

# Scottish Association for Marine Science

## Gender Action Plan

July 2017



## Gender Action Plan Statement

SAMS promotes a positive culture for work and study which encourages and empowers all staff and students to contribute to that culture. We are committed to ensuring staff and students have the means and support to develop their full potential, and understand diversity as an asset.

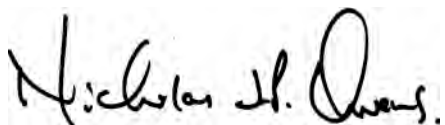
SAMS promotes a culture of respect, regardless of age, disability, gender (including transgender), marital status, pregnancy, race, religion or belief, sex or sexual orientation.

SAMS strives to embed equality and diversity across all its areas of activity.

The following Gender Action Plan lays out our priorities for 2017-18 to;

- foster gender balance in staff recruitment and promotion and opportunity
- continue to meet the actions of the Athena Swan Bronze award
- encourage gender balance in student applications, enrolments and attainment across our education delivery
- work with our student community, through class representation and the HISA Depute to engage students in gender issues
- design marketing, promotional material, social media presence and outreach work that presents a positive gender balance befitting the equality aspirations of SAMS

July 2017



Director of Scottish Association for Marine Science

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## Part I Data and Narrative

### SAMS

The Scottish Association for Marine Science (SAMS) is Scotland's largest and oldest independent marine science organisation, delivering marine science for a productive and sustainably managed marine environment through innovative research, education and engagement with society.

Based near Oban on the Scottish west coast, SAMS' marine research and teaching portfolio is diverse in topic and discipline, global in outlook and relevance, and delivered in partnership with academic, business, government, regulatory, voluntary and civic society colleagues. SAMS is a charitable organisation (009206) with a membership that elects the governing Council and is an academic partner in the University of the Highlands and Islands. In terms of education activities, SAMS also has partnerships with St Andrews, University of Strathclyde, University of Nante and University of Crete.

Our mission is to deliver world-class marine science that supports society with innovative solutions for a sustainable relationship with the marine environment. This is delivered through;

- Independent, ambitious and transformational research
- Marine focussed education from degree level through to masters and post-graduate research
- Economy-enhancing solutions for business and society

## Education Delivery

### Undergraduate delivery

The undergraduate (Higher Education) provision is delivered through our partnership with UHI, of which SAMS is a founding partner. The first undergraduate students enrolled at SAMS in 2001. The undergraduate programme brings together the four main disciplines of marine science – biology, chemistry, physics and geology. The structure allows students to gain strong baseline knowledge across the main disciplines at SCQF Levels 7 & 8 and then chose a more focussed pathway as the progress through SCQF Levels 9 & 10. The programme excels in experiential learning provision, providing students with key laboratory, field and sea going experience and taking advantage of our coastal location and excellent field work and research experience. Undergraduate students are fully integrated into our dynamic international research community.

Currently 2 programmes are available at undergraduate level – BSc (Hons) Marine Science and BSc (Hons) Marine Science with Arctic Studies (launched in 2009). Marine Science with Arctic Studies students articulate on to the programme via exchange to UNIS in Svalbard (Norway), for one or two semesters of SCQF Level 9. September 2017 will see a new stream launched BSc (Hons) Marine Science with Oceanography and Robotics. Students will have the opportunity to articulate on to this programme as they transition to SCQF Level 8.

### Applications

The Marine Science Programme attracts applicants from across the UK and Europe. Traditionally more females apply to join the course (59 % five year average) and the largest proportion of females occurred in 2014/15 and 2016/17 at 62 % of the applicants (Table 1). There is awareness at SAMS that more females are attracted to the programme (although the ratio remains outwith SFC gender imbalance parameters of 25/75) and recent marketing activities have featured male students. Moving forward SAMS will continue to monitor application statistics in order to identify changes in male/female ratios and take action accordingly.

Table 1. Undergraduate applicant data 2012/13 to 2016/17

Applicant year*	Total	No. Males	No. Females	% Males	% Females
2012/13	77	37	40	48	52
2013/14	91	40	51	43	57
2014/15	81	30	51	37	62
2015/16	92	36	56	39	61
2016/17**	81	30	51	37	62
Total	422	173	249	41	59
5 year average	84.4	34.6	49.8		

\*where applicant would potentially enrol in September – 2012/13 applicants are for Sept 2013 enrolment

\*\* data as of April 2017

## Enrolments

New enrolments have increased by approximately 33 % over the reporting period (Table 2). This is accompanied by a steady increase in female enrolments, although there is some fluctuation between years. Male enrolments appear to be falling although the percentages remain within the desired levels.

Table 2. New undergraduate enrolments 2012/13 to 2016/17

Academic year	Total	No. Males	No. Females	% Males	% Females
2012/13	24	15	9	62	38
2013/14	27	9	18	33	67
2014/15	27	15	12	55	45
2015/16	31	13	18	42	58
2016/17	32	11	21	34	66
Total	141	63	78	45	55
5 year average	28.2	12.6	15.6		

Enrolments have risen steadily and particularly in the last 5 years, with an increase in excess of 25 % has occurred since 2012/13 (Table 3). The five year average male female ratio for undergraduate enrolments (across all cohorts) is 45:55. The lowest males percentage was in 2013/14, with 42 % male enrolments and the highest at 47 % in 2012/13 and 2014/15.

HESA data for 2014 indicates that first degree UK students are represented by 56 % females and 44 % males, therefore the SAMS data does reflect this (<https://www.hesa.ac.uk/data-and-analysis/publications/students-2012-13/introduction>).

Table 3. Total undergraduate enrolments 2012/13 to 2016/17

Academic year	Total	No. Males	No. Females	% Males	% Females
2012/13	80	38	42	47	53
2013/14	85	36	49	42	58
2014/15	87	41	46	47	53
2015/16	99	46	53	46	54
2016/17	108	47	61	43	57
Total	459	208	251	46	54
5 year average	91.5	41.6	50.2		

## Completions

Undergraduate completions vary over the last five years from 12 in 2015/16 to 20 for 2016/17 (predicted) (Table 4). This is also seen in the ratio of male to female graduands in each year. In 2013/14 males are underrepresented in the completion statistics showing only

20 % of graduates were male. However, by contrast in 2015/16 there was a 50 % split between graduating males and females.

Table 4. Undergraduate Completions 2012/13 to 2016/17

Academic year	Total	No. Males	No. Females	% Males	% Females
2012/13	15	5	10	33	67
2013/14	10	2	8	20	80
2014/15	19	8	11	42	58
2015/16	12	6	6	50	50
2016/17*	20	8	12	40	60
Total	76	29	47	38	62
5 year average	15.2	5.8	9.4		

\*Predicted for Academic Year 2016/17

### Non-Continuation

Non-continuation across all cohorts generally runs at below 10 % (with the exception of 2014/15) (Table 5). The data suggests that males show slightly higher levels of non-continuation, although the data for 2015/16 is more even. A higher percentage of males non-continuing in the first year cohort can also be seen in the data (Table 6). We will continue to monitor non-continuation rate and in particular in our male students and introduce actions as appropriate.

Table 5. Non-Continuation across all cohorts

Academic year	% Non-Continuation (Total)	% Non-Continuation (males)	% Non-Continuation (females)
2012/13	7.8	14.3	2.4
2013/14	9.1	12.5	6.7
2014/15	14.7	17.8	12.0
2015/16	7.8	7.3	8.2

Table 6. Non-Continuation in First year (Full Time) students

Academic year	% Non-Continuation (Total)	% Non-Continuation (males)	% Non-Continuation (females)
2012/13	13.6	21.4	0
2013/14	7.7	9.1	6.7
2014/15	0	0	0
2015/16	10.0	14.3	6.3

## Masters taught – ACES Programme

ACES (Aquaculture Environment and Society) is a 2 year Erasmus Mundus Masters programme which is delivered in partnership with University of Nante and University of Crete. SAMS-UHI is the coordinating partner and manage the application, enrolment and registry processes. The programme provides scholarships through the Erasmus Mundus programme but also accepts self-funded students.

### Applications

The ACES programme is in its third application cycle. It should be noted that the selection criteria for the programme is determined by the guidelines of the Erasmus Mundus Programme. The primary factors include country/region (number of scholarships per country is limited), standard of English language and academic background. The programme has been subject to extensive international marketing and promotion.

The programme attracts slightly more male applicants than females (Table 7)

Table 7. ACES Erasmus Mundus Masters programme applications

Year	Total	No. Males	No. Females	% Males	% Females
2014/15	41	25	16	60	40
2015/16	108	59	49	54	46
2016/17	87	36	51	41	59
Total	236	120	116	51	49

### Enrolment

Enrolment data showed a 50:50 split in gender for the first cohort (1 student enrolment was for the PGCert part of the masters only) (Table 8). Percentage split was more extreme for 2016/17 with 70 % females in that cohort but the 2017/28 cohort is more balanced.

Table 8. ACES Masters programme enrolment

Year	Total	No. Males	No. Females	% Males	% Females
2015/16	4	2	2	50	50
2016/17	24	8	17	30	70
2017/18	19	8	11	42	58
Total	47	18	30	37	63



## Retention and Completion

Retention within the ACES programme currently stands at 100 %, with no withdrawals or suspensions. Therefore all males and females have remained on the programme.

The first cohort are in the process of completing their masters degree (July 2017), therefore completion statistics are not applicable to the programme at this point in time, however all 3 students are predicted to successfully complete and be eligible to graduate this year.

## Postgraduate Research students

SAMS has a strong tradition in postgraduate research (PGR) delivery and attracts students from across the UK and Europe. PGR enrolment is linked to research programme activity through funded EU projects (eg Horizon 2020, FP7, INTERREG, ESIF etc.) projects as well as UK research council funding (NERC and BBSRC). PGR's may also come through DTP (Doctoral Training Programmes) initiatives such as E3 or through MASTS (Marine Alliance for Science & Technology for Scotland) and SAGES (Scottish Alliance for Geoscience, Environment and Society). Table 6 shows PGR numbers from 2012/13 to 2016/17.

Table 9. Postgraduate research students total numbers per year

Year	Total	No. Males	No. Females	% Males	% Females
2012/13	32	14	23	38	62
2013/14	27	13	19	41	59
2014/15	32	13	26	33	67
2015/16	39	21	24	47	53
2016/17	33	18	20	47	53
Total	163	79	112	31	69
Average	32.6	15.8	22.4		

PGR student numbers show slightly more females than males (Table 9). The figures are consistent with male female data for PGR students provide by HESA (2014; <https://www.hesa.ac.uk/data-and-analysis/publications/students-2012-13/introduction>).

## Enrolments

New PGR students enrolments show a degree of fluctuation across the genders, probably as a result of the small numbers enrolled each year (Table 10). Looking at the average over the five years, the genders are well balanced, with almost equal numbers of males and female PGR students enrolled

Table 10. New start postgraduate research student enrolments

<b>Year</b>	<b>Total</b>	<b>No. Males</b>	<b>No. Females</b>	<b>% Males</b>	<b>% Females</b>
2012/13	5	1	4	20	80
2013/14	8	4	4	50	50
2014/15	10	4	6	40	60
2015/16	11	7	4	64	36
2016/17	9	6	3	67	33
Total	43	22	21	51	49
Average	8.6	4.4	4.2		

### **PGR Completion**

Number of PGR completions is small and subject to fluctuation. The average figures for the reporting period are approximately a 40:60 split between males and females (Table 11). As was seen in with more male enrolments we would expect more males to complete in the coming years.

Table 11. Postgraduate research student completions

<b>Year</b>	<b>Total</b>	<b>No. Males</b>	<b>No. Females</b>	<b>% Males</b>	<b>% Females</b>
2012/13	9	3	6	33	67
2013/14	5	0	5	0	100
2014/15	6	5	1	83	17
2015/16	13	6	7	46	54
2016/17	3	1	2	33	67
Total	36	15	21	41	59
Average	7.2	3	7		

## STAFF

SAMS is a supportive and nurturing working environment that attracts and retains talented scientists and technical, professional specialist and administration services staff. SAMS is a significant employer in the region providing opportunities at an international, national and local level. SAMS enhances the international and cultural flavour of the region and we have a diverse multicultural working environment, whether it is through direct employment or scientific collaborations.

Equality and diversity is the cornerstone of the HR Strategy. The strategy, which is broken down into five themes is underpinned by our core values of being transparent, open, support equality of opportunities, inclusiveness, and fairness. This approach and our commitment have been recognised through our recent success through UHI of achieving Bronze Award for Athena Swan and through consistent positive indicators in recent employee surveys.

In addition to the HR strategy, there are numerous HR policies, guidance that support and address our approach to gender at SAMS.

At SAMS there are currently approximately 150 employees. Each employee are categorised into three job families. Job families summarise the main features of jobs, which are similar in character; and they also describe career pathway options. They provide an efficient means for matching individual jobs to levels or grades and can help to articulate career and development routes. They can be used during performance appraisal discussions, in considering any training needs, and when writing job descriptions and person specifications.

In the last four years the gender balance at SAMS has become more balanced – with the percentage of females employed by SAMS has increased from 44% to 48.5% (Table 12). This is a partially a result of more vacancies arising in the Technical and Experimental and Management, Specialist and Administration job families where these are predominately filled by females.

Table 12. Staff numbers

<b>SAMS Staff</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>% Males</b>	<b>% Females</b>
2012/2013	181	100	81	55.249	44.7514
2013/2014	175	93	82	53.143	46.8571
2014/2015	174	92	82	52.874	47.1264
2015/2016	169	87	82	51.479	48.5207

SAMS staff data shows that since 2012 there has been a smaller proportion of male staff at SAMS resulting in a slight shift to a more balanced workforce overall (51 %; 49 % in 2015/16).

Table 13. Staff number per job family

Year	Job Family	Total	Male	Female	% Male	% Female
2012/2013	Research, Education and Enterprise	68	49	19	72.1	27.9
	Management, Specialist and Administrative	64	23	41	35.9	64.1
	Technical and Experimental	49	28	21	57.1	42.9
2013/2014	Research, Education and Enterprise	67	45	22	67.2	32.8
	Management, Specialist and Administrative	61	22	39	36.1	63.9
	Technical and Experimental	47	26	21	55.3	44.7
2014/2015	Research, Education and Enterprise	68	45	23	66.2	33.8
	Management, Specialist and Administrative	63	25	38	39.7	60.3
	Technical and Experimental	43	22	21	51.2	48.8
2015/2016	Research, Education and Enterprise	69	45	24	65.2	34.8
	Management, Specialist and Administrative	58	21	37	36.2	63.8
	Technical and Experimental	42	21	21	50.0	50.0

Overall the females in Research, Education and Enterprise job family has increased by nearly 7 % (Table 13). When broken down into specific grades, there is gender balance at grade 5, 6 and 8 level, however at grade 7 (lecturer level) and Grade 9 (Professor Level) these grades are predominately filled by men. (See section one of action plan).

The gender balance in the Technical and Experimental job family has gradually decreased over the four year period, resulting in a 50:50 split in 2015/16.

There has been a slight contraction in the staff numbers in Management, Specialist and Administrative, but the gender balance has remained relatively stable, with more females in this job family (approx. 60-64 %).

With both Technical and Experimental and Management, Specialist and Administrative we will need to review the balance by grade level.

## Recruitment

Table. 14 Recruitment of SAMS Staff per year

year	Status	Total	Male	Female	% Male	% Female
2012/2013	Applied	295	143	152	48.5	51.5
	Shortlisted	58	28	30	48.3	51.7
	Appointed	12	7	5	58.3	41.7
2013/2014	Applied	552	289	263	52.4	47.6
	Shortlisted	81	32	49	39.5	60.5
	Appointed	19	8	11	42.1	57.9
2014/2015	Applied	208	119	89	57.2	42.8
	Shortlisted	24	10	14	41.7	58.3
	Appointed	5	2	3	40.0	60.0
2015/2016	Applied	302	156	146	51.7	48.3
	Shortlisted	34	14	20	41.2	58.8
	Appointed	9	3	6	33.3	66.7

Over the four year period analysed, there was a decrease in the number of males recruited to SAMS and females increased, resulting in a shift in gender balance from 58:42 (M:F) to 33:67 (Table 14). Gender split in applications over the period have remained relatively stable and well balanced, but the percentage of female applicants that have been shortlisted has increased. Further analysis is required by grade. Over the last four years SAMS has been recruiting at lower levels - Grades 2 to 6.

## Staff Promotion

Table. 15 Recruitment of SAMS Staff per year

year	Status	Total	Male	Female	% Male	% Female
2012/2013	Applied	10	4	6	40	60
	successful	9	4	5	44	56
2013/2014	Applied	11	3	8	27	73
	Successful	9	3	6	33	67
2014/2015	Applied	9	5	4	56	44
	Successful	3	3	0	100	0
2015/2016	Applied	6	4	6	67	33
	Successful	5	4	5	80	20

The gender balance of promotions changed significantly in 2015 when SAMS revised its promotions procedure, prior to 2015 more females were promoted (Table 15). In 2015 merit promotion policy was restricted to Research, Education and Enterprise job family and this had a significant impact on the numbers applying, however those who applied were successful. Further work is needed to look at progression routes for underrepresented female staff at Grade 7 and grade 9 in this job family.

### Flexible working Arrangements

In the last four years, we have had no female leavers as a result of maternity / paternity leave or issues related to childcare.

The gender balance of part time workers at SAMS is 54% male to 46% female.

### Staff Retention

There was a significant restructure in 2015/2016 in Management, Specialist and Administration job family which is predominately dominated by female staff, which accounts for the higher percentage of female leavers in 2015/2016 (Table 16).

Table 16. Staff Retention per year

<b>SAMS Staff</b>	<b>Total Workforce</b>	<b>Total leavers</b>	<b>% Staff retention</b>	<b>Male</b>	<b>Female</b>	<b>% Males</b>	<b>% Females</b>
2012/2013	181	14	92	10	4	71	29
2013/2014	175	9	95	8	1	89	11
2014/2015	174	17	90	9	8	53	47
2015/2016	169	18	89	7	11	39	61

## SAMS Governance

### SAMS Council

SAMS is governed by an independent non-executive Council, chaired by the President, supported by a Board and a number of sub-committees (research, education, finance) for SAMS and a Board for our subsidiary company SAMS Research Services Limited. Council members are the non-executive directors of the company and trustees of the charity.

Females are currently underrepresented on SAMS Council. SAMS recognises this imbalance and will seek to appoint more female members in the near future.(Table 17)

Table 17. SAMS Council members

<b>SAMS Staff</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>% Males</b>	<b>% Females</b>
2012/2013	13	10	3	77	23
2013/2014	10	8	2	80	20
2014/2015	11	8	3	73	27
2015/2016	10	8	2	80	20
2016/2017	8	7	1	86	14



## Part II Gender Action Plan

SAMS-UHI Gender Action Plan					
Key themes	Projected Outcomes	Actions	Owner (Job role)	Timescale	Progress
<b>1 Infrastructure</b> Systems Humans Resources Relationships systems	Completion of targeted actions within the Athena Swan Award (as part of UHI)	Work through appropriate actions as detailed in the Athena Swan Award in line with stated timelines  <a href="https://www.uhi.ac.uk/en/t4-media/one-web/university/research/staff-dev/Athena-Swan-Application-2016.pdf">https://www.uhi.ac.uk/en/t4-media/one-web/university/research/staff-dev/Athena-Swan-Application-2016.pdf</a>	Head of HR/SAMS Senior Management	Ongoing	
	Increased awareness of formal progression and career development in REE level 6/7 for females and REE levels 8 to 9	Create workflow clearly showing career progression routes	Head of HR	December 2017	Baseline mapping currently underway (June 2017)
	Awareness of gender pay gap issues	Carry out gender pay gap assessment	Head of HR	December 2017	Baseline established
	Equality agenda embedded in education structures at SAMS.	a) Introduce Equality Agenda into Education Quality Assurance Committee at SAMS	Quality Manager (QM)	September 2017	

	Highlight and discuss emerging issues relevant to gender	b) Equality agenda item included at programme meetings, admissions meetings	QM/Programme Leaders/Registry Office	September 2017	
	Greater gender balance on recruitment	Review gender balance by grade and job family on appointment into roles at SAMS	Head of HR	December 2017	Baseline mapping currently underway (June 2017)
	Enhanced Career Pathways for all job families	Enhance communication and understanding of Career pathway options for all staff in each job family	Head of HR	March 2018	
	Increased female staff engagement with SAMS/UHI career initiatives such as staff mentoring and sabbaticals	Wider promotion of UHI mentoring schemes and sabbatical programme opportunities to female staff	Head of HR	Existing arrangements to be reviewed 2016/17, followed by implementation	Action identified as part of Athena Swan Action Plan
	Greater gender balance on promotion to senior researcher grades	Review gender balance by grade and job family for movement into grades 7 and above.	Head of HR	March 2018	
	Ensure reporting structures for education programmes are gender informed and aware	Request PL's specifically assess KPI data in order to identify gender issues with success, progression and attainment at module and programme level. Request training through UHI if necessary	Programme teams	For academic year 2017/18	
	Assess need for additional unconscious bias training	a) Continue to monitor application/admissions/enrolment	QM	Ongoing	

	for those staff in the admissions process	<p>data to ensure continued gender balance</p> <p>b) Seek potential training avenues for additional unconscious bias for HE admissions staff</p>	QM	Feb 2018	
	Embed student awareness of gender bias and support of gender balance	Review and revise induction materials, programme handbooks where appropriate	Programme teams	September 2017	
	Maintain optional STEM training provision for staff and students through STEM Ambassador Hub West Scotland	Continue to provide regular training in STEM for students and staff of all levels. This training is mandatory for undergraduates studying Science Communication at honours year level.	Head of Communications	Nov 2017	
	Assessment of gender imbalance in curriculum and assessment of issues impacting male non-continuation	<p>a) Work with HISA Depute/Student reps to identify imbalance within materials, assessment, field work and lab work</p> <p>b) Programme Leader and Registry to monitor male progression and success</p>	<p>QM/HISA Depute</p> <p>PL/SRO</p>	Feb 2018	
	Greater gender balance in SAMS Council membership	Continue to assess M/F ratio and undertake steps as appropriate to redress the balance	SAMS Directorate/SAMS Council	Ongoing	
<b>2 Influencing the Influencers</b> Educators	Maintain and enhance awareness of SAMS support of equality with current students and staff	Work with HISA/HISA Depute to support campaigns tackling gender issues and imbalance	QM/Equalities Rep/HISA	Feb 2018	

Careers advisors Parents Current students					
	Trained staff that can advise on equality and diversity within the curriculum	<ul style="list-style-type: none"> <li>a) Arrange formal training in inclusiveness/diversity /equality in the curriculum for a member of staff</li> <li>b) That staff member act as a point of advice and review for programme and module content and delivery</li> </ul>	QM/UG Programme staff member	Possible commence Sept 2017	
	Parents made aware of SAMS support for gender equality issues and gender campaigns	<ul style="list-style-type: none"> <li>a) Review information and marketing material (website, social media, leaflets) to promote diversity and gender balance in study, success and careers</li> <li>b) Add equality statement to our website</li> </ul>	Head of Communications	<ul style="list-style-type: none"> <li>a) Oct 17</li> <li>b) Sep 17</li> </ul>	
	Promotion of equal career opportunities at graduate and post graduate level	<ul style="list-style-type: none"> <li>a) SAMS students Career Officer to maintain good links with UHI and promote all relevant careers opportunities</li> <li>b) Careers Officer to undergo any relevant training that may arise that helps to encourage both genders to look at a range of career aspirations</li> <li>c) Careers Officer to encourage all students to undertake additional skills sessions to enhance career prospects</li> </ul>	SAMS Career Officer (All)	Ongoing, relevant training will be taken up as it becomes available	
	Promotion of UHI's Changing the Culture	SAMS will work with UHI in support of actions and activities in regard to <b>Changing</b>	QM/Student	Ongoing	

	action Plan/ Raise awareness of zero tolerance of gender based violence	<b>the Culture</b> (actions for tackling violence against women, harassment and hate crime affecting university students)	Support Practitioner		
<b>3 Raising awareness</b> and aspiration Outreach	Promotion of marine science careers through gender balanced and counter stereotype approach in outreach	Develop monitoring of who delivers our schools outreach to gather baseline data on gender, age, nationality and seniority distribution of outreach providers	Education officer	Ongoing with start July 2017	
	Engage public with marine science through range of events delivered by gender-balanced and counter stereo type presenters	Develop monitoring of who delivers events for public audiences and stakeholders to ensure diversity and fairness	Education officer and seminar organiser	Ongoing with start July 2017	
	Work towards a culture where public engagement is firmly embedded with research and delivered fairly by all constituents of the organisation	Apply for funding to support this initiative (RCUK SEE-PER call) – and deliver if successful	Head of Communications	July 2017 (apply) if successful deliver by March 2018	
	Promote marine science through gender-balanced exhibition in the Ocean Explorer Visitor and Outreach Centre	Review images and text of exhibition for gender-bias and amend if necessary	Head of Communications	Jan 2018	
<b>4 Encouraging</b> applications	Continued balanced applications/enrolment in gender in SAMS Education	a) All marketing material and campaigns apply gender balanced visual communication	Head of Communications	Ongoing	

Recruitment Marketing Course packaging	programmes (particularly the Marine Science Programme)	<ul style="list-style-type: none"> <li>b) Ensure Open Days present gender balanced and counter stereotyped view (in staff involved, presentation of opportunities/ aspirations/ materials). Include equality statement in any programme guides used on the day</li> <li>c) Use role models within our current students positively during Open Days, visitor events and marketing material</li> </ul>	<p>Student Registry Officer/Programme team</p> <p>Programme team</p>	<p>November 2017</p> <p>November 2017</p>	
	Continued equity in admissions processes/Assess need for additional Unconscious Bias training	<ul style="list-style-type: none"> <li>a) Highlight gender issues to admissions staff and ensure equitable handling of enquiries and admissions</li> <li>b) Monitor enquiries/applications/enrolment data</li> <li>c) If appropriate seek additional training for Unconscious Bias for admissions staff</li> </ul>	QM/Registry Staff/Programme Teams	Feb 2018	
<b>5 Supporting success</b> Gender inclusive environments Enhancing the student experience	Provision of unbiased career and employment advice	Ensure career representative undertakes any training initiatives that promote gender equality in opportunities and employment – likely to arise through UHI	Careers Practitioners rep	Ongoing	
	Continuity of gender balanced student seminar	Ensure seminar programme is balance across both genders celebrating success of all	QM	Feb 2018	

	evening which celebrates and promotes the value of extra-curricular opportunities	students			
	A balance in Graduate successes celebrated on alumni website, showing wide range of career perspectives across both genders	Continue to populate website with graduate career stories, successes. Ensure there is balance and non-stereotypical approach to this	Head of Communications	May 2018	
	All student reps aware of gender issues and aware of route to highlight issues that pertain to gender	All student reps to undergo training (through UHI) and encourage engagement with initiatives and training to promote gender balance	Student Engagement Officer	November 2018 and ongoing	
	Strong student voice on gender and equality issues	<ul style="list-style-type: none"> <li>a) Continued student representation on SAMS Council, Education Committee, Education Quality Assurance Committee and Programme Committees</li> <li>b) Encourage students to raise issues/challenges/ examples of good practice in gender and equality</li> </ul>	QM	Ongoing	

