of 4 workshops in partnership with Equate on developing institutional Gender Action Plans.
 - An updated [online framework](#) for embedding equality, diversity and inclusion in the curriculum.

- a new Professional Development Award in Advancing Equality and Diversity through Inclusiveness and supporting materials and resources for this, now validated by SQA.
 - A webinar in partnership with Zero Tolerance on Gender equality in early learning and childcare.
 - Highlighting work around International Women’s Day and “Be Bold for Change”.
 - A major [conference](#) on delivering gender equality in June 2017.
 - partnership working with Scottish Government and key agencies on the gender equality in career options working group.
 - with the Board Secretaries Steering Group, CDN has established a short life working group to plan an event for the Board Secretaries, early next year, on Equality and Diversity. A key aim is enhancing recruitment to boards, especially in the context of the 'Gender Representation on Boards' Bill currently before the Scottish Parliament and the Government’s clear ambition of 50/50 by 2020.
24. While CDN has made good progress, it is apparent from institutional gender action plans that across colleges and universities there is limited work to enhance support for those involved in student educational choice processes to enable them to address gender imbalances. We plan to take forward further discussions with our partners in 2018.

Aim 5: To enhance student involvement to tackle gender imbalances

25. Actions under this aim focused on working with NUS Scotland, enhancing student college associations and supporting the University of Stirling to convene a student focused conference as part of our funding for the initiative ‘So you want to be in the Professions’.
26. Our guidance emphasises that all institutions should consult with their student associations in developing their OAs. We have also funded NUS Scotland to continue to support college student associations – allocating almost £370,000 up to 2018-19. We expect that more established Student Associations will be able to begin focussing on priority policy areas, including tackling gender imbalances. We continue to discuss and develop this action with NUS Scotland and Sparqs.
27. In 2016, we worked with NUS Scotland to contribute to [a resource for student associations](#), which they have promoted. At the beginning of 2017, the NUS Scotland women’s officer and her liberation committee, visited student associations across Scotland to talk to them about their work to get involved with the Gender Action Plan at their college/university. This included conversations at NUS’s Zone Conference at the end of November 2016. NUS Scotland continues to support student associations engage with gender action plans. Alongside staff from West College Scotland, NUS Scotland also led a workshop at SFC’s staff development day to inform us how institutions can work better with their students to implement

gender action plans; they will also facilitate a workshop for the sector to share good practice on the issue at our conference on 4th December.

28. The University of Stirling led action to convene a student-led conference that took place as a series of events in partnership with Forth Valley College and secondary schools across the Forth Valley region in August 2017. These SFC funded events were targeted at S3/S4 students, currently completing their course choices, helping alert them to the full range of options available post-compulsory education and to inform their decision making.
29. In 2018, Sparqs and NUS Scotland will be working with the sector on a project to develop expertise in student engagement in GAPs through delivery of a pilot project with four colleges and four universities. The project will provide participating institutions with access to sectoral organisations that can support them in developing and enhancing student engagement in their GAP; increase knowledge in the sector about different approaches to student engagement; provide a platform for gathering and showcasing best practice; and promote opportunities for peer-to-peer support and learning
30. Overall, there has been strong progress on this aim, not least following NUS Scotland's decision to include helping student associations work on tackling gender imbalances as part of its Women's Officer's #Inspireherfuture campaign. Maintaining momentum will be necessary, despite the fact sabbatical officers across Scotland, including within NUS Scotland, change from year to year. But good initial progress has been made.

Aim 6: To promote male engagement and success in study

31. To take this forward we will be developing a male engagement strategy. We are on track to deliver this by summer 2018.

Aim 7: To enhance retention and completion at a subject level where there is a gap by gender

32. This action was split into institution-led activity and SFC-led national activity. For the former, institutional level issues were identified in OAs and institutional gender action plans. For the latter, the action plan required expert groups to consider those subjects with a gender imbalance by retention or completion at a national level (engineering and childcare at college and at university, nursing and computer sciences).
33. We updated our outcome agreement guidance to reflect this expectation.

However, a number of universities did not include outcomes or actions focused on retention or completion in their OAs or action plans. Some said their analysis of the data indicated that they did not have gendered differences for retention/completion, but most failed to explain this absence. Most colleges did include an action for retention and/or completion, varying from having a specific and quantified KPI to enhance retention or completion at a subject level, to commitments to analyse the data in the coming year and set priorities for action. Given the lack of focus on this aim at an institutional level, and the fact we know of challenges in retention and completion in certain subject areas at an institutional level, we will use the next meeting of our Gender Governance Group to determine how we might better address this aim.

Aim 8: To enhance the evidence base

34. Actions to support this aim include funding and dissemination of 3 pieces of research; commissioning the development of a longitudinal evaluation framework and establishing expert groups at both a subject and regional level.
35. We commissioned action led research projects at RGU and University of Stirling and a schools focused report from Frontline (to ascertain what activity was happening in schools to tackle gender imbalances). All projects have now completed. Initial findings were shared with the sector at an SFC funded conference hosted by the University of Stirling in September 2016 (see Aim 9). We plan to share the learning from the projects through our mailing list or virtual hub at the start of 2018.
36. Our action to commission an evaluation framework has been delayed to 2018.
37. We committed to establishing or working with existing expert groups on subject areas with colleges and universities which deliver high levels of gender- imbalanced subjects. The key subject areas identified were Nursing, Childcare, Education, Engineering, Building & Construction and Digital/ICT. The following provides an update as we believe each subject will require quite different approaches, rather than the generic 'expert group' approach as initially envisaged.
 - **Nursing:** We have agreed with the Chief Nursing Officer (CNO) the next steps required to determine how best to tackle gender imbalances in the profession. We will progress this in 2018. We are also aware that an institutional network focused on improving participation and access for men into nursing has been started as part of ECU's Attracting Diversity project. The group is led by the School of Nursing & Health Sciences at the University of Dundee and has representation across the HEI and college sector. And, at the time of writing, we await a report from the Commission established by the CNO on 'Widening Access in Nursing and Midwifery' and will support relevant recommendations concerning gender.

- **Childcare:** We are working closely with Scottish Government on the workforce planning of the reform of the Early Learning and Childcare (ELC) sector. We continue to emphasise that diversity, specifically gender, is prioritised within the Government's plans.
 - **Education:** The [Government's Delivery Plan for Education](#) sets out a range of activities they will undertake in Initial Teacher Education and ensuring a high quality workforce. We will connect this to our programme of work and influence its development to progress the aims of our GAP.
 - **Engineering, Building & Construction:** There are several groups already established to champion different approaches to addressing skills gaps and gender imbalance in these sectors. We do not want to create further complexity to a busy landscape, so will focus on supporting a new social media campaign in 2018 to increase gender balance in participation in STEM study and to address STEM occupational segregation (as outlined in the Scottish Government's STEM strategy). The STEM Strategy outlines that this campaign will be lead and championed by Scottish Government, Scottish Funding Council and the college and university sectors.
 - **Digital/ICT:** Actions focused on colleges and universities are included within SDS's [Gender imbalance in Digital Skills Workstream](#). We continue to work with SDS and partners to develop and implement this as part of the Steering Group. These actions will also be implemented through the SFC and SDS funded Digital Skills Partnership.
38. In the plan SFC committed to establish regional groups. In order not to overload institutions with multiple events, we have instead taken this forward through the Regional Access Events which we held throughout Scotland during 2017. During the events we asked how institutions in different regions are taking forward their plans to tackle gender imbalances and will use the feedback, alongside the survey we will launch in December (further detail given under Aim 10), as we develop our approach.
39. Progress on this aim has developed well. The key focus for 2018 will be on the development of the evaluation framework and on prioritising gender within our work with Government and other partners on the specific subjects outlined above, as well as the gender focused elements of the STEM strategy.

Aim 9: To share good practice

40. Actions to support this aim include supporting two conferences (one in September 2016 and one in Spring 2017); developing a virtual hub; developing resources/guidance on intersectionality with ECU; developing support for trans students and staff through the University of Strathclyde and ECU; and analysing specific actions required to tackle any gender inequality for those who disclose a disability and/or from minority ethnicities.

41. The SFC funded University of Stirling hosted conference took place in September 2016. It allowed students and practitioners from across FE and HE sectors to share best practice, gain knowledge and discuss key topics. The conference had both a gender- and student-led stream which allowed for a range of voices to be heard. Most importantly, it allowed for a focus on intersectionality and a discussion around how a range of factors will influence a person's likelihood of going to university.
42. The conference scheduled for Spring 2017 was delayed until December 2017 to coincide with the publication date of this report.
43. We have set up a JISC mailing list⁷ to support institutions in the development and implementation of their gender action plans. While usage has so far been limited to updates from SFC, it has an increasing number of members from both sectors and we hope that members will begin to use it to discuss implementing their plans. We have developed the virtual hub within our own website, which we hope to launch shortly. We will continue to refine its content in consultation with stakeholders.
44. ECU published [guidance](#) in November on supporting trans students and staff. The project SFC funded at the University of Strathclyde has published [a report](#) listing 21 key recommendations to enhance policy and practice. The trans.ac.uk website has also been set up to host the report as well as resources (currently being developed) for the sector to help support trans staff and students.
45. The Gender Governance Group considered the development of good practice in developing intersectional policy and practice in October 2017, including the need for better alignment between different national policy areas to help progress in this area. We will be finalising next steps in supporting this as a priority. Progress across the different actions of this aim has varied. The focus for the coming months is on developing stronger ties between our ambitions under this aim and the work of ECU, as well as developing the virtual hub.

Aim 10: To evidence our progress in achieving our 2030 vision

46. Actions identified to support this aim focused on the annual progress reports, hosting a survey after the first round of institutional action plans, reviewing equality and access focused publications and enhancing the focus on gender in Learning for All.
47. We decided to postpone the progress report to the end of the year to ensure it captured learning from institutional gender action plans. We will be launching our survey of institutions on their progress in developing their plans, including the learning, good practice and barriers encountered at our conference on 4 December.

⁷ Open to everyone once they have registered: www.jiscmail.ac.uk/GENDERACTIONPLAN

48. We committed to reviewing the scope and content Learning for All so as to improve the analysis provided on equality and diversity across both sectors. This has been done considering the final report of the Scottish Government's Commission on Widening Access (CoWA) and the recommendation that "the Scottish Funding Council and the Scottish Government should enhance the analyses and publication of data on fair access" and is in line with further SFC efforts to improve consistency of reporting of data relating to access to higher and further education. This review has resulted in the *SFC Report on Widening Access*, superseding the *Learning for All* publication. This new publication includes a chapter focused on gender. SFC's commitment to reviewing our publication is ongoing, and at the time of writing, we are developing a consultation on the changes from *Learning for All* and on any other aspects of this publication.
49. Progress towards this aim is on track. Whilst it is appropriate that we have aligned this action with work being carried out on the back of the Commission's recommendations, there is a danger that we do not achieve a focus on gender. The Commission's focus was on clearly socioeconomic background and there was less consideration of protected characteristics. We will continue to monitor this and will develop our priorities appropriately.

Aim 11: To enhance partnership working

50. Actions to support this aim include conducting 'expert groups' with those who lead in the provision of initial teacher training, careers guidance courses and early years training, to discuss how to use that training to support our ambitions and agree good practice guidance. We will include this work within our actions under Aim 8 focused on specific subject areas, seeking to align it with the discussions we will have on education, early years and childcare. Chapter 3 of this report outlines some of the work institutions, such as the University of Glasgow, are doing to encourage men into teacher training. We will work with such partners in developing a collaborative approach.
51. As part of the Government's STEM strategy, we will be creating a STEM hub network to strengthen regional level collaboration between partners. The STEM hub network will start to facilitate more joint professional learning activities between secondary schools and colleges in 2018 and this will be broadened to include primary and early learning providers during 2019. We will ensure this links with our plans to enhance partnership working to tackle gender imbalances.
52. In addition, we are keen to ensure each institution is working in partnership locally, nationally and globally. In 2018, we will prioritise supporting regional partnerships to be further developed, building on the links many institutions already have to specifically on gender focus imbalances.

Aim 12: To hold SFC to account in the implementation of this plan

53. The governance group has met three times. Its remit and papers from previous are available upon request. We will continue to review how well it is working in holding us to account and include this as part of the survey (see Aim 10).

Aim 13: To prevent gender based violence (GBV) across Scottish Colleges and Universities

54. We committed to working with the University of Strathclyde and other institutions working to tackle gender based violence.
55. To develop this approach, following feedback from the sector, we convened a workshop to share good practice on preventing and responding to violence against women in HE in June 2017. A report of the session is available [here](#).
56. CDN delivered a workshop on anti-stalking for the FE sector at the start of 2016's [16 days of action to eliminate violence against women and girls](#). CDN worked with Action against Stalking, Ayrshire College, Police Scotland, Crown Office and Procurator Fiscal Service and South West Scotland Community Justice Authority to launch a Victim Impact Box (VIB) at the event. The event was an important step forward in recognising the role that colleges can play in educating all students and staff and raising awareness whilst knowing where to offer advice, guidance and signposting for those affected and impacted by stalking.
57. SFC sits on the Advisory Board overseeing the Strathclyde 'whole institutional approach' to tackling GBV and is contributing to discussions alongside the Government on how to ensure the learning is best shared across the sector.
58. Our priority for this action is to encourage and facilitate a collaborative approach amongst universities as well as facilitating such an approach to involve colleges. On the basis of the conversations held at the workshop in June 2017, SFC agreed to the following actions which we have begun implement and we will work with partners over 2018 to take forward:
 - building on the recommendations of the Universities UK Taskforce and other work streams, work with Scottish Government, actively to encourage colleges and universities to develop their policies and responses to Violence Against Women (VAW) and embed the principles of Equally Safe, focused on maximising previous investments and encouraging collaboration.
 - Work with CDN to establish how best to support and engage colleges to prevent and respond to VAW, particularly to share the good practice already in place and to ascertain what learning can be translated from universities.
 - Work with ECU to ascertain how it can best support the sector to prevent and respond to VAW.

- Discuss with Universities Scotland next steps in ensuring any UK-wide work is relevant to the Scottish sector; coordinating the work across the sector to enhance collaboration and consistency of support for survivors; engaging senior management; and developing regional approaches.
- Ensure a theme of SFC's 'year on' conference at the end of 2017 is focused on VAW.

59. Overall, we have made good progress on this aim. Paragraph 58 (above) indicates the actions we will prioritise.

Aim 14: To enhance career progression for female staff in colleges and universities

Universities

60. Professor Alice Brown, then Chair of the SFC, and the SFC executive, met members of the [Young Academy Scotland](#)⁸ (YAS) in October 2016. This followed the publication of YAS's publication on [Academic Women Now](#). The main topics included flexible working conditions in a research intensive environment; maternity and paternity support; and supporting young female talent to progress their careers in research. The SFC executive then met with YAS representatives and ECU at the Athena Swan Scotland Regional Network meeting in August 2017 to explore initial ideas, discuss current evidence and make recommendations as to how university staff career progression as related to gender equality might be enhanced, supported and encouraged through partnership working.
61. SFC is currently discussing the recommendations that arose from the meeting with ECU to determine what can be adopted by SFC and by HEIs, by ECU and in the Athena SWAN charter. SFC's GAP and ECU's Athena SWAN charter both operate largely on long term (10+ years) timescales. We hope for recommendations that will support long term culture change and improvements in outcomes but will also explore ideas for short or medium term actions and priorities.

Colleges

62. ECU, the College Liaison Group and College Development Network facilitated and participated in a conversation between key individuals and groups to explore initial ideas, discuss current evidence and make recommendations as to how staff career progression within colleges as related to gender equality issues can be enhanced, supported and encouraged.

⁸ Established by the Royal Society of Edinburgh in 2011, the Young Academy of Scotland provides a platform for able and innovative young entrepreneurs, professionals and academics to develop a coherent and influential voice, and to address the most challenging issues facing society in Scotland and beyond.

63. The group produced initial recommendations of how to enhance, support and encourage staff progression as related to this aim of the plan as well as SFC's second Equality Outcome on staff equality; ECU's programme in Scotland, including the staff equality project; and college policy and activity.
64. SFC is currently discussing the recommendations with ECU to determine what can be adopted by SFC, colleges and ECU.

Chapter 3: Overview of institutional gender action plans

Background

65. SFC asked all institutions to set out in their institutional Outcome Agreement (OA) for AY2017-18 how they would tackle gender imbalances. In addition, we asked them to develop gender action plans outlining the actions they would undertake to achieve their OA outcomes.
66. In April 2017, SFC published [a briefing](#) based on the work of the European Institute for Gender Equality, Equate Scotland and the Higher Education Academy Scotland. It supported institutions in thinking about how they develop their plans and what conversations might need to take place. The following overview of the gender action plans is based on the suggested areas for inclusion as outlined within the April briefing. This includes:
- Which subjects have an imbalance of men or women of more than 75% one gender amongst students.
 - Actions across the five themes of *Infrastructure; Influencing the Influencers; Raising awareness and aspiration; Encouraging applications; and Supporting Success*.
 - How they are working with partners, both regional (e.g. schools and other FE/HE institutions) and national (e.g. equality specialists).
 - Who is responsible for implementing the actions within the GAP.
 - How the institution will seek to build capacity across the institution to implement the GAP.
 - How progress will be monitored.
67. The following chapter gives an overview of institutional gender action plans. It is not provided as a comprehensive summary nor are those mentioned the only good practice examples. It merely offers an outline of the content of GAPs, with some good practice suggested to help both learning across the sectors, and the development and implementation of GAPs. It is divided into 12 sections, each looking at a different element of the GAPs, giving an overview of content; suggesting some good practice; and indicating what is required to enhance practice around this element.
- 1. Layout and framework**
68. Most GAPs covered the 5 themes (see para 66) they required, either explicitly or within the context of their own thematic headings/objectives. Overall, institutions focused on the first 3-4 themes with the final section on 'Supporting Success'

receiving far less attention. When detail was given on this theme, it often included the work of Equate Scotland but there was variation across the institutional GAPs on the meaning of this theme.

69. Institutions identified a range of 'influencers' with which to engage, and the best plans recognised the key 'intervention points' their institution had along the learner journey (from early years to mature learners); but there was little reflection on how an institutions' own students were parents with appropriate activities to influence them.
70. There were a range of layouts. The most transparent clearly indicated deadlines and lines of accountability. Those which indicated alignment with the institution's equality outcomes also implied an effort to ensure the action plan had been mainstreamed within the institution's broader approach to equality, rather than developed in isolation.

Good practice

71. Good practice included aligning the five themes with an institution's own strategic objectives and adding additional objectives that were felt appropriate. For example, Edinburgh Napier's key objectives went further than SFC's core five themes (Napier included a key objective to enhance student involvement) and City of Glasgow College included a sixth objective to enhance stakeholder engagement; it also developed a comprehensive framework covering the whole institution as well as individual faculty gender action plans for the College's priority subject areas - thereby ensuring a clear focus for the whole institution as well as specificity in action at a faculty level.
72. The University of Strathclyde specified 13 key objectives; stated key actions required to meet these objectives; the actions already taken; as well as the timeline, success measures and people responsible for each individual action. North East Scotland College aligned its GAP with its Equality Outcomes and used its GAP to look at the specific actions required to meet both gender imbalances at a student level and the gender pay gap.
73. In terms of 'Influencing the influencers', West College committed to engage parents in promoting gender atypical career choices through arranging parents' information evenings and school careers events. The College also recognised the role that teaching staff could play by committing to embed gender equality and the exploring of gender stereotyping within their curriculum to increase the gender competence of college students.

Next steps

74. Through Outcome Agreement Managers, we determine why not all institutions covered all five themes and support them, where appropriate, to expand the focus of their action plans.
75. We will use a workshop at our national gender conference in December 2017 alongside the survey we will launch at the event, to ascertain the learning, good practice and barriers encountered in developing gender action plans. This will enable institutions to feedback on why their layouts and frameworks were used and for SFC to learn how best to support their further development.
76. Given its relative lack of focus, we will clarify what is meant by ‘Supporting Success’ and what good practice looks like, starting with a workshop on this theme at our national conference, led by Equate Scotland (as such the emphasis is on women into STE;, however examples will be used and discussed on men into non-traditional roles).

See also Next Steps under point 10: Governance and Monitoring.

2. Subject focused outcomes

77. Not all institutions set subject based outcomes. Most colleges did, but they were often absent from university OAs. While for some, this was due to further analysis being required and included a firm commitment to set them within the next year or two, some did indicated no commitment to specify an outcome.
78. Some institutions committed to bring all subject gender imbalances in line with SFC’s aim for no subjects with an imbalance greater than 75/25 by 2030; other institutions focused their actions on a few subject areas. The subjects of focus largely align with those of focus within SFC’s GAP (outlined on page 7 of SFC’s gender action plan). Some universities have also included Veterinary Nursing; Physics, Astronomy; and HR Management and SRUC, alongside some colleges, identified their own subjects of focus.

Good practice

79. Good practice included setting clear outcomes, and milestones for both entry and retention/completion/success. It was also encouraging to see institutions explicitly align their GAPs with their statutory equality outcomes as well as other outcomes focused on staff and board gender imbalances and anti-Violence Against Women outcomes.
80. The University of Glasgow outlined 6 priority subject areas. These are largely aligned with SFC’s key subjects. Where they are not, this is explained clearly through their data analysis. They also include Physics and Astronomy and outline

their rationale for this. For each subject they state the baseline at 2015/16; commit to a milestone for 2020/21 as well as the 75/25 outcome specified within SFC’s gender action plan.

81. Glasgow Kelvin College committed to the following KPIs and Milestones, including completion and success, not just entry, amongst their KPIs:

| Key Performance Indicator | Milestone |
|---|----------------------------|
| <ul style="list-style-type: none"> • KPI 1 - increase the proportion of female learners in Construction, Engineering and IT programmes by 5% by 2021; | Increase by 4% by 2019. |
| <ul style="list-style-type: none"> • KPI 2 - increase the proportion of male learners in child care and hair/personal care by 5% by 2021. | Increase by 4% by 2019. |
| <ul style="list-style-type: none"> • KPI 3 – reduce the difference in completion and success rates of male and female learners to under 1% by 2021. | gap reduced to 2% by 2019. |

Next steps

82. SFC will consider the introduction of a national measure on subject imbalances for inclusion in all outcome agreements to encourage consistency in approach and measurement across the sector. We will also seek to share good practice in development and implementation of such outcomes amongst institutions.
83. We will consider what action to take against those institutions which did not set outcomes.

3. Overall underrepresentation of men

84. This priority area for SFC is focused on university undergraduates, but very few universities specified outcomes, or actions to address the overall underrepresentation of men in undergraduate study. Some mentioned the gap in retention levels at undergraduate level and aimed to address it.

Good practice

85. The University of Glasgow states the baseline at 2015/16 for male/female participation and the gap between them as 18.2%. They commit to a milestone gap of 12.8% for 2020/21 as well as committing to reduce the gap to 5% by 2030 as specified within SFC's gender action plan.
86. The University of Aberdeen aims to bring the current male/female Scottish-domiciled UG students overall balance from 43%/57% to 45%/55% by 2019/20. SRUC committed to reduce the overall gap between male and female participation in undergraduate study from a current 7% to 5% by 2030 and set a milestone of 6% by 2020/21.
87. The University of Stirling commits to "Assess male student attainment across subjects and years to map patterns of achievement and identify early indicators of retention and success".

Next steps

88. Consistent with the gender action plan, we will be developing a strategy for male engagement over the coming year and will consider how to ensure this aim is focused on students from the most deprived areas and any other groups most underrepresented in our colleges, universities and workforce.

4. Inclusion of work to tackle violence against women (VAW); enhance career progression for women staff; and ensure gender balance at a Board level

89. A number of institutions chose to include outcomes and/or actions concerning gender imbalances and inequality amongst staff and Board and preventing violence against women within their plans. When this was not already stated within the plan, some institutions committed to bringing different strategies and action plans together over time. This does not mean that work in these areas is not going on in other institutions.

Good practice

90. Good practice included actions focused on these issues embedded within the action plan, with specifics, timescales and lines of responsibility rather than as narrative included at the outset of the plan. For example, Edinburgh Napier's plans to develop a VAW strategy, North East Scotland College's detailed analysis of the gender imbalance within its Regional Board and commitment to consideration of the gender balance of the Board, at its first meeting in AY2017-18, signing up to the Scottish Government's initiative 'Partnership for Change'.

91. Some institutions emphasised staff focused aims and actions to the neglect of student focused ones. While we want to see the two aligned, we know that, in universities, significant activity is already in place around Athena Swan. Work to tackle student imbalances should build on this but it is not sufficient simply to outline Athena Swan work within a gender action plan. Glasgow Caledonian University struck a good balance by including work from other action plans, including Athena Swan, within their gender action plan but also indicating where new student focused actions had been developed.

Next steps

92. More detail is given elsewhere in this progress report on our work to enhance women's career progression and prevent VAW. In addition, we plan to work, through Outcome Agreement Managers, with those institutions, which included staff focused actions to the neglect of student actions to encourage them to enhance their focus on student based activity.

5. Retention/completion/success

93. A number of universities did not include outcomes or actions focused on retention or completion in their OAs or action plans. Some said this was because their analysis of the data indicated they did not have gendered differences for retention/completion; but others did not explain this omission. On the other hand, most colleges did include an action around retention and/or completion. These varied from having a specific and quantified KPI to enhance retention or completion at a subject level, to commitments to analyse the data in the coming year and set priorities for action.

Good practice

94. Each school at Edinburgh Napier produces retention action plans, including tackling any difference in retention by gender.
95. Inverness College committed to use its curriculum team evaluations to ensure greater scrutiny of gender, among other protected characteristics, in terms of recruitment, retention and successful outcomes, and to conduct a focus group of students within specific areas where there is a severe gender imbalance. The group will be to consult on why students think there is a gap in gender recruitment / retention / success rates and ways to address discrepancies.

Next steps

96. Given the lack of focus on this aim at an institutional level, and the fact we know of challenges in retention and completion in certain subject areas at an institutional level, we will use the next meeting of our Gender Governance Group to determine how we might better address this aim.

97. A workshop focused on retention/completion will be led by HEA and ECU at our conference in December 2017.

6. Aims and actions focused on trans students and staff

98. A few institutions referenced work to enhance support for trans students and staff.

Good practice

99. Strathclyde included the SFC funded action to 'Develop toolkits and case studies to empower institutions to develop their policies and activities, alongside a peer support Community of Practice' and committed to 'Implement recommendations of Trans.Edu Scotland research project report'.
100. North East College Scotland has included actions that recognise 'Organisationally there is too narrow a definition and too narrow a focus on gender i.e. gender is simply seen as binary' and committed to revise systems, documentation, marketing materials to become nonbinary; to develop relationships with e.g. Scottish Transgender Alliance; and to develop student access and support arrangements to better consider how to support students who consider themselves gender neutral or transgender, in conjunction with representatives of the College's Student Association.
101. The Royal Conservatoire both included mention of previous work it has done on this issue and committed to 'Continue with programme of Trans awareness training (including session at Staff Learning & Teaching Conference September 2017)' and to 'implement policy and monitor data'.

Next steps

102. The University of Strathclyde will be establishing a multi-institutional community of practice to support the sector to implement the recommendations from their Trans.Edu Scotland research project report. SFC will work with the group to, where feasible, implement the recommendations made for SFC.
103. We are aware that the terms women/men and female/male are too often used interchangeably both by SFC and by the sector without sufficient understanding of the differences. We will continue to work to address this within our own work before clarifying expectations with the sector.

7. Adaption and strengthening of infrastructure

104. By 'infrastructure' we are following [HEA's classification](#), including policies and processes, resources, staff development and relationships. This means there is some overlap with the overview given of the '[Layout and framework](#)' of action plans. This section focuses on internal relationships. Staff development is covered in

the [next section](#) and external relationships are covered below under '[Collaboration and partnership](#)'.

Good practice

105. Good practice included embedding gender action plans within the processes, monitoring and reporting structures already set up to meet public sector statutory equality duties, as well as other equality related policies and processes (e.g. widening participation). Many institutions mentioned their equality outcomes and mainstreaming reports and said they would report through the same processes. The Universities of Strathclyde and Glasgow both committed to ensuring alignment with their widening participation strategies.
106. North East Scotland College committed to include addressing gender disparities within the its quality improvement processes, particularly KPI meetings with curriculum managers and self-evaluation reporting for all managers. Edinburgh College committed to a range of actions focused on tackling gender disparities in its review of curricula for Engineering and Health, Wellbeing and Social Care.

Next steps

107. Building on the good practice identified above, SFC will continue to work with ECU to help institutions integrate the mainstreaming requirements of the Equality Act into Outcome Agreements. We are keen to ensure that priority is always given to the mainstreaming of equality for all protected characteristics before consideration is given to specific equality initiatives such as the GAP. However, this approach will also enhance the implementation of the GAP by ensuring institutions consider all protected characteristics; it will also support intersectionality.

8. Staff development / training / capacity

108. A number of actions plans stated that responsibility lay with all staff and students to create an inclusive institution where responsibility for implementing the plans was held across the institution. Some plans did not however go beyond such a statement of intent. This is insufficient. Others detailed how an institution would undertake activities to raise capacity, with most stating this would occur through training. Many prioritised training for those involved in selection and recruitment. Unconscious bias training was frequently cited as the training which would be rolled out.

Good practice

109. Good practice was when a comprehensive plan was outlined to enhance the capacity of all staff and students. For example, West Lothian College outlined a key action to 'implement a gender specific cross college training plan', with a target of

100% of staff to have completed gender specific training by June 2020. It is useful when this training is compulsory (e.g. at the University of Aberdeen which aims to 'Introduce mandatory unconscious bias training across the Institution').

110. Staff capacity does not however just mean training. It also requires staff to be supported to consider how gender impacts on their work and to make the necessary changes. SFC is aware that much of the work required to tackle gender inequality frequently falls to women, with women staff members leading, developing and supporting much of the activity currently underway within the sector to tackle gender inequality. SFC knows that for inequality to be tackled, all staff members will need to understand how they can play their part and for workload allocation and reward systems better to reflect this. One example of good practice in this regard is at the University of Aberdeen which commits to revise its workload model to reflect outreach work. We support similar approaches being adopted to ensure the workload required to tackle gender inequality is adequately shared.

Next steps

111. Through the virtual hub and mailing list we will share what training opportunities are available but also to develop understanding across the sector of what it means to develop staff capacity.

9. Collaboration and partnership

112. The collaborative nature of the sectors was evident in the wide range of partnerships referenced in GAPs. This included joint working with the Scottish Government and schools (in particular targeting of prospective parents). Colleges in particular committed to working with Community Planning Partnerships and other regional initiatives already in place. There was a definite appetite for strengthening collaboration between institutions as well as with the Government and SFC.

Good practice

113. Of particular note was the establishment of a Regional Gender Group in both the North East and in Ayrshire. The North East group comprises representatives from the University of Aberdeen, Robert Gordon's University, North East Scotland College, Aberdeen City Council, Aberdeenshire Council, Skills Development Scotland, Aspire North, Aberdeen Science Centre and Scotland's Rural College. The Group has a remit to develop a regional response to address gender imbalance, aligning with the SFC Gender Action plan and Developing the Young Workforce priorities. The Group's vision is to change perceptions, attitudes and participation through promoting a shared understanding of gender issues and gender imbalance with the aim of ensuring that every young person is supported to meet their full potential their full potential.

114. Ayrshire College commits to establish a pan-Ayrshire STEM strategic gender steering group with local authorities, SDS, the DYW regional group and employers.

Next steps

115. SFC is keen to share the learning from established regional groups to see if similar models might be appropriate for other regions and institutions. We have included regional partnership working as a theme for exploration at our national conference in December.

10. Governance and monitoring, modifying and updating plans

116. Overall responsibility for the plan usually rested with the Senior Management Team, with some institutions opting to use the Learning and Teaching Committee (or equivalent) or Equality and Diversity Group. There was a range of approaches to governance and oversight of GAPs, with some opting to set up new groups and others using existing mechanisms. Some GAPs were unclear about who had overall responsibility, although in some cases these same plans were very clear in who was responsible for each individual action within the plan. Some did not have clear responsibility for each action.
117. In terms of monitoring, there were some very detailed descriptions of lines of responsibility but many were unclear about how the impact on outcomes would be monitored (beyond completion of actions) and how this would lead to a modified plan.

Good practice

118. Good practice included being clear about who had ultimate responsibility for the plan as well as clear lines of accountability for each action. Having an individual responsible for each action was a useful approach but sometimes specifying groups (e.g. senior management) might be appropriate to avoid any issue if a specific person leaves or a role remains vacant for any period of time, although institutions should be careful that this does not lead to any confusion/complacency amongst members of the group.
119. Progress in delivering the City of Glasgow College's GAP will be incorporated into and examined within Faculty and Service Area Reviews. The GAP's aims and milestones have been incorporated into a dedicated tab on the College's "Dashboard" – a visual and live data analysis tool for KPIs and other performance data. Progress will be presented within the Progress in Achieving Equality Outcomes Report, to be published in 2019 and 2021 and the senior lead will present quarterly updates to the Student Experience Leadership Group and, in turn, to Senior Management Team.

120. The University of Strathclyde has set up a Gender Equality Steering Group and its plan contained comprehensive detail on how progress would be monitored stating *'Progress against the current and future actions within our GAP will be overseen by our Gender Equality Steering Group (GESG), reporting directly to our Executive Team and chaired by our Executive Dean for Humanities & Social Science. GESG meets quarterly and membership comprises representatives from all four Faculties at Strathclyde as well as from central University Professional Services including Student Experience and Enhancement Services, Human Resources and Strategy & Policy. We collate a range of data on student populations by gender and other protected characteristics annually as part of our established Equality & Diversity and Athena SWAN reporting schedules. We will use this data to assess the ongoing impact of the actions within our GAP and establish new data collection methods and parameters as required, including the use of qualitative research such as surveys and focus groups'*.
121. Alignment of monitoring with other equalities related monitoring and outcome agreements should help align cycles and avoid duplication. The University of Stirling states *'The Gender Action Plan actions are integrated with our broader activity on equality and diversity and will be included in the institutional Equality Action Plan. This action plan...is updated regularly and reported to the Equality Steering Group three times per year and on to Court committees...Gender Action Plan actions will be reviewed annually – in-line with the Outcome Agreement cycle – to amend actions as necessary'*.

Next steps

122. City of Glasgow College will lead a workshop at our national conference which will share learning and good practice among participants on how to identify and prioritise the focus of action plans; secure leadership; align activity with Strategy/Policy and consider required infrastructure; translate planning into action; and monitor and evaluate progress, whilst reviewing and updating action plans.
123. As per our commitment in SFC's action plan, we will commission an evaluation framework during 2018. The learning from this will support institutions to strengthen the governance structures within their action plans; to better monitor progress; and to ensure they are laid out in a transparent and accountable fashion and aligned where appropriate with other outcomes and actions.

11. Gender specific activities

124. Where an institution committed to deliver gender specific activities, they were largely focused on mentoring/role models; networking opportunities; and one off events (e.g. women into STEM days). They were overwhelmingly focused on addressing female underrepresentation. Very few institutions made any commitments to pursue positive action measures.

125. Throughout the development of SFC's GAP we heard of the wide range of generic women/men focused activities that were taking place with limited monitoring and in some cases, limited impact. Such an approach is still evident in gender action plans.

Good practice

126. Good practice involved moving beyond generic women or men focused activities to identify specific subject areas and the specific activities required to make an impact on that subject's gender balance in a sustained fashion. Glasgow Kelvin committed to 'provide a female only construction option in senior phase programme' by September 2017. Edinburgh Napier committed to deliver a programme of activities to tackle gender stereotypes including specific activities focused on coding, computing and engineering and set themselves targets for the numbers of female participants they would have undertaken those focused on engineering and computing in the first year.

127. The University of Glasgow outlines a range of men-focused activities to tackle both the underrepresentation of men in nursing and teaching and the overall underrepresentation of men at undergraduate level. This includes creating and sustaining a partnership with Glasgow City Council to enhance the number of men training to be teachers and undertaking a scoping exercise with Widening Participation colleagues to utilise the Scottish Wider Access Programme to target male adult returners to education, specifically focused on nursing.

Next steps

128. SFC will work to outline all the gender specific activities for the next progress report and from that to undertake a more comprehensive analysis of what further steps are required to develop such activities for learners across their educational journeys, rather than at ad-hoc, one-off instances.

129. We are aware of the tension in focusing on male underrepresentation. In developing a strategy for male engagement over the coming year SFC will consider how to ensure this aim is focused on students from the most deprived areas (see theme 3 of this chapter) and those most underrepresented in our colleges, universities and workforce.

12. Other elements of good practice within institutional GAPs

Aligning efforts to tackle gender inequality with work to improve representation from other underrepresented groups

130. SFC is keen to develop institutions' approaches to tackling gender imbalances so that they recognise how certain groups of women and men may require additional support (e.g. those from Scotland's most deprived areas; disabled students; those

from minority ethnicities). The action plans for the universities of Glasgow and Strathclyde recognise the need to align their gender action plans with widening access strategies, policies and practices. We recognise the tensions involved in such an approach and are keen to support all institutions to adopt similar approaches and to share good practice about how best to do this. We are also keen for all institutions to align their plans with their work to improve the number of students from other underrepresented groups. The Gender Governance Group considered the development of good practice in developing intersectional policy and practice in October 2017, including the need for better alignment between different national policy areas to help progress in this area. We will be finalising next steps in supporting this as a priority.

Supporting teachers and schools to tackle gender imbalances

131. The University of Glasgow's action plan recognises the key role institutions involved in the education of new teachers can play in tackling gender imbalances and inequality. It outlines a range of activities to enhance the schools' curricula and teachers' understanding to tackle gender inequality; as well as the underrepresentation of men in teaching. This includes working to improve the Computing Science curricula provision in both primary and secondary schools; delivery of seminars to Undergraduate and Postgraduate students to engage with trainee teacher professional development; a Research Intern conducting a project on the reasons behind the low proportions of male applicants to Primary Teaching Programmes; and creating and sustaining a partnership with Glasgow City Council, to identify key schools to target for the recruitment of male teachers.

Chapter 5: SFC next steps

132. In conclusion, in both colleges and universities, we would not expect progress against the numerical targets so early in the plan's implementation. Instead, at this stage (year one), we are monitoring progress through the implementation of the plan's actions and our overall sense of the sector's potential to deliver the required impact. We remain cautiously optimistic about the progress being made. However, having considered developments so far, we think further measures are required. We will therefore consider developing national measures for gender within outcome agreements to be included in the next 3 year round of agreements.
133. In terms of the progress being made in implementation of the plan's actions, it has varied across the key aims and there is huge diversity across the sector in terms of gender action plans. We will prioritise the following actions in the coming year:
- Supporting institutions to refine and implement their gender action plans through the actions identified under 'Next steps' in Chapter 2 of this report.
 - Working with the Government to raise the profile of tackling gender imbalances in schools.
 - Developing a male engagement strategy.
 - Developing an evaluation framework and other actions to develop the evidence base for what works.
 - Supporting the sector to develop intersectional policy and practice, including the need for better alignment between different national policy areas to help progress in this area.
 - Supporting regional partnerships to be further developed, building on the links many institutions already have with their regional partners, to specifically focus on gender imbalances.
134. In addition we will:
- Launch a survey of institutions on their progress in developing their plans on 4th December 2017, including reviewing the role of the Gender Governance Group to ensure it works to support and challenge SFC's work most effectively.
 - Work with Scottish Government, building on the recommendations of the Universities UK Taskforce and other work streams, to actively encourage both colleges and universities to develop their policies and responses to VAW and embed the principles of Equally Safe, focused on maximising previous investments and encouraging collaboration.

- Develop the virtual hub.
- Revisit Aims 3 and 7 to develop key priorities for these aims over the early part of 2018.
- Work with CDN and HEA to improve CPD/training for college and university staff and for institutional Boards to understand their role and lead to greater leadership in this area.
- Determine key steps to further career progression for women staff.



SFC Corporate publication

Gender Action Plan: Technical Report

Issue date:

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Summary: This publication gives an overview of the analysis underpinning SFC's Gender Action Plan.

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Introduction

1. This publication gives an overview of the analysis underpinning [SFC's Gender Action Plan](#) and shows progress towards the targets set in the Plan. The first GAP [Technical Report](#) for academic year 2014-15 was published in August 2016 and this report provides an update of this data while introducing new areas of analysis.
2. This data is taken from the college FES collection and university HESA collections. In line with SFC and HESA data practices, all figures in this report have been rounded to the nearest 5.
3. For further information on college and university statistics, can be found in the SFC annual statistical publications:
 - [College Statistics](#)
 - [College Performance Indicators](#)
 - [HE Students and Qualifiers](#)

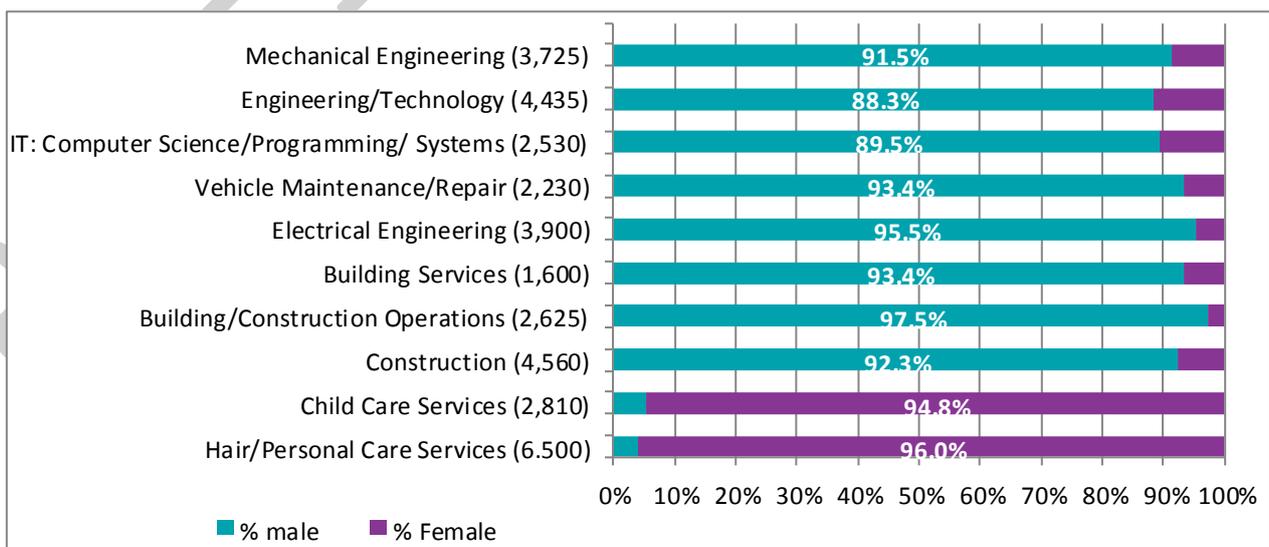
Colleges

1. In Academic Year 2015-16 the gender imbalance between all male and female enrolments to college was 1.6 percentage points. Females accounted for 50.8% of total enrolments and males accounted for 49.2%. This is a reduction from the equivalent gender gap in 2014-15 which was 2.2 percentage points.
2. For 16 to 24 year olds, the focus of KPI8 as explained below, is greater and has been increasing since 2011-12. In 2011-12 the gender gap in enrolments for this age group was 4.6 percentage points and this has increased each year to 10.3 percentage points, where females accounted for 55.1% of enrolments from 16-24 year olds.

KPI 8

3. Figure 1, below, shows the extent of the gender imbalance for 16-24 year olds in the College Superclass subjects of focus in the Gender Action Plan. These subjects and this analysis is based on KPI 8 for the Developing the Young Workforce programme (DYW) and the GAP ambition to “increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced superclasses among 16-24 year olds by 2021.”

Figure 1: Gender balance and number of enrolments at all levels of study in the most gender imbalanced Superclasses, 2015-16



4. Table 1 in the GAP [Technical Report 2014-15](#) showed the gender imbalance average for the same subjects over the four year period from the KPI baseline year of 2011-12 rather than a single year of data shown above. Figure 1 shows that Building/Construction Operations had the highest level of imbalance in 2015-16 at 97.5% males, followed by Hair/Personal Care Services and Electrical Engineering, at 96.0% female and 95.5% male respectively.
5. Progress for all GAP subjects from 2011-12 is summarised in Table 1, below. The figure in the right-most 'Progress towards KPI8' column will be positive if there has been positive progress towards the KPI, i.e. the proportion from the minority gender in that subject has increased. A negative number in this column indicates a widening of the gender imbalance.

Table 1: Progress Towards KPI 8 Update: 2011-12 and 2015-16

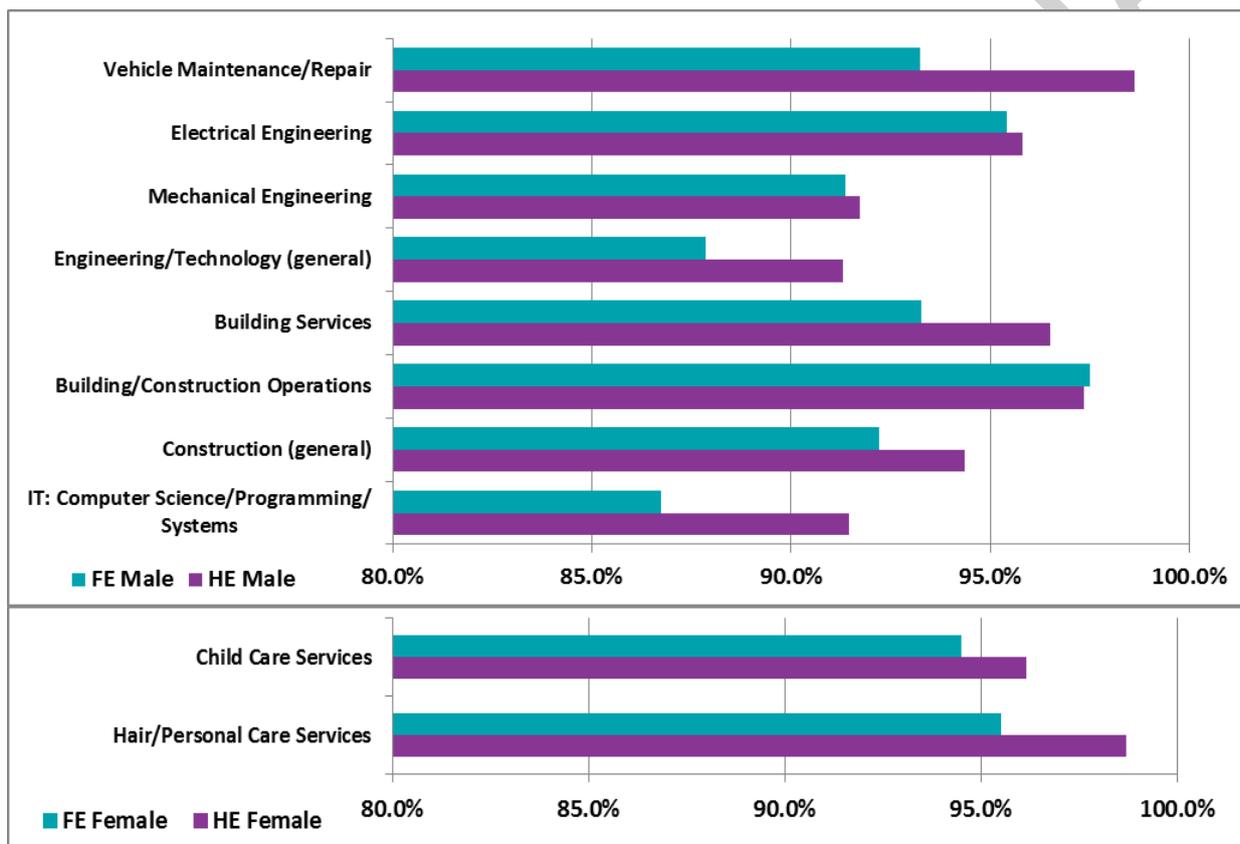
| GAP superclass | Minority Share 2011-12 | Minority Share 2015-16 | Progress towards KPI 8 |
|---|---------------------------|---------------------------|---------------------------|
| Hair/Personal Care Services | 3.0% | 4.0% | 1.0% |
| Child Care Services | 5.0% | 5.2% | 0.2% |
| Construction | 7.0% | 7.7% | 0.7% |
| Building/Construction Operations | 3.0% | 2.5% | -0.5% |
| Building Services | 3.0% | 6.6% | 3.6% |
| Electrical Engineering | 4.0% | 4.5% | 0.5% |
| Vehicle Maintenance/Repair | 5.0% | 6.6% | 1.6% |
| IT: Computer Science/Programming/ Systems | 12.0% | 10.5% | -1.5% |
| Engineering/Technology | 11.0% | 11.7% | 0.7% |
| Mechanical Engineering | 6.0% | 8.5% | 2.5% |

6. Table 1 shows that the greatest progress has been made in Building Services and Mechanical Engineering, and the least in IT: Computer Science/ Programming/ Systems and Building/Construction Operations.
7. Progress towards the KPI target has not been uniform across the subjects and there are a number of reasons. Firstly, [SFC's Gender Action Plan](#) was published in August 2016 meaning that we would not expect to see GAP progress in the data until the 2017-18 academic year at the earliest. Secondly, the overall enrolment count for each superclass is a broad and general measure. There are more detailed patterns across level and mode of study, shown below.

Mode and Level of Study

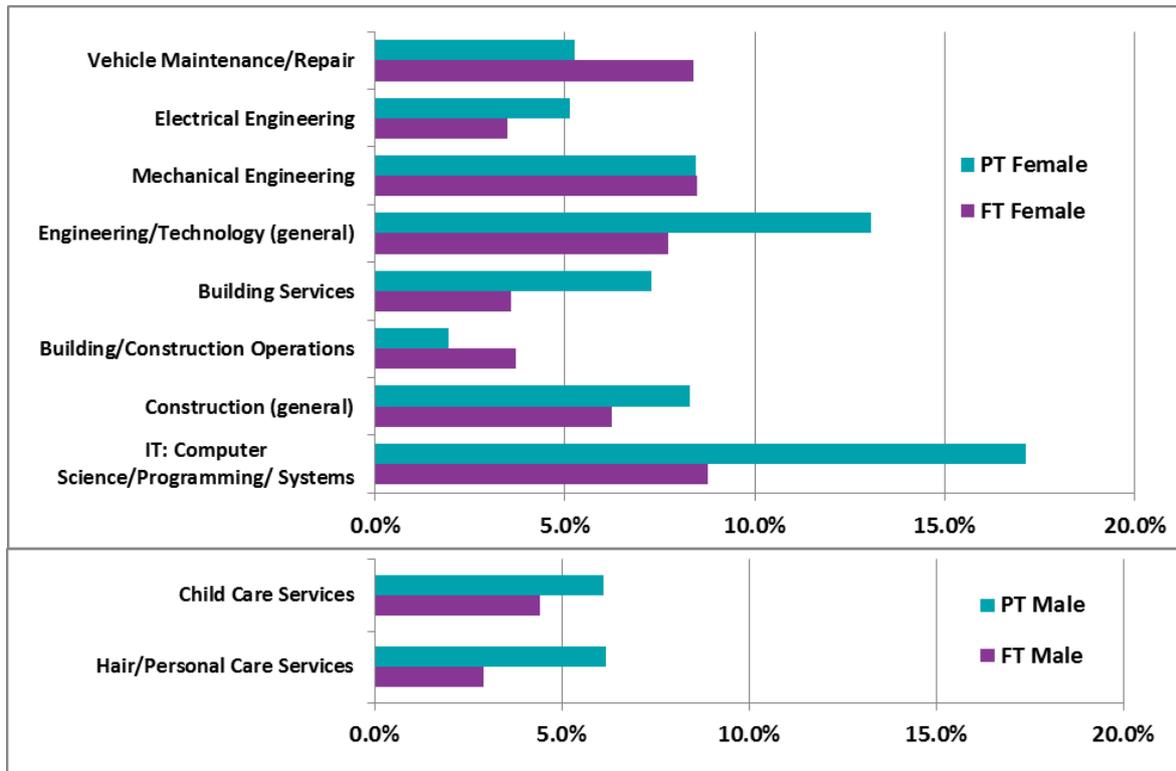
- There are further differences in the subject gender imbalance when broken down to Further Education (FE) and Higher Education (HE) courses at college. Figure 2 below shows that the gender imbalance is notably worse at HE level for the Vehicle Maintenance/Repair, IT: Computer Science/ Programming/ Systems and Engineering/ Technology superclasses.

Figure 2: Proportion of Enrolments (16-24) in GAP Superclasses by Level, 2015-2016



- Across both male and female dominated subjects, shown in Figures 2 and 3, the imbalance is greater at HE level, with the exception of the Building/Construction Operations superclass, where the proportion of males at FE level is 0.1 percentage points higher than the proportion at HE level.
- Figure 3, below, looks at the minority gender in each of the GAP superclasses and the proportion of which are part-time. Figure 3 shows that, in most cases, the minority gender share has a higher proportion at part-time level. Interesting, a higher proportion of part-time enrolments to the Hair/Personal Care Services and Child Care Services superclasses were from males, compared to the proportion of full-time enrolments to these superclasses.

Figure 3: Proportion of Enrolments (16-24) in GAP Superclasses that are Part-time by Gender, 2015-16



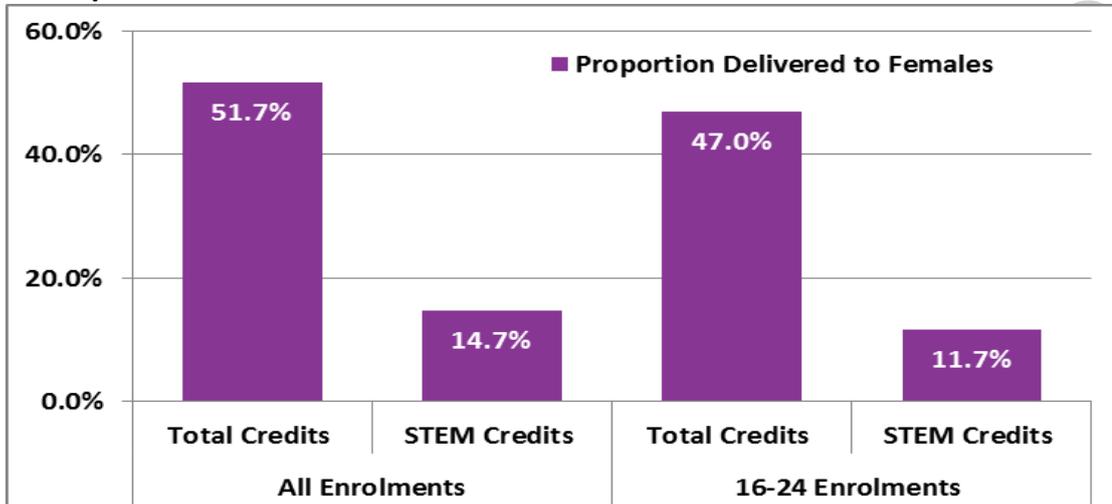
11. The data underlying Figure 3 shows that, of the 525 part-time enrolments to the IT: Computer Science/Programming/Systems, 17.1% were female compared to 8.8% of the full-time enrolments to IT: Computer Science/Programming/Systems. Similarly, of the 3,285 part-time enrolments to the Engineering/Technology (general) superclass 13.1% were female compared to 7.7% of the full-time enrolments to Engineering/Technology (general).

Overall STEM in Colleges

12. The college Outcome Agreement Measure 3 monitors the volume and proportion of Credits delivered to learners enrolled on STEM courses, shown in the [OA Progress and Ambitions](#) report and defined in the [OA Technical Guidance](#). Many of the male dominated GAP superclass subjects are within the college STEM definition, which is the reason for the focus here.
13. The data for the OA measure on STEM, along with separate data for the 16 to 24 year olds within this group, is shown in Figure 4 below. The figure shows the proportion of STEM Credits that were delivered to female learners in 2015-16. Figure 4 also includes the proportion of the total sector Credits delivered to females for comparison.

14. The comparison shows a clear dominance of males in STEM subjects compared with all subjects offered by colleges. For the 16 to 24 age group of focus in the KPI, 11.7% of STEM Credits are delivered to females compared to 47.0% of all Credits.

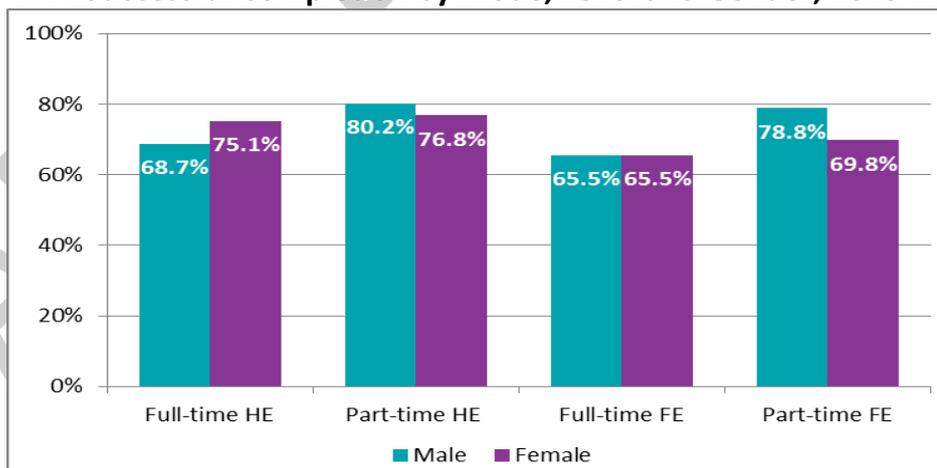
Figure 4: Proportion of All Credits and STEM Credits Delivered to Females, 2015-16



Successful completion rates

15. The imbalance between males and females can be seen not only in their uptake to these subject areas at college but also in their course outcomes. Using the SFC [Performance Indicators](#) methodology for successful completion, variances in performance rates between males and females at sector level are shown in the graph below.

Figure 4: PI Successful Completion by Mode, Level and Gender, 2015-16



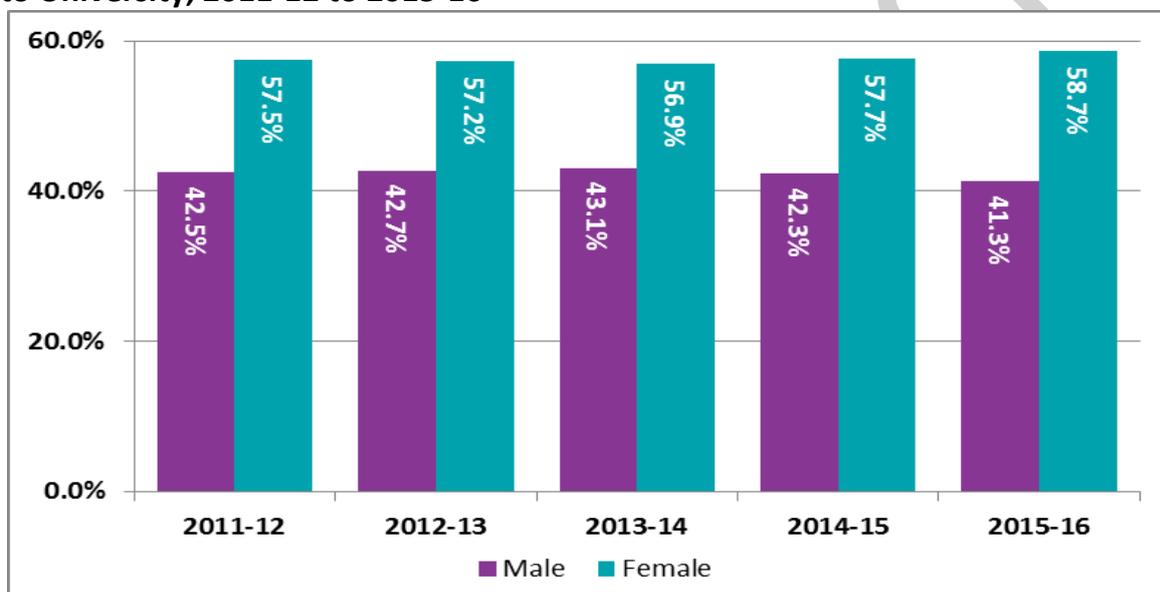
16. Figure 4 shows that for part-time courses at both HE and FE level, males have a higher rate of successful completion than females. At full-time HE level, females have a successful completion rate 6.4 percentage points higher than males.

Universities

Entrants

17. In Academic Year 2015-16 the gender imbalance between male and female Scottish-domiciled undergraduate entrants (SDUE)⁹ at university was 17.4 percentage points. Females accounted for 58.7% of total enrolments and males accounted for 41.3%. These sector level totals, and the gap in participation, are shown across a five year time period in Figure 7 and Table 2 below.

Figure 7: Overall Gender Balance across Scottish Domiciled Undergraduate Entrants to University, 2011-12 to 2015-16



18. Over the last 5 years, the gap in participation between males and females has increased from 14.9 percentage points to 17.5 in 2015-16. The gap between males and females showed a slight declining trend until 2013-14, but in the two academic years since then the gap has increased.

Table 2: Gender Gap in Participation, 2011-12 to 2015-16

| Academic Year | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---------------------------------------|---------|---------|---------|---------|---------|
| Percentage point gap in participation | 14.9 | 14.5 | 13.8 | 15.3 | 17.5 |

19. The charts below show the extent of the gender imbalance in Scottish domiciled undergraduate entrants for the subjects of focus in Scotland's

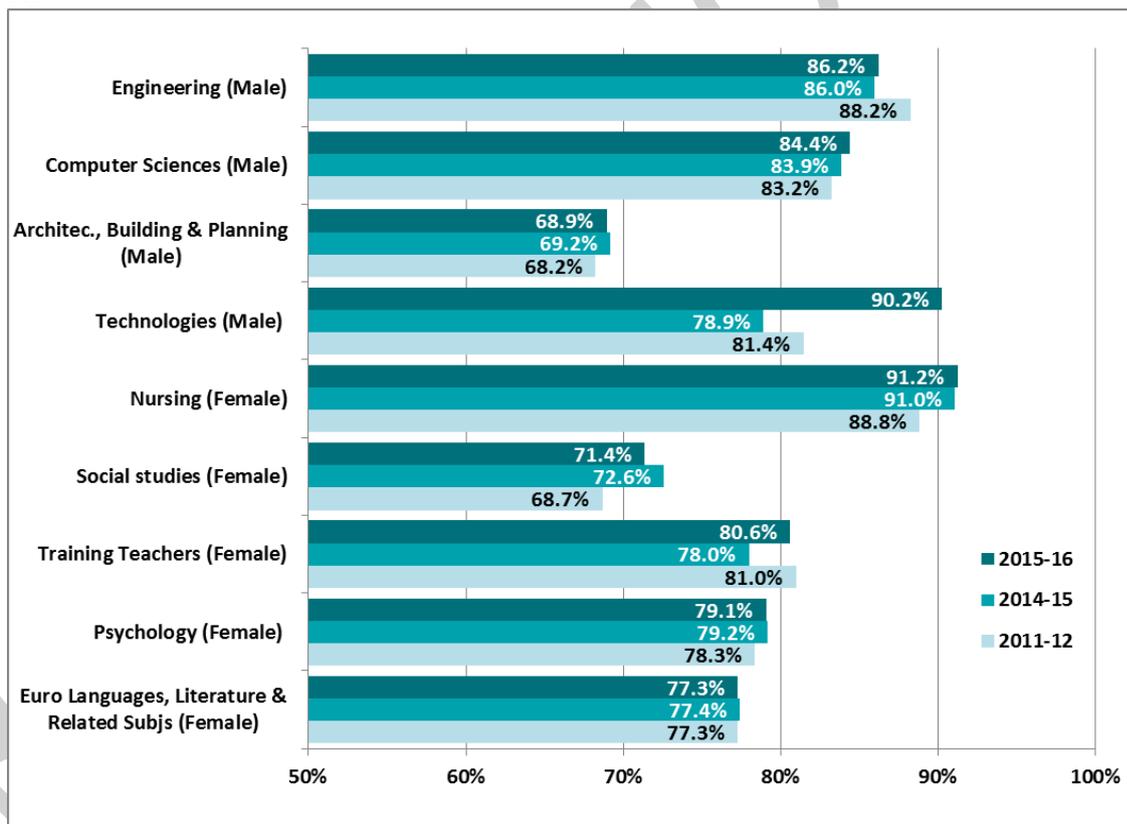
⁹ [SFC Outcome Agreement Definition](#)

universities. They show participation rates for three years of data, starting with the baseline year of 2011-12 and showing the two most recent years; 2014-15 and 2015-16. The years in between are shown in Figure 8 of last year's [GAP Technical Report](#).

20. The university [JACS Group subjects](#) of focus are those with an imbalance greater than 75:25, or where the imbalance was increasing between 2011-12 and 2013-14 towards an imbalance of 75:25. SFC's aim is for there to be no subject with an imbalance greater than 75/25 by 2030.

21. While the data for these broad curriculum areas (JACS Groups) shows striking gender imbalances, it should be noted that within these larger subject areas, some of the individual JACS subjects display more pronounced gender gaps.

Figure 8: Majority Gender Proportion of SDUE in GAP Subjects in Universities by AY¹⁰

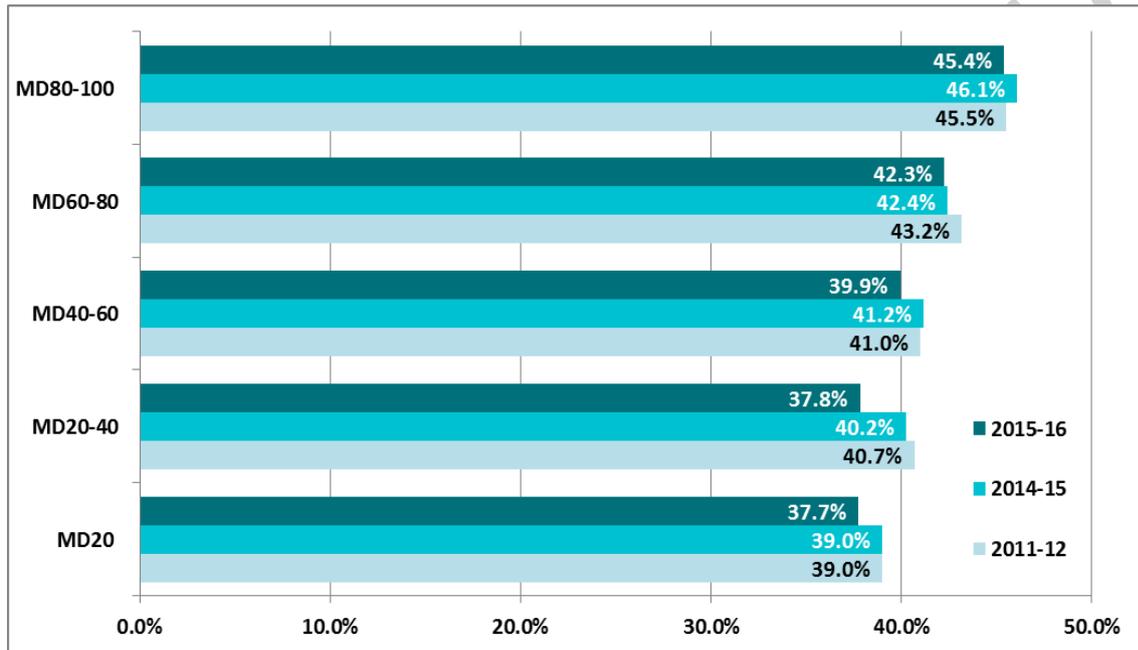


¹⁰ Brackets include total number of students in the subject area over the four year period. Computer Sciences fell within Jacs Group 'Mathematics & Computer Science' in 2011-12 so is not shown here.

Students from the Most Deprived SIMD Areas

22. As shown in Figure 7 the overall proportion of male SDUE is 41.3%. This gap is greater for young men from the most deprived areas of Scotland and this is shown in the graph below. Again, data here shows the baseline year of 2011-12 and showing the two most recent years; 2014-15 and 2015-16

Figure 9: Proportion of Male SDUE at Scottish Universities by SIMD Quintile by AY

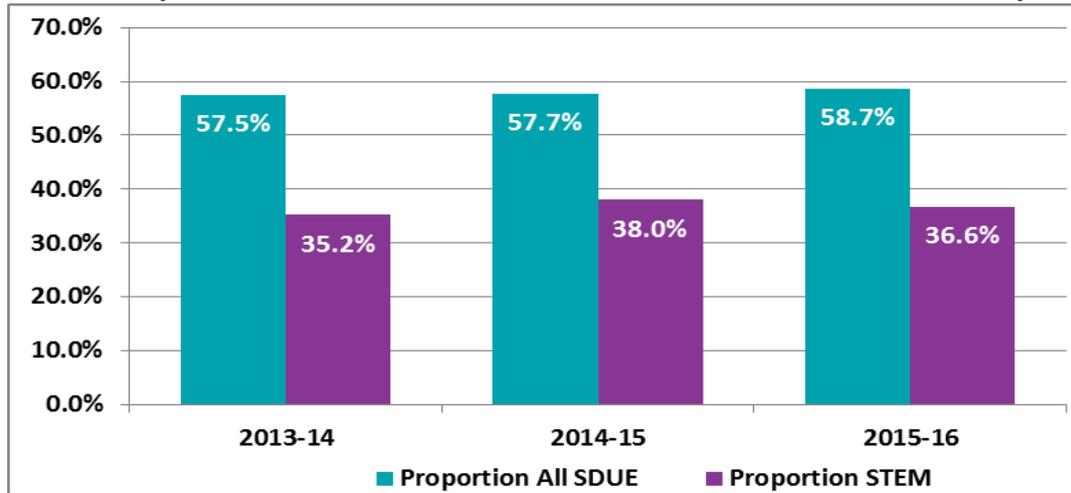


23. The gender imbalance is at its greatest for students from the 20% most deprived areas, where males accounted for 37.7% of students in 2015-16. The gender gap is smallest for students from the 20% least deprived areas, as the proportion of males from this quintile was 45.4% in 2015-16.

Overall STEM in Universities

24. The university Outcome Agreement Measure 8 monitors the number and proportion of Scottish-domiciled undergraduate entrants to STEM courses, shown in the [OA Progress and Ambitions](#) report and defined in the [OA Technical Guidance](#). Many of the male dominated GAP superclass subjects are within the university STEM definition which, as in the college section above, is the reason for the focus here.

Figure 10: Proportion of All SDUE and STEM SDUE Delivered to Females by AY

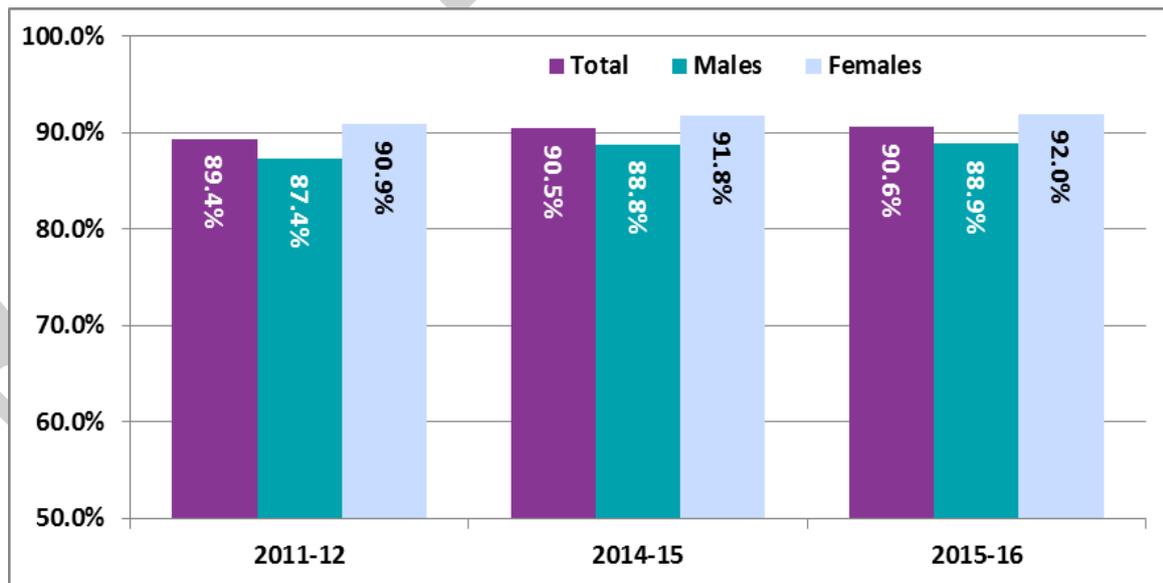


25. The gender difference between students studying STEM courses and all courses is not as severe at university level as it is at college level. Figure 10, above, shows that in 2015-16 although 58.7% of SDUE were female, the proportion drops to 36.6% for SDUE studying STEM courses.

Retention Rates

26. Retention Rates measure those who remain in higher education, or who qualify, after their first year. Figure 11, below, shows the sector retention rate in the baseline year of 2011-12 and in 2014-15 and 2015-16 alongside the rate for males and females. Females are retained at a higher rate than males, with 92.0% of females retained in 2015-16 compared to 88.9% of males.

Figure 11: Retention rates for Scottish domiciled undergraduate full time students

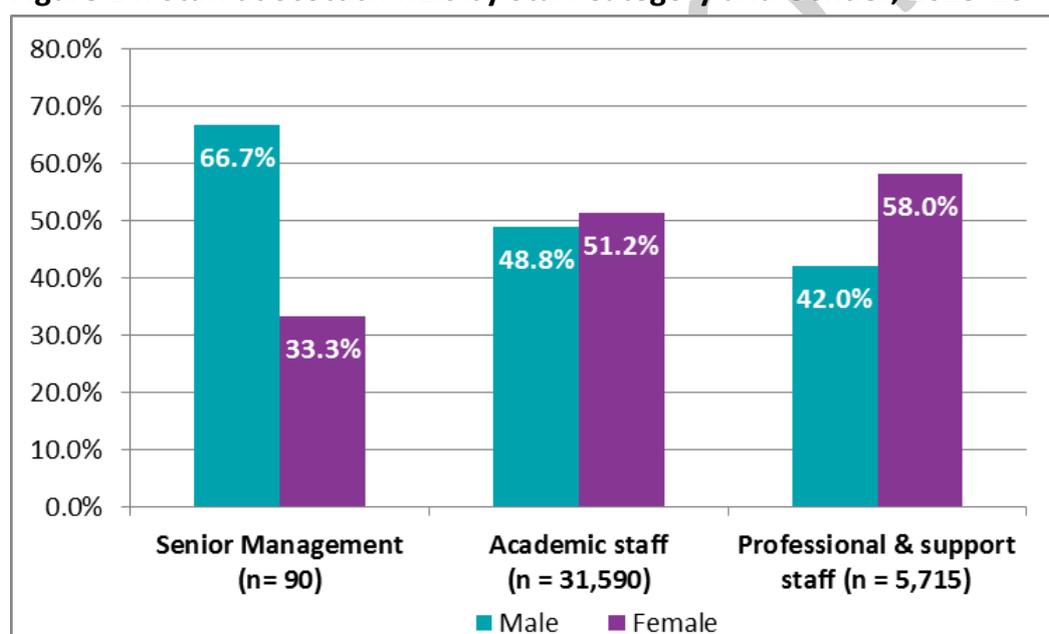


University Staffing

27. Aim 14 of the GAP is to enhance the career progression for female staff in colleges and universities. The following analysis of the HESA staffing data for Scottish universities provides evidence supporting the inclusion of such an aim. This analysis also supports the [SFC Equality Outcome](#) for 2017-20 to support the university sector to achieve a diverse and representative workforce.

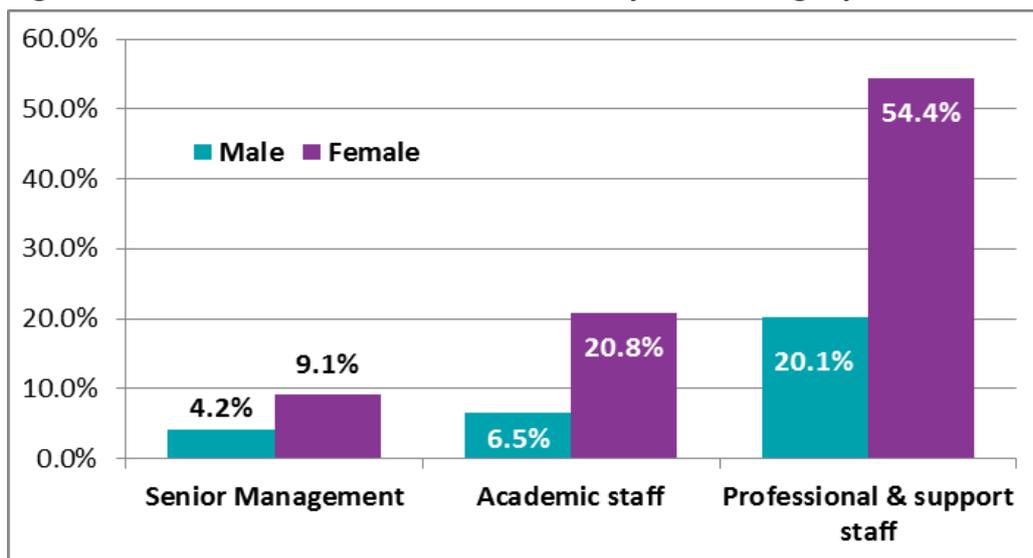
28. Figure 14, below, shows the gender balance across universities by the general staffing categories. The varying gender balances are notable with males accounting for two thirds of Senior Management staff and females accounting for 58% of Professional and Support Staff. The overall proportions of male and female Academic Staff are similar, with only a 2.4 percentage point difference. Further analysis of the Academic Staff group is provided in Figure 16 below.

Figure 14: Staff at Scottish HEIs by Staff Category and Gender, 2015-16



29. Figure 15, below, shows the proportion of the staff in these categories that work part-time. It should be noted that, as shown in Figure 14, the number of staff in the Senior Management category is small and therefore, the proportions in Figure 15 for this group are based on small numbers. Those in Professional and Support Staff roles are most likely, for both genders, to be working part-time. A higher proportion of females, at each level, work part-time.

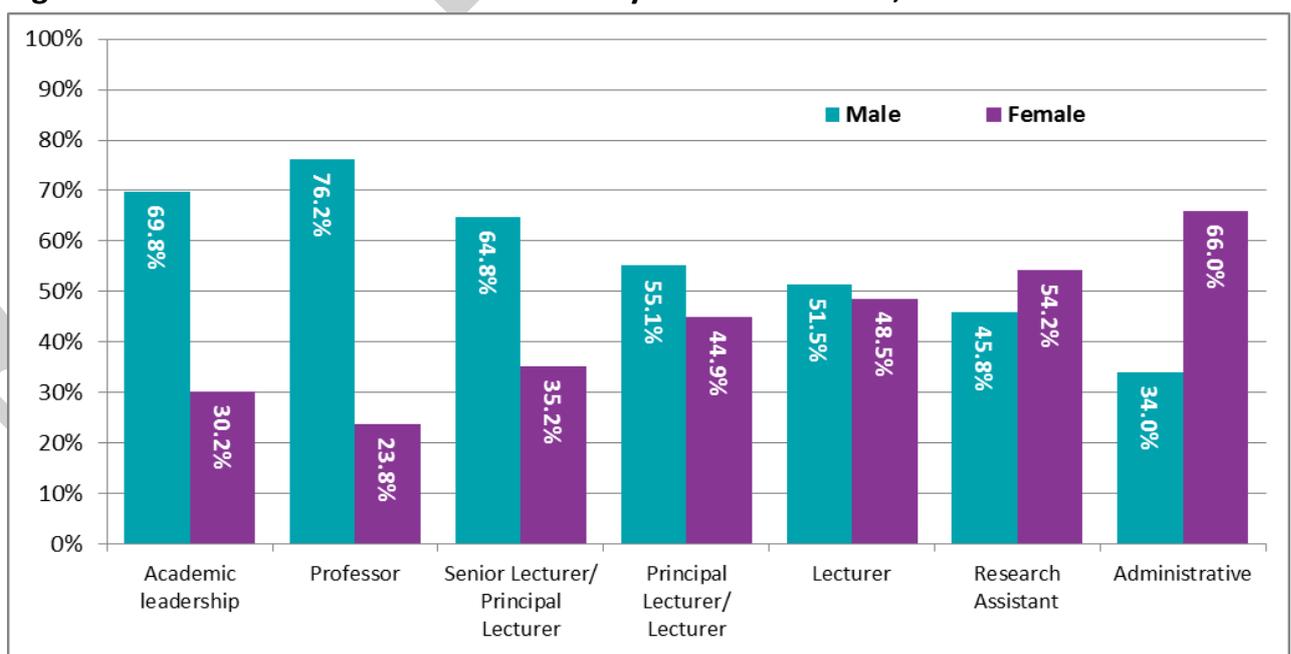
Figure 15: Part-time Staff at Scottish HEIs by Staff Category and Gender, 2015-16



30. The 'Academic Staff' category is the largest staff grouping, accounting for 31,590 of the 37,395 staff total, or 84.5% as shown in Figure 14. Figure 16 below shows this group broken down by their academic role. Further gender imbalances can be seen across these roles.

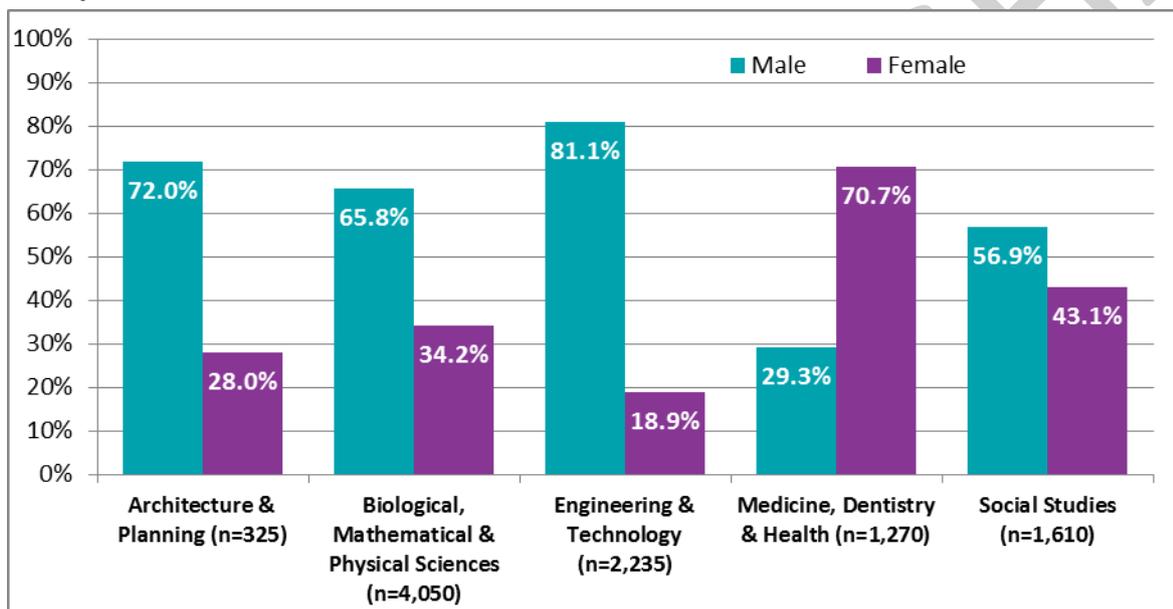
31. The number of males is higher than that of females at every level, with the exception of Research Assistant and Administrative roles. Looking specifically at the Lecturer, Principal Lecturer and Senior Lecturer roles, the gender gap starts at 3.0 percentage points for Lecturers and increases to 10.2 and 29.6 percentage points for Principal Lecturer and Senior Lecturer respectively.

Figure 16: Academic staff at Scottish HEIs by Role and Gender, 2015-16



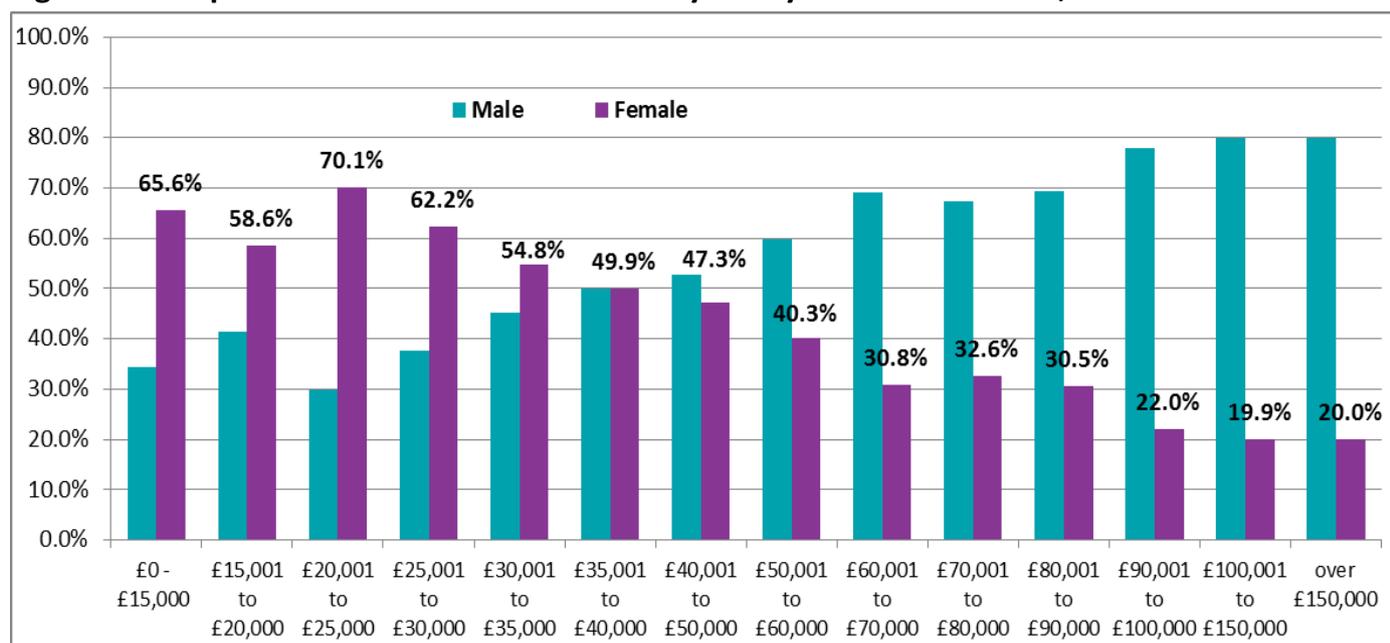
32. Figure 17 shows this Academic Staff group by subject group, highlighting only those 'GAP-relevant' subject areas. The number of staff in each group is shown in the graph for reference. Similar to the student level imbalances, subjects such as Architecture and Planning, Biological, Mathematical and Physical Sciences, Engineering and Technology have a higher proportion of male staff and Medicine, Dentistry and Health and Social Studies have higher proportions of females.

Figure 17: Academic Staff at Scottish HEIs by Selected, GAP-relevant Subject Groups, 2015-16



33. Figure 18, below, shows the proportion of staff across salary bands by gender. The graph clearly shows that there is a higher proportion of female staff in salary bands in the lower half of the scale and a higher proportion of male staff in salary bands in the top half of scale. It should be noted that Figure 18 shows staff data for all staff categories and for full-time and part-time staff which will impact on the trend.

Figure 18: Proportion of Staff at Scottish HEIs by Salary Band and Gender, 2015-16¹¹



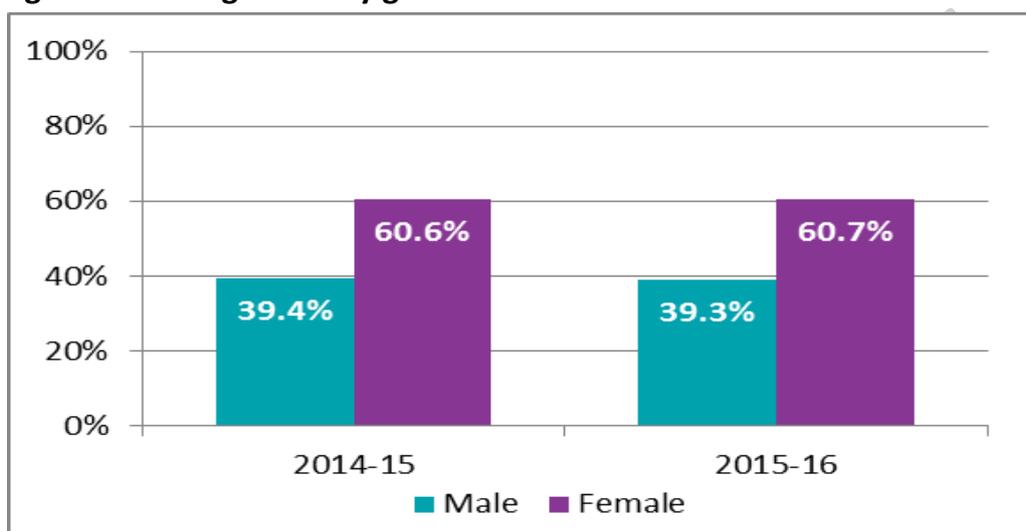
34. Further information on the gender pay gap across all sectors can be found on the [Equal Pay Portal](#) for Scotland.

¹¹ Data labels show proportion of females at each salary band

College staffing

43. Data on college staffing is available from the new SFC publication: [College Staffing Data 2015-16 \(Experimental Statistics: data being developed\)](#). A number of tables on gender are available within this publication. Figure 19 below, showing the overall proportions of males and females within college staff comes from Chart 4 of the College Staffing Data publication.

Figure 19: College Staff by gender 2014-15 to 2015-16



44. Figure 19 shows that females make up a higher proportion of staff in colleges. The College Staffing publication builds on this, showing that females made up 68.6% of support staff, 53.4% of teaching staff and 54.6% of senior management in 2015-16.

45. The high proportion of female senior management staff in colleges is notable compared to the university sector where females accounted for 33.3% of senior management staff, as shown in Figure 14.